



**GOOD PRACTICE
CASES COLLECTION**

**Student Consultancy Project Good Practice Cases
for the Cultural Heritage sector**

TITLE

Good Practice Cases Collection: Student Consultancy Project Good Practice Cases for the Cultural Heritage sector

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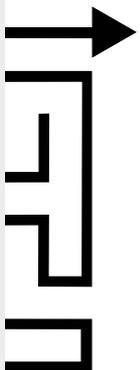
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CONSORTIUM

The Cultural Heritage Project 2.0: Business Model Evolution, an Erasmus+ project (2021-1-IT02-KA220-HED-000032050) is designed to support Higher Education Institutions to effectively assist the regeneration of the European cultural heritage sector in a highly digitised (post-Covid-19) world, through Cultural Organisations' business models evolution. The project also aims to provide Higher Education's academic staff and educators with the knowledge, skills and resources relevant to the future to support the sector. This publication is part of the project's first deliverables and outcomes (Project Results 1; PR1), next to a 1. "Future of Cultural Heritage Sector Scenarios" Book, 2. "Cultural Heritage Challenges and Needs" Status Quo Report, and 3. Good Practice Cases Collection; all accessible through the [project's website](#).

Our partnership consists of 6 organisations from 5 countries, all with a direct interest in using the project's results to (1) drive university-cultural heritage organisations' collaboration, (2) contribute to revitalisation of the cultural heritage sector and (3) increase their contribution to society. The partners have been selected based on their diversity of knowledge and experience in social sciences and humanities, institutional commitment to external engagement, and strong networks with cultural heritage organisations.



Ca' Foscari University of Venice
www.unive.it/



University-Industry Innovation Network (UIIN)
www.uiin.org



Bespoke Manyone
www.bespokecph.com



University of Copenhagen
www.ku.dk



University of Vienna
www.univie.ac.at



Momentum [Educate+Innovate]
www.momentumconsulting.ie

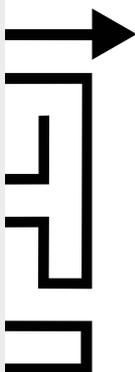
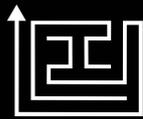


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Why a Collection of Student Consultancy Good Practice Cases?

The COVID-19 pandemic and the measures to contain it has taken a considerable toll on all aspects of the European living environment, including the world of Cultural Heritage (CH). Since the very outbreak of the pandemic, the crisis severely impacted the European CH and its stakeholders on multiple levels, e.g., challenges for the security of jobs and security of heritage sites and visitors, as well as socioeconomic, cultural, and financial challenges.

The Student Consultancy Good Practice Cases illuminate successful formats, set-ups and delivery models of student consultancy projects based on the sector's challenges and needs for competencies the CH sector that graduates, as future CH employees could address on regional and European-wide levels.

The documented cases have been collected through desk-research and further articulation of the researched trends on Business Model Evolution for Cultural Heritage (horizon scanning phase, i.e., find the complete methodology in the "The Future of Cultural Heritage Sector Scenarios" Book, Methodology chapter).

The collection of the Student Consultancy Good Practice Cases is aimed to HEI academic staff and educators who are eager to deliver digital problem-based learning approaches to support the Cultural Heritage Organisations with student consultancy projects.

Artistic Management Minor

Pitch

The minor proposes a new idea of a manager: one who is aware of the resources offered by the languages of art.

Organisations

Ca' Foscari University of Venice

Country

Veneto Region, Italy

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program
- Other, specify:

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical (pre-pandemic)
- Digital (as an exception during pandemic)
- Hybrid (post pandemic)

- Applicable in CH sector (advisable, but not necessary)

Introduction

Ca' Foscari University of Venice's minor in Artistic Management aims to prepare a new kind of manager, one who will be able to generate change by acting on the organisational culture of companies and on the emotional and creative potential of the employees. This is the potential that arises from the intersection between narration (writing), image (video), word and body (theatre) that goes beyond sectoral languages and enriches creative skills. Students participating in the minor will be guided in designing a narrative dedicated to a company that will be interpreted in the languages of the theatre, literature and video.

Documented on

July 25th, 2022

Case Author

Daniela Pavan from Ca' Foscari University of Venice

Case's Coordinator

Fabrizio Panozzo, Professor from Ca' Foscari University of Venice

Links

[Website](#)



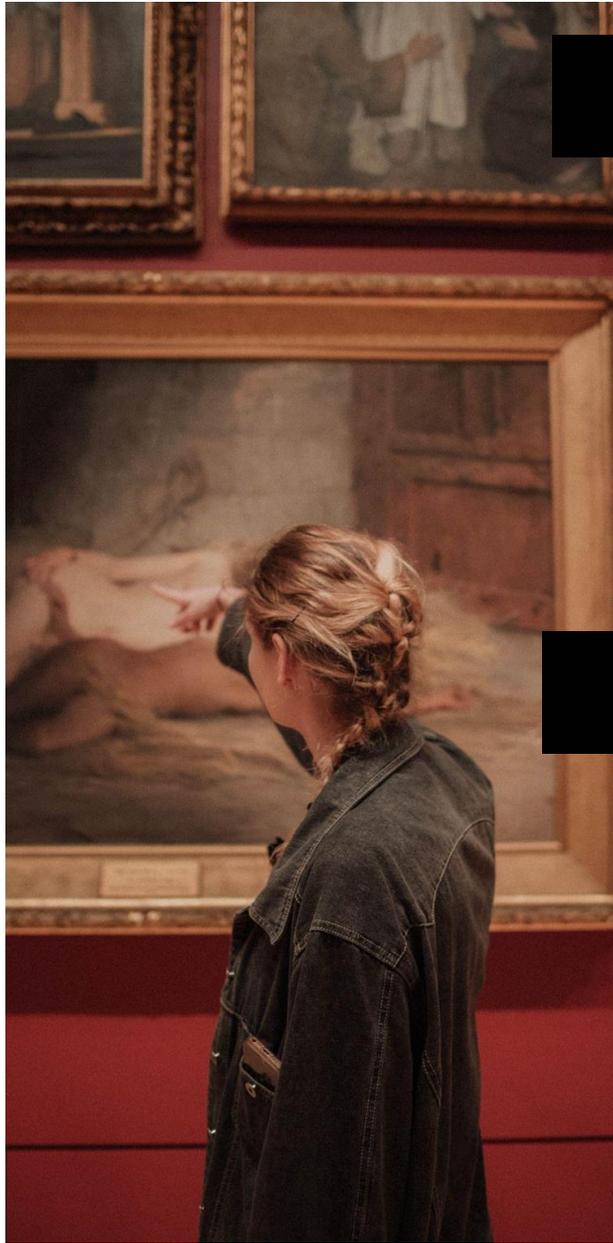


Image Credit: Kevin Laminto, Unsplash

THE CONTEXT

The minor in Artistic Management is provided by Ca' Foscari University of Venice's Department of Management. Ca' Foscari, was first founded as the "Advanced School of Commerce" in 1868. Today, it offers highly qualified education, promoting frontier research rooted in a century-old tradition in economics and management, languages (39 taught), social sciences, humanities, and hard sciences. This minor aims to answer companies' growing interest in integrating managerial roles with both creative and technical knowledge and transferrable skills.

THE CHALLENGE

The demand for new professionals with a hybrid background, having developed knowledge and sensitivity for managerial approaches and artistic language, is increasingly being requested by companies. This minor aims to teach and apply the knowledge of artistic expression techniques required by companies to improve their storytelling approach and support teamwork within each workplace.

THE APPROACH

- This **case's format** is a minor program offered to **bachelors' and masters' degree students**.
- The minor can be **embedded in the study program** as part of the curricular activity
- **The program's delivery mode** is predominantly physical, with face-to-face teaching considered fundamental, and **students' progress** tracked and evaluated through a final exam.
- **The project's supporting mechanisms** consider that a significant part of the lessons will be conducted in laboratory form as a concrete business storytelling exercise. These are mostly taught by practising artists in tandem with management professors.
- The **programme has the following format**: a business firm is identified as an educational partner. Then, entrepreneurs/managers brief students and faculty on the current identity and desire for transformation. Students and faculty then develop a re-narration of the firm mobilising creative writing, theatre and cinema. Then, the new narration is delivered through live performance and digital content.
- **Involved stakeholders include** hospitality institutions (Ca' Sagredo Hotel and museum, Venezia Certosa Marina); local craftsmanship organisations (Lunardelli, Ceramiche dal Pra); digital communication brands (Vulcano) and local public administration

THE IMPACT

Evidence of success for the minor in Artistic Management lies in the positive reviews it receives from students. Students believe that its interdisciplinary approach make them more competitive in the job market thanks to the combination of management skills and artistic knowledge.

Two Intended Learning Outcomes that can be derived from this case for the CH sector are that the minor:

01 Allows the development of innovativeness and creativity in problem-solving

02 Equips students with the capacity to criticise and assess potential solutions.

“

This minor aims to teach and apply the knowledge of artistic expression techniques required by companies to improve their storytelling approach and support teamwork within each workplace.

– Fabrizio Panozzo

”

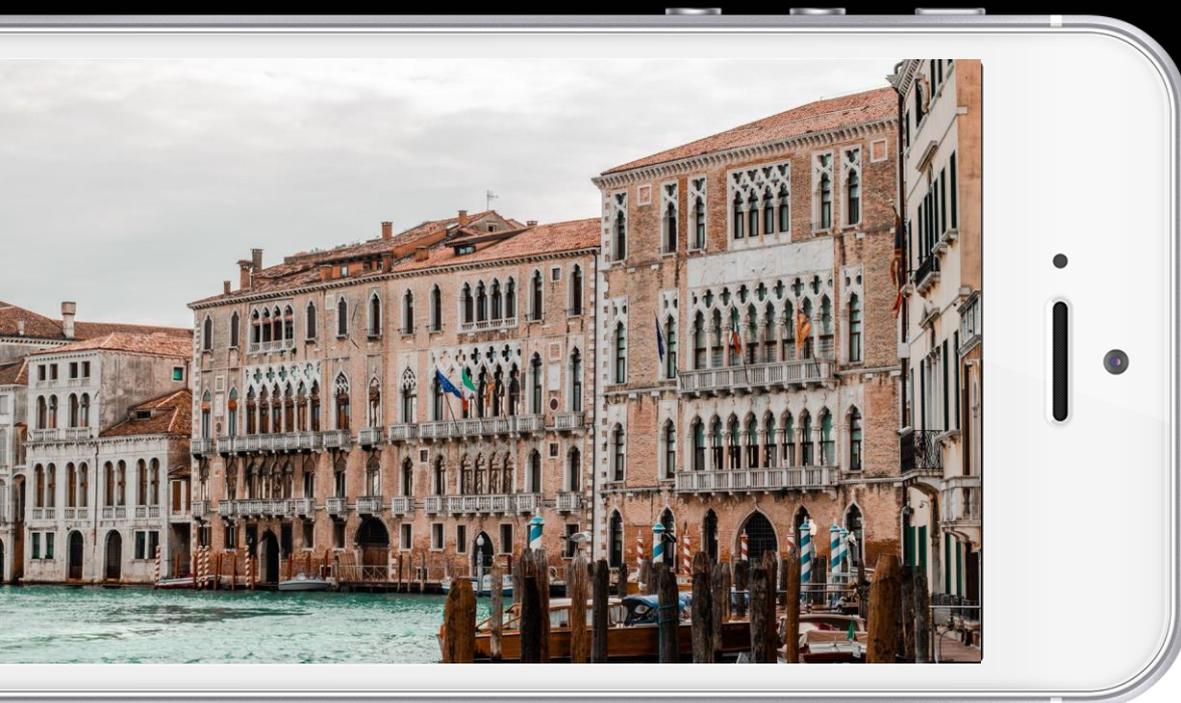


Image Credit: Ludovico Lovisetto, Unsplash

CLEACC

Pitch CLEACC provides a preparation that integrates business courses with liberal arts courses (aesthetics, literature, visual arts, etc.) and social ones (e.g. ,cultural anthropology) in order to enhance critical thinking and the ability to develop innovation in the field of CH.

Organisations Bocconi University **Country** Lombardy Region, Italy

Domain of Good Practice Case

Format <input checked="" type="checkbox"/> Course <input type="checkbox"/> Group projects <input type="checkbox"/> Workshop <input type="checkbox"/> Innovation space <input type="checkbox"/> Specialisation / Minor program	Level <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Other, specify: Set-up <input checked="" type="checkbox"/> Inside-curriculum <input type="checkbox"/> Extra-curriculum	Delivery <input checked="" type="checkbox"/> Physical <input type="checkbox"/> Digital <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Applicable in CH sector (advisable, but not necessary)
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Introduction

The Bachelor degree program, Economics and Management for Arts, Culture and Communication (CLEACC), was launched in 1999 and is structured into two macro areas. It shares the educational path with the other BSc programs focusing on business training, as well as focusing on the development of knowledge in the field of arts and culture and the comprehension of the main cultural trends. Students will develop the skills necessary to analyse the cultural dynamics in today's world and their impact on social relations, analyse markets, and sales for creative and cultural institutions and companies, and prepare financial statements and related legal aspects.

Documented on June 2022

Case Author Daniela Pavan from the Ca' Foscari University of Venice

Case's Coordinator Paola Dubin, Professor from the Bocconi University

Links [Website](#)





THE CONTEXT

Bocconi University was founded in 1902 by entrepreneur Ferdinando Bocconi. Today, it is a leading European University with a strong international orientation focused on economics, management, law, and social sciences. It has consistently promoted and practised equality of opportunity among its many generations of students by actively subsidising the education of disadvantaged individuals. Bocconi's key values that guide the activities of students, faculty, administrative staff, and alumni all over the world are: independence, meritocracy, integrity, respect, openness, pluralism, and social responsibility.

THE CHALLENGE

This course addresses the following gaps in the CH sector: **I.** knowledge of the fundamental frameworks for the study of the main contemporary cultural phenomena through the analysis of the underlying social dynamics; **II.** knowledge of different artistic languages, with the opportunity to study visual or performance arts, and **III.** knowledge related to the development and analysis of corporate strategies as well as the principles and instruments for managing the main business functions in firms, non-profit organisations and artistic, cultural and communication institutions.

Image Credit: Metis Lighting, Architonic

THE APPROACH

- This **format** of the programme is a three-year **Bachelor's** degree
- CLEACC is an **in-curricular**, complete Bachelor's programme organised into two parallel curricula, one taught in Italian and the other in English.
- **Supporting mechanisms** and teaching activities for the programme include seminars, field visits, guest speakers, students' project works by groups, largely relying on professors' networks with cultural institutions. Also, active learning is an essential feature of the curriculum and interaction between students with different backgrounds encourages an exchange of views and the development of listening skills.
- The **delivery mode** is physical, replaced only by the digital mode during the pandemic.
- **Students' progress** is tracked and evaluated through examination and the completion of a final thesis.

THE IMPACT

The success of the programme is evident in its popularity – 250 students enrolled per year, and always an oversubscription in applications. Moreover, 89.5% of students who attended courses offered in 2020/2021 reported being satisfied with the quality of the teaching.

Two Intended Learning Outcomes that can be derived from this case for the CH sector are:

01

Ability to gather and interpret information and data from various and often contrasting sources, in order to meet objectives that often respond to different requests.

02

Development of analytical and cognitive tools that will allow students to autonomously face highly dynamic professional settings that require listening skills, critical skills and the ability to integrate

“

This course [among others] addresses the fundamental frameworks' knowledge gap for the study of the main contemporary cultural phenomena through the analysis of the underlying social dynamics.

– Paola Dubin

”



Image Credit: CLEACC, Bocconi University

References:

- Bocconi University (n.d.) Economics and Management for Arts, Culture and Communication. www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico_en/navigation+tree/home/programs/bachelor+of+science/economics+and+management+for+arts+culture+and+communication/

Communication Spaces

Pitch

Teachers of tomorrow professionalise themselves using multilingualism experiences to tackle educational equality and climate justice.

Organisations

Teachers4Future;
UniClub

Country

Vienna, Austria

Domain of Good Practice Case

Format

- X Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program

Level

- X Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- X Inside-curriculum
- Extra-curriculum

Delivery

- X Physical
- X Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

This project brings together future teachers with the project UNICLUB, an initiative to support young people who have migrated to Austria, whose first language is not German to reach a school degree allowing studies at an Austrian university. The course has 3 streams: The first stream focuses on the theoretical background of multilingualism; the second stream is the buddy programme with UniClub, supporting UNICLUB members with their learning. Lastly, the third stream consists of the development of teaching material for schools regarding the climate crisis. Teachers in training discuss theoretical key concepts and learn about strategies for the multilingual classroom.

Documented on

June 2022

Case Author

Allison O'Reilly from the University of Vienna

Case's Coordinator

Eva Vetter from the University of Vienna

Links

[Website](#)





THE CONTEXT

The UniClub offers free support to young people aged 13 – 19 with refugee or migration experience on their personal educational path, particularly in their final exams. The programme includes learning support in all school subjects, promotion of German language skills and individual educational counselling.

Teachers4Future is a group of teachers working together to save the climate. They advocate for climate conscious education in schools.

THE CHALLENGE

Multilingualism is often seen as a challenge in the teaching context. This project should help prepare future teachers for this challenge and make them see it as a chance for success by embracing multilingualism.

Image Credit: Jason Leung, Unsplash

THE APPROACH

- This programme's **format** is a semester-long course, taking place every second week, 3 hours in duration.
- The programme is offered to Bachelor **level students** and is worth 5 ECTS as part of a regular **in-curricular** activity at the University of Vienna
- The **delivery mode** is physical but can also be delivered virtually as was the case during COVID-19 where students still met in small groups outside to work on their portfolios.
- **Students' progress** is tracked and evaluated through a points system based on students' participation in class, their portfolio work, and a group presentation.

THE IMPACT

Over 1000 students have participated in this course since its implementation and many students have attested to the value of the course in inspiring and empowering them to start a career in teaching.

Two **Intended Learning Outcomes** that can be derived from this case for the sector are:

01

Stay flexible regarding the concept, particularly regarding the partners whose needs may be different than anticipated

02

A course of this interactive nature requires some level of in-person contact (in a safe out-door environment, when indoor is not feasible)

“

Multilingualism is often seen as a challenge in the teaching context. This project should help prepare future teachers for this challenge and make them see it as a chance for success by embracing multilingualism.

– Eva Vetter

”



Image Credit: UniClub, Multinlude

References:

- Vetter, E., Lhotzky-Willnauer, R., Marzoch, D., Kugler, I., & Atanasoska, T. (2018). Der UniClub - Lernraum für Jugendliche mit Fluchterfahrung und Lehramtsstudierende. *Erziehung und Unterricht: österreichische pädagogische Zeitschrift*, 2018(7&8), 609-619.
- Vetter, E. (2021). „Warum haben die Menschen die Tötungen zugelassen?“. Teilhabe aus sprachenbezogener Perspektive. in A. Wegner, J. Frisch, E. Vetter, & M. Busch (Hrsg.), *Bedingungen und Bezüge politischer und sprachlicher Bildung* (S. 263-297). Wochenschau Verlag. sprache macht gesellschaft Band 1 Nr. 1 Wochenschau Wissenschaft: www.wochenschau-verlag.de/Bedingungen-und-Bezeuge-politischer-und-sprachlicher-Bildung/41157

Contamination Lab VeniSia

Pitch

A rediscovery of the humanities as a foundation, inspiring engine, interpretative key, bearer of the meaning of a new economic development, and new sustainable business models.

Organisations

Ca' Foscari University of Venice

Country

Veneta region, Italy

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program

Level

- Bachelor's degree
- Master's degree

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

A contamination lab is an innovative learning lab where Ca' Foscari develops new learning approaches. The challenge launched by the Contamination Lab and VeniSIA was to rediscover the humanities as the foundation, inspiring engine and interpretative key of a new economic development and new sustainable business models. The final goal was to develop and prototype ideas by combining choices attentive to environmental protection, sensitive to the needs of people, committed to safeguarding and enhancing cultural heritage, creative and suitable for improving the quality of life in Venice.

Documented on July 2022

Case Author Daniela Pavan from the Ca' Foscari University of Venice

Case's Coordinator Innovative Learning Area of Ca' Foscari

Links [Website](#)





THE CONTEXT

The Contamination Lab VeniSia is hosted by Ca' Foscari University of Venice in tandem with their Masters degree in Environmental Humanities. Ca' Foscari, founded in 1868, promotes frontier research rooted in a century-old tradition in economics and management, languages, social sciences and humanities, and hard sciences. CLAB is developed in collaboration with VeniSia, the Venice Sustainability Innovation Accelerator, devoted to the development of business ideas and technology solutions able to face climate change and other environmental challenges.

THE CHALLENGE

Create a more realistic connection between the approaches traditionally adopted by Cultural Heritage Organisations and the Humanities and technology in order to identify potential new models that can make cultural heritage sustainable from a social, economic and environmental perspective.

Image Credit: Ca' Foscari University Venice

THE APPROACH

- This programme is in workshop **format** and is offered at both Bachelor and Masters **levels**.
- Taking part in the CLab is an **extra-curricular** activity.
- The **delivery mode** of the CLab is hybrid.
- **Supporting mechanisms** for the programme include tutoring and expertise from professors, mentors and experts on the topic of the project during the 6 weeks of work in physical/virtual classrooms. Students will work in groups and will also have the opportunity to collaborate with leading companies and institutions in this field.
- **Students' progress** is evaluated through a final work project which is presented in order to win access to VeniSia's acceleration program.
- **Involved stakeholders include** local organisations and local public administration.

THE IMPACT

During this Contamination Lab, Ristarte, a business idea that combines the best of Art and Business by connecting "culture" and "artist involvement", had the opportunity to be accelerated. That ideas originating from the Contamination Lab have access to acceleration programs, marks a positive way to motivate students in pursuing their ideas and generating real projects.

Two **Intended Learning Outcomes** that can be derived from this case for the CH sector are:

01

Nurturing creative thinking in classroom settings

02

Identification and improvement of problem-solving approaches



Image Credit: Jason Goodman, Unsplash

References:

- Università Ca' Foscari Venezia (n.d.) Contamination Lab (CLab) www.unive.it/pag/44584

Designing Knowledge Seminar

Pitch The University of Vienna collaborated with the Science-Center Network to further develop the concept of Knowledge Spaces for public engagement and scientific outreach.

Organisations University of Vienna & Science-Center Network **Country** Austria

Domain of Good Practice Case

Format	Level	Delivery
X Course	<input type="checkbox"/> Bachelor's degree	X Physical
<input type="checkbox"/> Group projects	X Master's degree	<input type="checkbox"/> Digital
<input type="checkbox"/> Workshop	<input type="checkbox"/> Other, specify:	<input type="checkbox"/> Hybrid
<input type="checkbox"/> Innovation space	Set-up	<input type="checkbox"/> Applicable in CH sector (advisable, but not necessary)
<input type="checkbox"/> Specialisation / Minor program	X Inside-curriculum	
	<input type="checkbox"/> Extra-curriculum	

Introduction

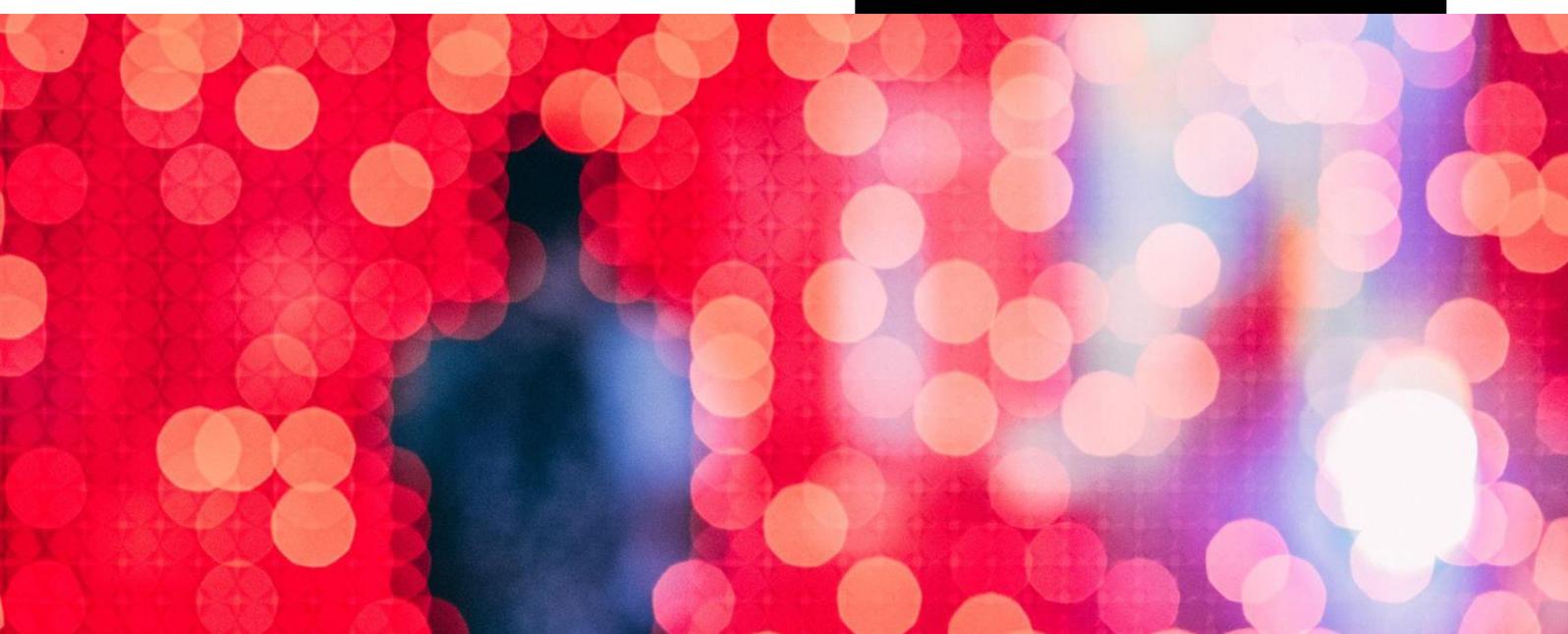
The goal of the cooperation with the Science Center Network was to support the further development of the Knowledge Space Vienna based on scientific psychological principles. The Knowledge Space is a meeting place for children, young people and adults, where science and technology can be experienced in a playful way. In the Knowledge Space, various exhibits are displayed that allow experimental access to different (natural) scientific phenomena. In the application seminar, students were asked to develop their own exhibits from the field of psychology.

Documented on July 2022

Case Author Tobias Reckling from the University of Vienna

Case's Coordinator Faculty of Psychology, University of Vienna

Links [Website](#)





THE CONTEXT

A central goal of the University of Vienna is to promote the exchange of knowledge with business and society. In 2016, the University of Vienna launched the internal Third Mission project (based at the Faculty of Psychology) to survey existing knowledge exchange measures and develop new formats. Within this framework, the Designing Knowledge seminar was developed in collaboration with the Science Center Network.

THE CHALLENGE

The Science Center Network develops and promotes a variety of science communication and outreach initiatives. One of these initiatives are the Knowledge Spaces for children, young people and adults, where science and technology can be experienced in a playful way. In the Knowledge Space, various exhibits are displayed that allow experimental access to different (natural) scientific phenomena. A central challenge of these knowledge spaces is the lack of research from the social sciences such as psychology and the constant need for new ideas and input.

Image Credit: Jason Goodman, Unsplash

THE APPROACH

- This practical seminar took the **format** of an elective course for **Master's** students in the psychology program.
- The seminar is an **in-curricular** offering with a focus on psychological-scientific phenomena (e.g., cognitive psychology) and knowledge transfer.
- **Supporting mechanisms** for the seminar included the involvement of the participating scientist (head of the seminar), and an external trainer, the start-up and students who developed the objectives of the programme.
- The **delivery mode** is physical.
- **Students' progress** is evaluated in the development of pitches and written concepts for the defined question on the basis of appropriate training, as well as their active participation during the course dates.
- **Involved stakeholders** include the Service Unit for Research Services and Career Development/ Project Knowledge Transfer Center East, Alumni Association of the University of Vienna, the Faculty of Psychology, and the Impact Hub.

THE IMPACT

The seminar offers students the unique opportunity to independently develop exhibits that are then displayed in the Knowledge Space as experiments in the field of psychology.

Two **Intended Learning Outcomes** that can be derived from this case for the CH sector are:

01

Students were trained in the conception and realization of innovative exhibits for science communication

02

Students develop new interdisciplinary communication skills

“

A central challenge of Knowledge Transfer Centers and knowledge spaces is the lack of research from the social sciences such as psychology and the constant need for new ideas and input.

-Tobias Reckling

”

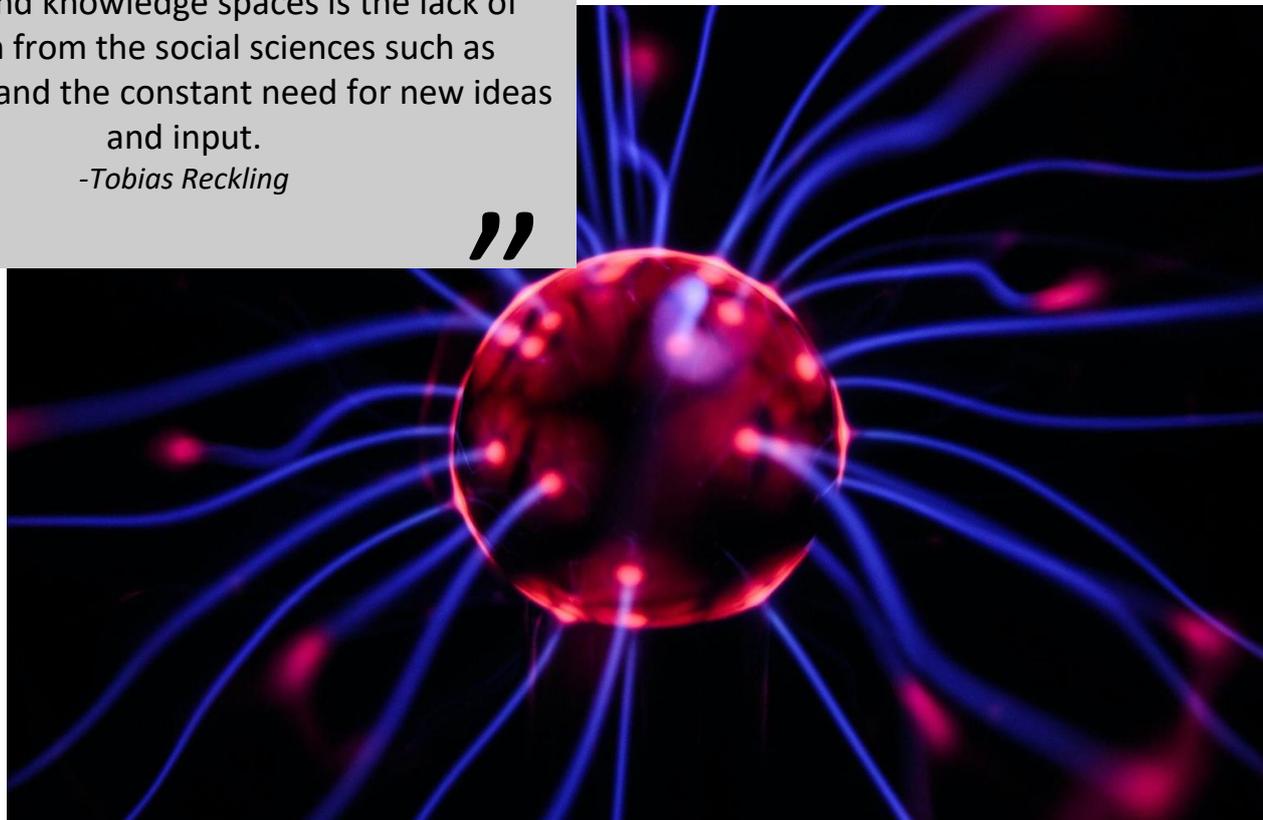
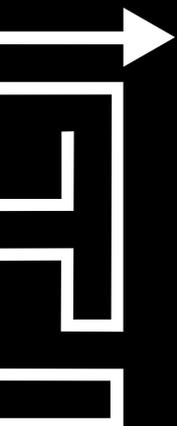


Image Credit: Josh Riemer, Unsplash



Digital Cultural Politics

Pitch

This course focuses on the notion of digital cultural politics and how these attempt to shape cultural production and consumption in algorithmic culture in different ways.

Organisations

University of Copenhagen

Country

Denmark

Domain of Good Practice Case

Format

- X Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program

Level

- Bachelor's degree
- X Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- X Extra-curriculum

Delivery

- X Physical
- Digital
- Hybrid
- X Applicable in CH sector (advisable, but not necessary)

Introduction

Digital media and digital communication have revolutionized modern cultural production and consumption. Platforms like Facebook, Twitter, YouTube, Snapchat, Instagram and Tik Tok are instrumental in terms of how users access and participate in cultural activities. The course focuses on the influence that tech giants have on culture production and consumer relations, data harvesting, business models, as well as influence on politics etc. It incorporates critical perspectives and introduces concepts such as surveillance capitalism, platform capitalism, digital labour, working conditions for creators, influencers and gamers. It also investigates the mutual dependency relations created between platforms, CHOs and users.

Documented on

July 2022

Case Author

Tanja Junge from the University of Copenhagen

Case's Coordinator

Bjarkki Valtýsson from the University of Copenhagen

Links

[Website](#)



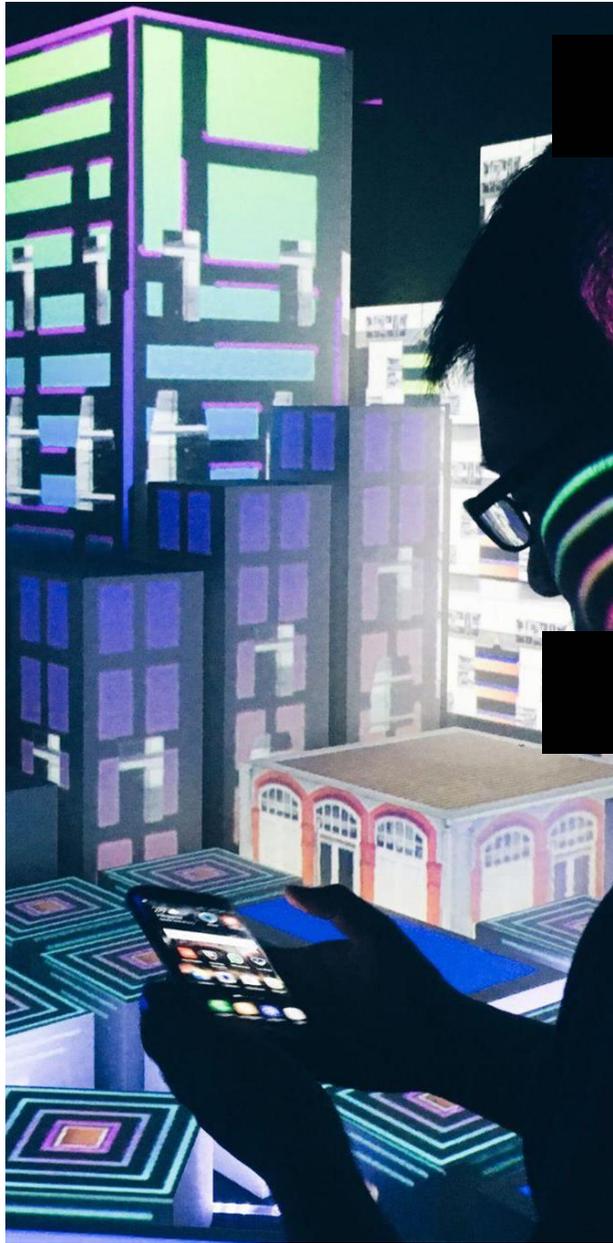


Image Credit: Kelvin Han / Unsplash

THE CONTEXT

The creator of the course, Bjarki Valtýsson, has been researching the area of cultural politics extensively in the past years and has also published the book 'Digital Cultural Politics: From Policy to Practice'. The course was born in the autumn of 2020 alongside the writing of the book and now exists in both English and Danish. The course is targeted at students from Modern Culture studies and Art History but is also available as an elective for international students.

THE CHALLENGE

Giants such as Amazon, Apple, Facebook, Microsoft and Google and the platforms and services they provide frame the way users interact with culture. Most CH institutions depend heavily on digital and social media in order to survive and this knowledge is valuable for institutions and students planning to work in the cultural heritage sector after graduating. However, knowledge of the algorithms and business models of these giants is not traditionally taught at The University of Copenhagen.

THE APPROACH

- This programme's **format** is a 15 ECTS course which is offered as an **in-curricular** activity at Masters degree **education level**.
- The **delivery mode** is physical and composed of lectures, discussions, group work and analyses of different cases. As several students work for tech companies or have their own companies on the side, they are encouraged to use personal experience when testing theories in class. Besides from reading reports on Digitalization, GDPR and Google privacy policies, they also visit exhibitions and analyse digital works of art. It is not a new course model in itself but the up-to-date content and major focus on incorporating current salient issues as they arise provides students with insight into real life challenges and how to tackle them.
- **Students' progress** is tracked in a final exam constituted by a whole-day workshop that is based on a mandatory written assignment.
- **Involved stakeholders include** the University of Copenhagen staff.

THE IMPACT

The course shows great evidence of success as it is evaluated very positively and students are extremely enthusiastic and eager to incorporate examples from their personal experience.

Three **Intended Learning Outcomes** that can be derived from this case for the CH sector are:

01

CHOs and HEIs must be aware of the mutual dependencies that is created between platforms, CHOs and users.

02

To be able to adapt to the fast-paced, fast changing digital landscape, universities must be agile in their teaching formats and carry out classes in a way that prepares students for this way of working.

03

A comprehensive critical awareness of different platforms is crucial. The course aims to create a holistic perspective on platforms in order to understand the relation between creativity and control.

“

Most CH institutions depend heavily on digital and social media in order to survive and this knowledge is valuable for institutions and students planning to work in the cultural heritage sector after graduating.

– Bjarkki Valtýsson

”

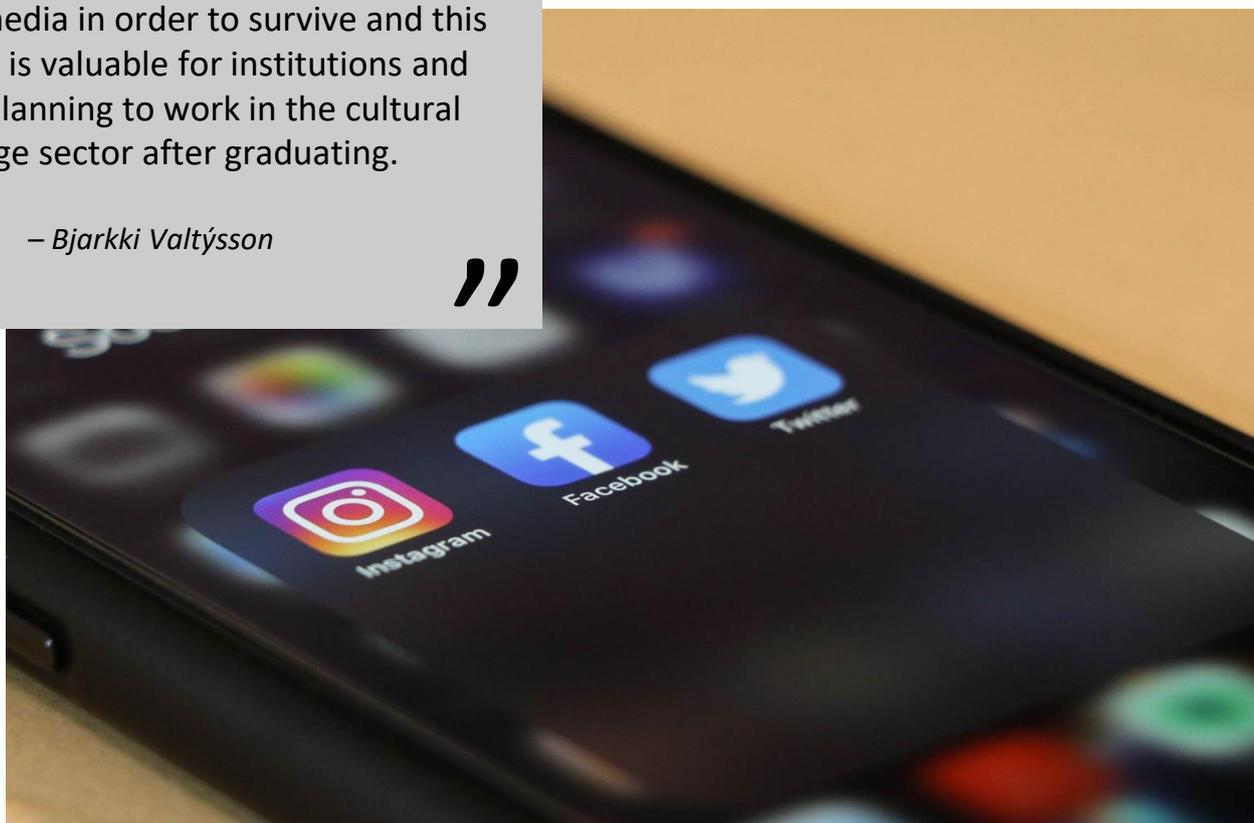


Image Credit: Dole777, Unsplash

References:

- Valtýsson, B. (2020). *Digital cultural politics: From policy to practice*. Springer Nature.

Digital Cultures MA

Pitch A one-year, full-time Masters programme delivered online by University college Cork (UCC).

Organisations University College Cork

Country Ireland

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program
- Other, specify:

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

The online MA in Digital Cultures at University College Cork is delivered entirely through distance learning and explores and operates within the digital moment, developing knowledge, skills and critical awareness through theoretical engagement and critical practice. Participants in the programme develop the practical skills needed to flourish in the digital age, while also examining the impact of the digital on culture, power, and identity in society. The programme fosters those new literacies of consumption, production and creativity essential in the contemporary world.

Documented on

July 2022

Case Author

Con Bartels from Momentum

Case's Coordinator

Mike Cosgrave from the University College Cork, Ireland

Links

[Website](#)



THE CONTEXT

The course is delivered by UCC, through the School of Arts, Celtic and Social Sciences. It prepares students to understand such transformations in society, identity, and culture, and to develop the digital skills necessary to provide innovative and creative leadership in the digital age. This programme encourages transdisciplinary engagement that is creatively enriching for students within a scholarly atmosphere. The programme offers an introduction to how digital tools and methods can be used in research and it combines innovative elements of theory and practice in digital cultures.

THE CHALLENGE

The MA in Digital Cultures addresses the challenges students face of locating, analysing and using appropriate digital tools to address research questions in their undergraduate disciplines or areas of expertise. There is no foundation for work on capturing, reading, and writing sources in digital form, and using them for analytic and creative work in Ireland currently. Fast changing practices in social networking provide both difficulties and opportunities for students to collaborate and research.

Image Credit: Simon Lee, Unsplash

THE APPROACH

- This **case's format** is a full-time, 12 month, 90 credit program split into two parts – one-part modules and workshops, and one part completing a Digital Cultures Dissertation.
- The **education level** of this case is a Masters but with options to finish early and take a diploma. **The program's delivery mode** is digital, through UCC's learning management system and a range of other digital tools that provide experience in online collaboration and team building.
- **Students' progress is tracked** and evaluated through assessments requiring engagement with both theory and practice of inquiry in the digital age, as well as in the creation of digital research artefacts.
- **Involved stakeholders include** the faculty from the Department of Digital Arts & Humanities.

THE IMPACT

Evidence of success for the MA lies in the range of tools and methods it equips graduates with to provide the digital element now essential for careers in education, heritage, and the 'cultural economy', in digital and web content creation and management, and storytelling in a variety of domains.

Three Intended Learning Outcomes that can be derived from this case for the CH sector are that the minor:

01 Produces digitally literate interdisciplinary graduates

02 Approaches theory and practice of inquiry in the digital age

03 Creates digital research artefacts

References:

- University College Cork (August 31, 2022) Digital Cultures (Online) MA. www.ucc.ie/en/ckd12/

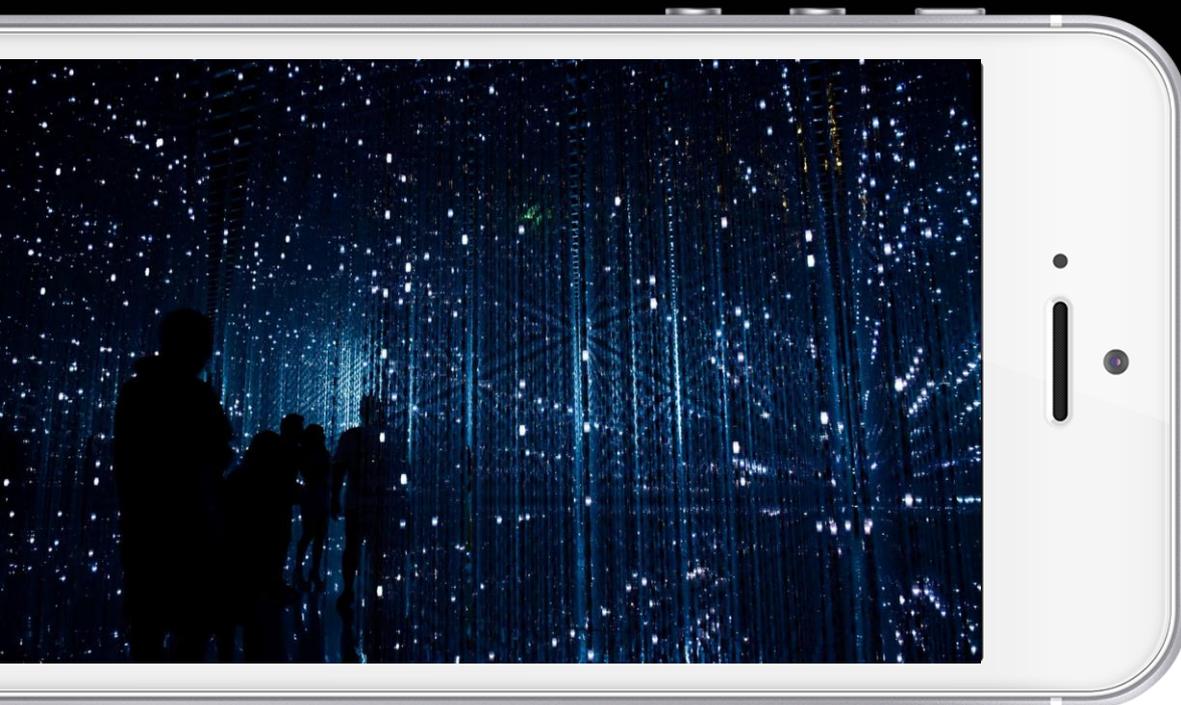


Image Credit: Robynne Hu, Unsplash

EGArt MA

Pitch The Economia e Gestione delle Arti e delle attività culturali (EGArt)/ Arts and Culture Management and Economics Master's Degree merges the Humanities approach with management, to create a mindset that allows students to make a positive impact in the CH field.

Organisations Ca' Foscari University, Venice

Country Italy

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program
- Other, specify: 2-year Master degree

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

The Master's degree program (available in either Italian or English) aims at merging skills, research methodologies, and professional approaches from the Humanities as well as economic-management areas, to help students operate as bridge builders between culture and business, by leveraging on the critical relationship between creativity and innovation, to make positive impact. Graduates will be able to work on tasks related to planning, organisation and management of activities and events within companies, cultural institutions, foundations, local authorities and other cultural organizations operating under the Public Administration umbrella. They will be trained to potentially cover several different roles in the cultural field.

Documented on May 2022

Case Author Maria Lusiani from Ca' Foscari University of Venice

Case's Coordinator Maria Lusiani, Professor from the Ca' Foscari University of Venice

Links [Website](#)



THE CONTEXT

EGArt is a Master's collaboration program of Ca' Foscari University of Venice between the departments of Management and Philosophy & Cultural Heritage. EGArt parallels the development of Ca' Foscari's laboratory in Management of Arts and Culture (M.A.C. Lab), which serves as a hub for research and teaching activities at the crossroads of management, creativity and cultural productions.

THE CHALLENGE

Most CH sector professionals have expertise in the arts, yet often must develop on-the-job competences, e.g., in project management, budgets, fundraising, craft reporting documents, etc., without prior knowledge of these topics. Management professionals lacking expertise in the arts who are appointed to lead CH organisations are faced with a similar learning curve. The demand for new professionals with a hybrid background for both CH and managerial approaches is compelling. EGArt responds to this challenge, offering a truly interdisciplinary program.



Image Credit: Clay Banks, Unsplash

THE APPROACH

- The programme's **format** is a 2-year Master's degree, at an EQF level 6 **education level**.
- In terms of **embeddedness in curriculum**, EGArt is a whole Master's programme, parallelly taught in English and Italian. Both blend courses from the artistic disciplines, with historical, philosophical and sociological approaches, and from the economic, managerial and quantitative disciplines. The English-taught curriculum offers also a more international orientation.
- **Delivery mode** is predominantly physical and face-to-face teaching and interaction deemed fundamental, however a few courses are organised in a hybrid format.
- **Supporting mechanisms required** for the programme include the classrooms and libraries of the humanities campus, an online platform for the organization of courses and activities. Teaching activities include seminars, field visits and guest speakers, largely relying on professors' networks with cultural institutions.
- **Students' progress** is tracked via examinations and the completion of their final thesis paper.
- **Involved stakeholders** include cultural institutions (e.g. Fondazione Bevilacqua La Masa, Venice Biennale); museums (e.g. Venice Municipal Museums, Palazzo Grassi, Gallerie dell'Accademia); theatres (Teatro Stabile del Veneto, La Piccioniaia); art galleries (e.g. Tobia Ravà Studio, Soda Gallery); consulting agencies (e.g. Fondazione Fitzcarraldo).



THE IMPACT

EGArt is a **good practice case** as it has become well-established over the last 20 years with a large number of graduates currently employed in CH institutions. Moreover, it is one of the firstly founded university degrees dedicated to cultural management in Italy and abroad.

Three Intended Learning Outcomes that can be derived from this case for the CH sector are:

- 01** To become able to identify, define, and chart the main components of a CHO business model
- 02** To become able to identify the main challenges and opportunities for CHOs
- 03** To develop innovativeness and creativity in problem-solving

“

The demand for new professionals with a hybrid background for both CH and managerial approaches is compelling.

– *Maria Lusiani*

”

Image Credit: Francesco Ungaro, Unsplash

References:

- Ca' Foscari University of Venice (n.d.) *Economia e Gestione delle Arti e delle attività culturali (EGArt)*. www.unive.it/pag/3213/?L=1

GIOCA

Pitch

GIOCA (Graduate degree in Innovation and Organisation of Culture and Arts), is an interdisciplinary program aimed to forge the skills of worldwide cultural organisations and creative industries' future leaders.

Organisations

University of Bologna

Country

Italy

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program
- Other, specify: 2-year Master degree program

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Set-up

- Inside-curriculum
- Extra-curriculum

Introduction

GIOCA is a two-year Master's Degree of the School of Economics and Management at the University of Bologna based on a strong interdisciplinary approach that combines business studies, sociology and the humanities. The program aims to train students in the field of artistic and cultural organisations, allowing them to learn how to interact effectively with the artistic-cultural dimension of various organisations, understand their needs and interpret the economic and social ecosystems. With focus on applied management knowledge and change processes in cultural organisations, topics range from the impact of public funding transformation, to the digital revolution and beyond.

Documented on

June 2022

Case Author

Daniela Pavan from the Ca' Foscari University of Venice

Case's Coordinator

Paolo Ferri, Professor from the University of Bologna

Links

[Website](#)



THE CONTEXT

The University of Bologna was founded in 1088 and is the oldest university in continuous operation in the world. Since its foundation, it has attracted numerous scholars, intellectuals and students from all over Italy and the world, establishing itself as one of the main international centres of learning. It was the first place of study to use the term "universitas" for the corporations of students and masters, which came to define the institution, particularly its famous law school.

THE CHALLENGE

GIOCA aims at filling the competency gaps of those in CHOs and promoting knowledge and skill sharing between managers and those with a Humanities background to create graduates skilled in business studies, as well as marketing and management.



Image Credit: Italy Magazine

THE APPROACH

- The programme's **format** is a 2-year Master's degree, at an EQF level 6 **education level**. GIOCA has an international cohort of students and provides an environment where students can gain a global perspective and enhance their entrepreneurial skills. The course is held in English.
- In terms of **embeddedness in curriculum**, GIOCA is a Master's degree based on a strong interdisciplinary approach comprising management studies, humanities and practical skills.
- **Delivery mode** is predominantly physical and face-to-face teaching and interaction deemed fundamental, however some seminars are held online thanks to the renovation of technological equipment of the university.
- **Supporting mechanisms required:** GIOCA uses a research-based and hands-on approach, making use of a faculty composed of both academics and professionals.
- **Students' progress** is tracked via examinations and the completion of their final thesis paper.
- **Involved stakeholders:** The entire last semester is dedicated to a period of internship in cultural and artistic organisations or public administrations (e.g. Departments, Ministry etc.) and private organisations (e.g., foundations, museums, galleries, music or film industry, etc.) in the artistic and cultural field. Based on this internship period, students will develop their final thesis.



THE IMPACT

GIOCA's evidence of success lies in the success of their graduates with 79% of them currently employed, boasting an alumni community of many entrepreneurs and professionals in the cultural sector.

Three **Intended Learning Outcomes** that can be derived from this case for CH sector are:

- 01** Acquisition of communication-relational skills
- 02** Ability to manage multiculturalism to operate profitably in different contexts
- 03** Ability to foresee and prepare artistic-cultural organisations for social and technological changes

“ The programme applies management knowledge, change processes to arts organisations. It is based on a strong interdisciplinary approach comprising business studies, organisation, marketing and humanities.
– Paolo Ferri

”

References:

- University of Bologna (n.d.) Innovation and organization of culture and the arts. www.corsi.unibo.it/2cycle/gioca

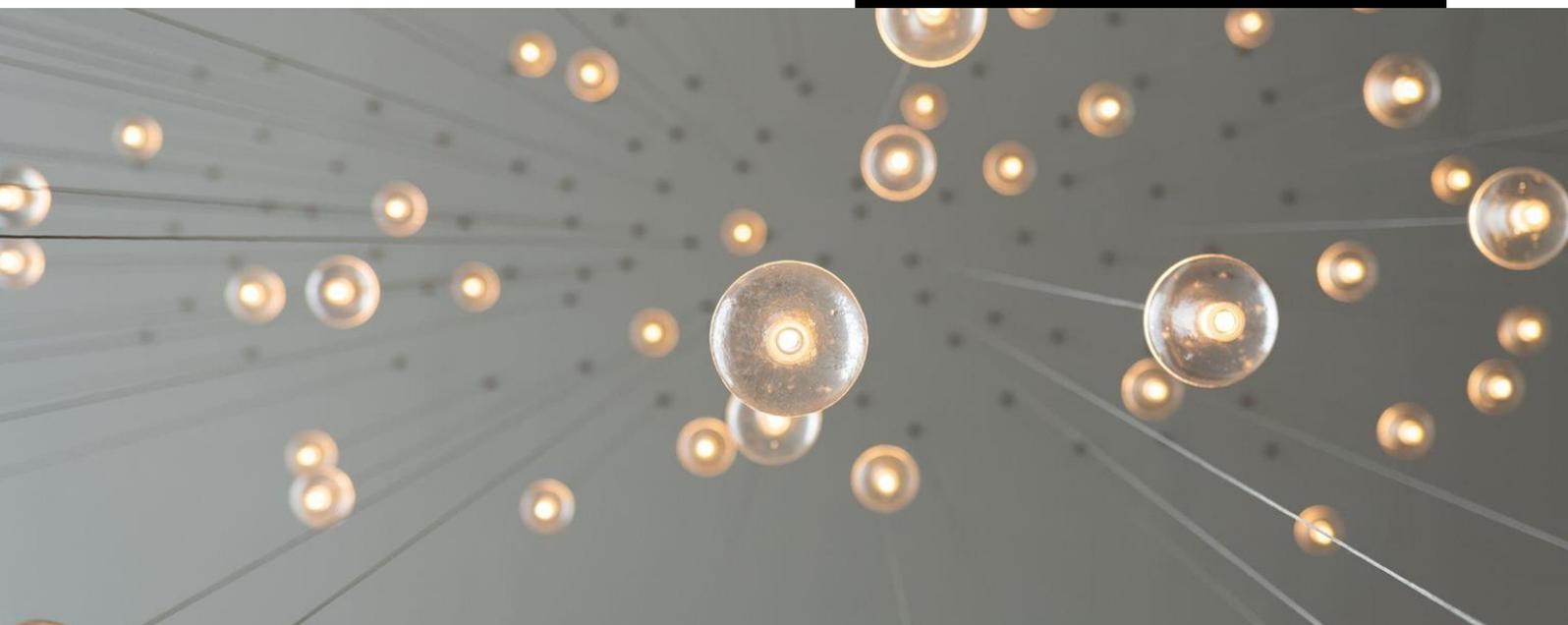
Human & Legal Innovation Hub

Pitch	An innovation hub that works with students, researchers and lecturers from the Faculty of Humanities, Law and Theology		
Organisations	University of Copenhagen	Country	Denmark
Domain of Good Practice Case	Format <input type="checkbox"/> Course <input type="checkbox"/> Group projects <input checked="" type="checkbox"/> Workshop <input checked="" type="checkbox"/> Innovation space <input type="checkbox"/> Specialisation / Minor program	Level <input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree Set-up <input type="checkbox"/> Inside-curriculum <input checked="" type="checkbox"/> Extra-curriculum	Delivery <input checked="" type="checkbox"/> Physical <input type="checkbox"/> Digital <input type="checkbox"/> Hybrid <input type="checkbox"/> Applicable in CH sector (advisable, but not necessary)

Introduction

The Human & Legal Innovation Hub has created a space where students can work on their projects and creative ideas and receive professional advice and sparring. They offer different workshops together with two other UCPH innovation hubs, financial and legal counselling, a broad networks of students, researchers and other startups, a free co-working space open 24/7 and possible contact to external partners. The students can join the hub alone or in groups if at least one member is a student at UCPH. The hub collaborates with different businesses and organisations by inviting them in as guest speakers or mentors and in turn students solve cases, do internships, or write theses together with the partners.

Documented on	July 2022
Case Author	Tanja Junge from the University of Copenhagen
Case's Coordinator	Marie Roloff Groth, Manager at Human & Legal Innovation Hub
Links	Website



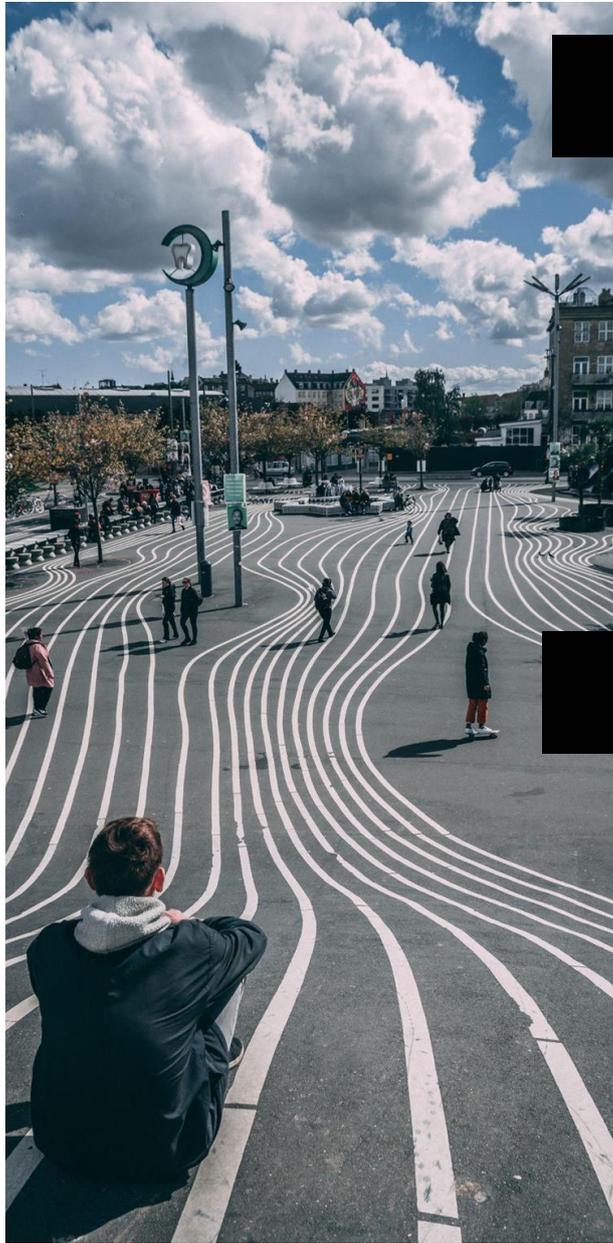


Image Credit: Daniele Salutari

THE CONTEXT

The Human & Legal Innovation Hub is the innovation hub of UCPH's south campus. They house students from the faculties of Humanities, Law and Theology. It was founded In 2017, at the same time as the opening of the South Campus on Amager, Copenhagen. The Hub seeks to combine several academic disciplines in their events and allows interdisciplinary dialogue between students and educators.

THE CHALLENGE

Starting your own business to tackle different challenges in society can be a difficult market to enter. One needs market knowledge, partners, experience, a network, and an opportunity to test what works and what doesn't. Most students do not have the finances or the network to do this directly after completing their education, and real-life experience cannot be obtained from studying alone. The Hub therefore, aims to connect students, teachers and external partners in new collaborations and assist in the matchmaking of individual collaborations and development of new projects across teaching, research and practice to create value for all parties.

THE APPROACH

- This programme's **format** consists of living lab work, workshops, seminars and pitching events. As such, the delivery mode is **physical**.
- The programme is offered at both Bachelor and Masters **levels**.
- Being a member of the Hub is an **extra-curricular** activity, but students also have the ability to complete in-curricular internships either in their own company or at an external organisation
- **Supporting mechanisms** for the programme include collaboration with internal and external partners and funding agencies.
- **Students' progress** is tracked at pitching events and sustainability challenges and competitions. Students participating in internships are graded in a final exam.
- **Involved stakeholders include** other universities, university administrative staff, educators, researchers, two other UCPH hubs, student associations, companies and organisations

THE IMPACT

This programme is an example of a **good practice case** as a range of student entrepreneurs from the Hub have created fully fledged businesses that have received funding. Many companies and organisations created in the Hub have expanded and are now living on and developing after students have left university.

Two **Intended Learning Outcomes** that can be derived from this case for the CH sector are:

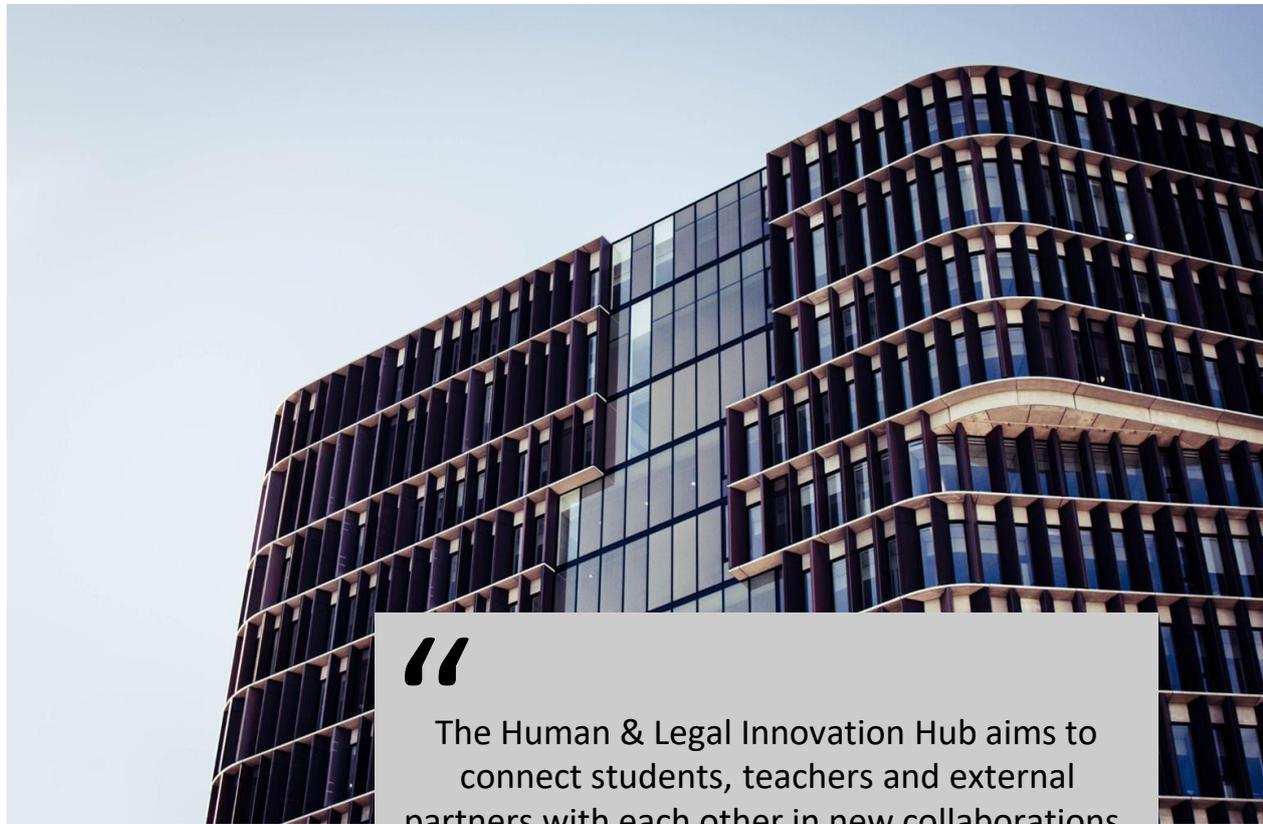
01

University students get hands-on practical experience in entrepreneurship and develop their competencies for future employability.

02

The students get to try out an idea of their own in the market and experience how their academic skills match the corporate sector.

Image Credit: Peter Ivey-Hansen, Unsplash

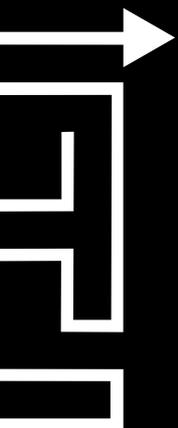


“

The Human & Legal Innovation Hub aims to connect students, teachers and external partners with each other in new collaborations, as well as to assist with matchmaking of individual collaborations and development of new projects.

– Marie Roloff Groth

”



Irish Consultancy Experience

Pitch	A new summer consultancy course aimed at introducing students to Irish business and culture		
Organisations	Lochlann Quinn School of Business, University College Dublin (UCD)	Country	Ireland
Domain of Good Practice Case	Format	Level	Delivery
	<input type="checkbox"/> Course <input checked="" type="checkbox"/> Group projects <input type="checkbox"/> Workshop <input type="checkbox"/> Innovation space <input checked="" type="checkbox"/> Specialisation / Minor program	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input type="checkbox"/> Other, specify:	<input checked="" type="checkbox"/> Physical <input type="checkbox"/> Digital <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Applicable in CH sector (advisable, but not necessary)
		Set-up	
		<input type="checkbox"/> Inside-curriculum <input checked="" type="checkbox"/> Extra-curriculum	

Introduction

The Irish Consultancy Experience is a new programme that launched summer 2022. This 4-week programme combines academic, professional, as well as social and cultural components to offer students a challenging, stimulating and rewarding programme. Students will develop an understanding of modern-day Ireland from an economic and cultural perspective and work on live projects with an Irish charity or enterprise. Within the project, students can choose to focus on a service learning or industry experience, allowing participants to personalise their programme.

Documented on	July 2022
Case Author	Con Bartels from Momentum
Case's Coordinator	Kathy O'Reilly, Professor from Sean Cassidy, UCD School of Business
Links	Website





THE CONTEXT

UCD Lochlann Quinn School of Business, Ireland's leading business school. The programme takes place over 4 weeks and combines academic, experiential and cultural aspects, open to visiting undergraduate students from all disciplines. Students will enjoy the Quinn School of Business approach to transformational learning, immersing in an opportunity to learn from a myriad of perspectives within a diverse setting. By engaging with the experiences this programme offers, students will expand their outlook, approach, network and horizons.

THE CHALLENGE

The programme addresses the following skills gaps: **I.** analysis skills: helping client organisations to develop a strategy and produce solutions; **II.** project management skills: ability to deliver project outputs on time and in high quality for a client organization, and **III.** relationship building skills: the ability to work well with your clients and your team.

Image Credit: Irish Consultancy Experience, UCD

THE APPROACH

- This programme has a two-course **format**: "Ireland's International Business Environment," a course that sets the context for doing business in Ireland, and secondly a consulting project completed by the students for a client company that is either an SME, NGO, or a charity.
- The programme's **education level** is for any business student at third level institution and is best suited to those in their 2nd or 3rd year of study.
- As for the **project's embeddedness in curriculum**, the programme is an extracurricular summer course worth 10 ECTS.
- The **delivery mode** is in-person but can be online if necessary due to COVID.
- **Involved stakeholders include** the UCD business school, various Irish SME's and NGOs or charities.

THE IMPACT

The Irish Student Consultancy experience takes place in Ireland's largest only triple accredited business school. Students will have access to best practice facilities such as a data analytics lab, media suites and a Thinklab.

Three Intended Learning Outcomes that can be derived from this case for the CH sector are that the minor:

01 Learn about Irish SMEs and their internationalisation process through case studies

02 Understanding Ireland as a location for attracting foreign investment (particularly from the US)

03 A deeper understanding of Irish culture, history and most famous heritage sites

References:

- University College Dublin (n.d.) Irish Consultancy Experience. www.ucd.ie/quinn/internationalstudents/summeratquinn/irishconsultancyexperience/

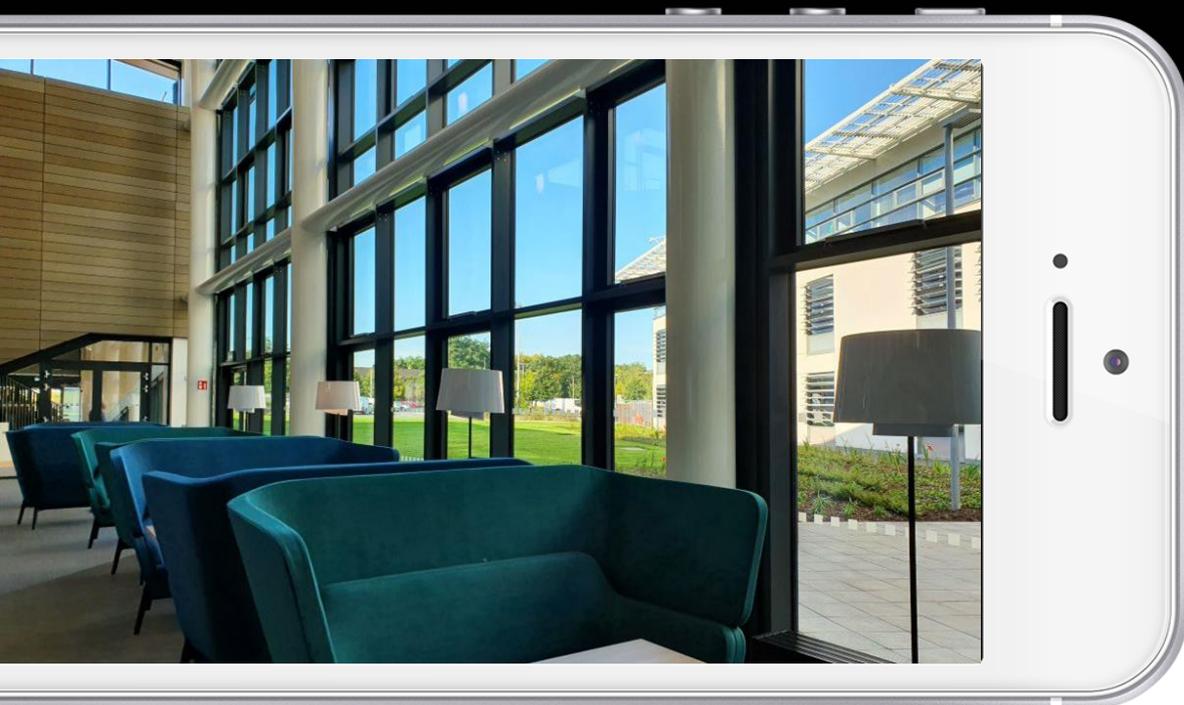


Image Credit: Irish Consultancy Experience, UCD

SHARING FUTURES

Pitch

SHARING FUTURES is a digital exhibition built around three different projects created by graduate students from the Royal Danish Academy who were given the challenge of creating scenarios for our future society as part of their Master's project.

Organisations

Design Museum Denmark; Det Kongelige Akademi; Bespoke ApS; Statens Kunstfond

Country

Denmark

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Other: series of workshops and individual/group work for Masters thesis

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

In SHARING FUTURES consists of three projects created by five graduate students from the Danish Royal Academy of Design. The projects illustrate different aspects of what our life might look like a decade from now: how will we work? How will we use nature? What will a future museum be like? The projects are built on methods developed by Bespoke, a Danish strategic agency working in the field of Futures Design. Over time, the five students have participated in a number of workshops and sessions with Bespoke and Design Museum Denmark. The result is a number of wild, beautiful and thought-provoking future scenarios and speculative objects that visualize what might happen a few years from now.

Documented on

July 2022

Case Author

Ema Nicolas from Bespoke

Case's Coordinator

Royal Danish Academy

Links

[Website](#)

SHARING FUTURES

DESIGN MUSEUM DANMARK

K: Statens Kunstfond

bespoke



Det Kongelige Akademi

Akademi for Design og Hverdagskultur

THE CONTEXT

SHARING FUTURES is a collaboration between The Royal Academy of Design, Bespoke and Designmuseum Denmark. The exhibition is funded by Statens Kunstfond. In the project, five graduating students from Visual Communication at the Royal Danish Academy - with guidance and sparring from the Bespoke team - have worked with Bespoke's Futures Design methodology as a roadmap to explore some of the most relevant challenges and opportunities of the future.

THE CHALLENGE

The project supports students in applying a future-facing methodology to investigate key research questions for the CH sector. The in-depth collaboration provided and built between Design Museum Denmark, Det Kongelige Akademi, and Bespoke ApS (supported by the Statens Kunstfond) supports the integration of graduate students into the competitive and oftentimes exclusive reality of museums, giving them the knowledge to enter the field with a working experience of what it means to design and develop an exhibition.



Image Credit: Dezeen

THE APPROACH

– **The programme's format** is a workshop for a master's degree thesis. The students will learn how to put their projects through a futures methodology. The first part consists of learning this methodology from Bespoke and considering how they could create a museum in a more democratic way. After their research, scoping, scanning, and insight creation, students will have created a scenario on how they envision the future of museums.

– **Delivery mode** is digital.

– The workshop is an **extra-curricular project that takes place outside of the master's course**. Students interested in taking part must apply in order to participate in the workshop.

– **Students' progress** is not graded as this is an external project, however, the students can receive feedback from the partners and choose to present in the Design Museum Denmark for their "The Future is Present" exhibition.

– **Involved stakeholders** include the Royal Danish Academy, Design Museum Denmark, Statens Kunstfond, Dansk Design Center (DDC) and Bespoke.

THE IMPACT

This case is an example of how students can contribute to the wider change movement in the museum sector, and how they can envision alternative futures for these institutions.

Two **Intended Learning Outcomes** that can be derived from this case for the CH sector include:

01 Demonstrating museums with an alternative approach.

02 Students to be able to showcase their own understanding of what a museum could be.



“

What does the home workplace look like in 2030?

Can 'digital nature' create a better environment for our mental health during future lockdowns?
How can museums become more inclusive and diverse spaces in the future?

- *Bespoke*

”

References:

- Sharing Futures (n.d.) Design Museum Denmark. www.sharingfutures.designmuseum.dk/exhibition/

Social Entrepreneurship Seminar

Pitch

The University of Vienna cooperated with the social business WGE! Gemeinsam Wohnen and Impact Hub to provide students with a first-hand experience on social entrepreneurship.

Organisations

Faculty of Psychology; Service Unit for Research Services and Career Development, UNIVIE

Country

Austria

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

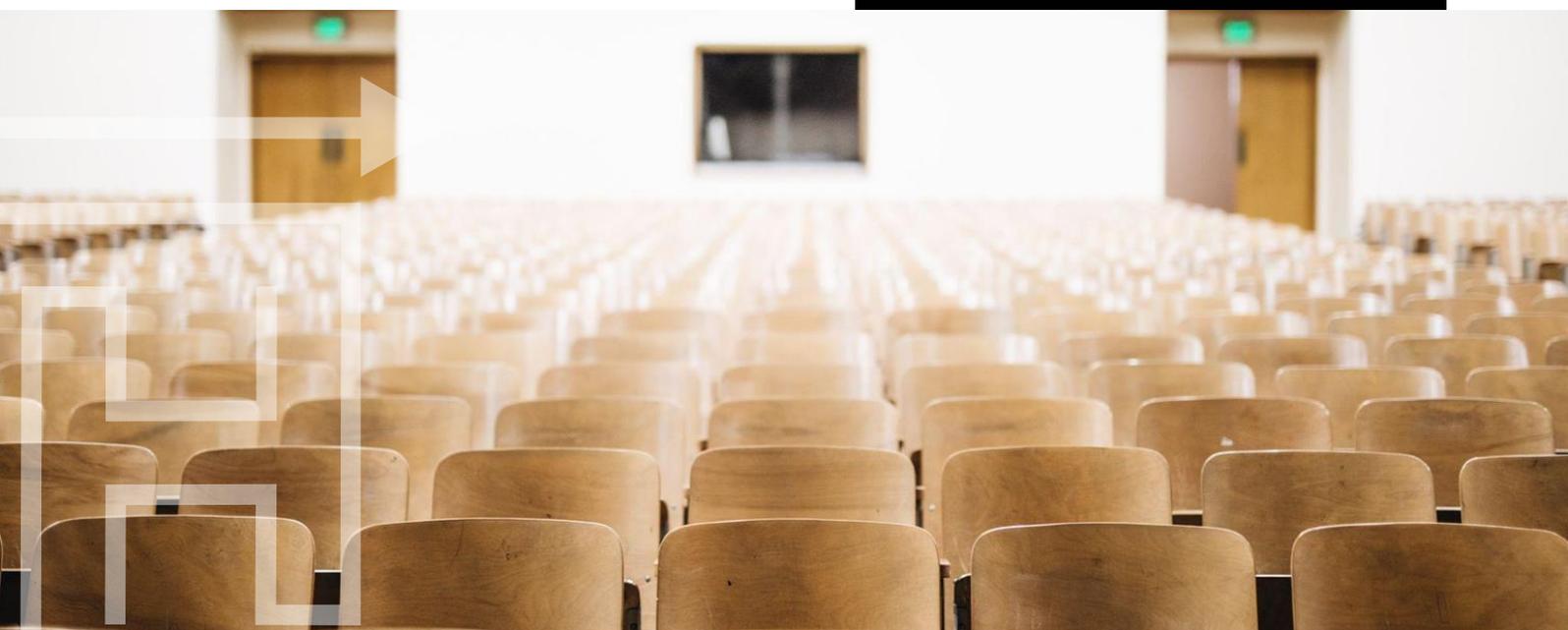
The cooperation with the social business "WGE! Living Together" had 2 central goals: Firstly, to support the start-up in its further development through scientific input. The main focus was on methods and approaches from the field of psychology; and secondly, master's students from the SSH and especially psychology were to be given the opportunity to apply their theoretical knowledge to a concrete problem case from practice. At the same time, the exchange with the start-up "WGE! Gemeinsam Wohnen" contributes to the entrepreneurship education of the students, with a particular focus on social entrepreneurship.

Documented on July 2022

Case Author Tobias Reckling from the University of Vienna

Case's Coordinator Faculty of Psychology/Service Unit for Research Services and Career Development, UNIVIE

Links [Website](#)



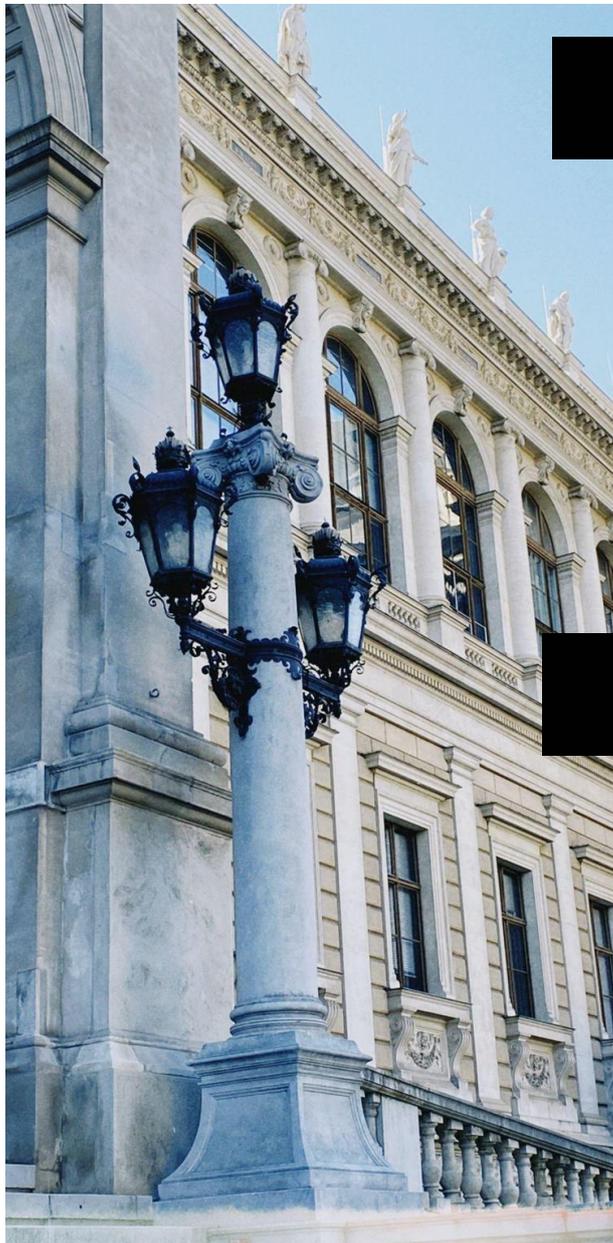


Image Credit: Valentyn Litvinov, Unsplash

THE CONTEXT

A central goal of UNIVIE is to promote the exchange of knowledge with business and society. To achieve this goal and develop appropriate support measures, the Service Unit Research Services and Career Development participated in the project 'Knowledge Transfer Center East'. The goal was to promote various measures to support knowledge exchange in the SSH faculties. At the same time, the University of Vienna launched the internal Third Mission project in 2016 (based at the Faculty of Psychology) to survey existing knowledge exchange measures and develop new formats. The Social Entrepreneurship seminar was developed within this framework.

THE CHALLENGE

A central challenge of social entrepreneurship is ascertaining the motivations and needs of the target groups. WGEI, a social enterprise and partner in this course, arrange intergenerational flat shares, and as a result, cater to two different target groups (older people who wish to provide living space in Vienna, and younger people who cannot afford typical rental spaces). Though this challenge does not centre CHOs, it is certainly applicable to managing expectations of different stakeholders.

THE APPROACH

- This practical seminar took the **format** of an elective course for Master's students in the psychology program.
- The seminar is an **in-curricular** offering.
- **Supporting mechanisms** for the seminar included the involvement of the participating scientist (head of the seminar), and an external trainer, the start-up and students who developed the objectives of the programme.
- The **delivery mode** is physical.
- **Students' progress** is evaluated in their active participation in the individual course dates, a practical test of the exhibit in the Knowledge Space, a final written reflection on the project (i.e., the creation of an exhibit in the group), as well as an evaluation of the group work.
- **Involved stakeholders** include UNIVIE, the Science-Center Network, and Knowledge Space

THE IMPACT

Two **Intended Learning Outcomes** that can be derived from this case for the CH sector are:

01 Students have learned to apply their knowledge to a practical problem

02 Students have developed and implemented innovative exhibition pieces from an interdisciplinary perspective

“

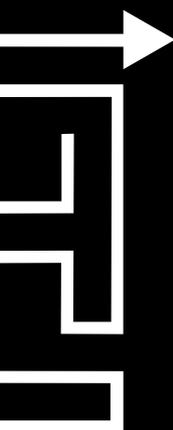
A central challenge of social entrepreneurship is ascertaining the motivations and needs of the target groups.

- Tobias Reckling

”



Image Credit: Patrick Perkins, Unsplash



UvA's Tesla Minor

Pitch

The Tesla minor is a 30 EC minor for research master students. Participating students work in small interdisciplinary groups on complex projects connecting their scientific backgrounds with external stakeholders' real-life challenges to create a positive societal impact.

Organisations

University of Amsterdam

Country

The Netherlands

Domain of Good Practice Case

Format

- Course
- Group projects
- Workshop
- Innovation space
- Specialisation / Minor program
- Other, specify:

Level

- Bachelor's degree
- Master's degree
- Other, specify:

Set-up

- Inside-curriculum
- Extra-curriculum

Delivery

- Physical
- Digital
- Hybrid
- Applicable in CH sector (advisable, but not necessary)

Introduction

In the Tesla minor, most of students' time is spent on their project. However, they also participate in a wide variety of training sessions, workshops, lectures and assignments to help them with their project work and to prepare them for life after university. Examples of these activities include: lectures, training sessions, workshops, and sports. The Tesla program aims to move students out of their academic comfort zone and engage them in different types of real challenges. Students learn to manage a project, communicate in different situations, and create value in 'non-scientific settings'.

Documented on

July 2022

Case Author

Despina Kortessidou from UIIN

Case's Coordinator

Rob Schuurink, Professor from the University of Amsterdam

Links

[Website](#)





Image Credit: TheRockGroup

THE CONTEXT

The Tesla Minor is an interdisciplinary six-month, 30 EC selective minor for research master students from the FNWI (Faculty of Science) of the University of Amsterdam. The minor collaborates with organisations and companies of all sizes, from start-ups to established companies, who create projects for the research master students and want to implement innovative ideas or try to implement impactful change within their own structure. Students can help the collaborating organisations to create a sturdy foundation for projects, develop their innovative ideas and much more.

THE CHALLENGE

The minor cuts across traditional boundaries between disciplines and professional environments and provides a challenge-based, 'hands-on', participatory learning experience. The minor coordinators believe that a fresh, critical view from a group of enthusiastic students who are eager to learn can be beneficial for a company's project or idea. Students choose the program due to its various unique elements, such as: **I.** the chance of a real-world application of their academic and scientific background; **II.** working on a project for clients and receiving 'hands-on' knowledge and skills from experts and peers; **III.** developing their professional skills; and **IV.** scale up their professional network with like-minded professionals.

THE APPROACH

- The **format** of the minor is a second semester program **embedded** in the second year of the Masters cycle. Each project is assigned to 2—4 students who work on it full-time as student consultants during the five months of the minor.
- The **education level** of this case is a Masters degree level.
- The **delivery mode is physical** to ensure students get the most out of its 'hands-on' and participatory learning experience.
- **Supporting mechanisms** for the minor include a location for project work, trainings and guest lectures at the University's Startup Village, Science Park, FNWI's campus. The minor coordinators facilitate and support the learning experience through weekly catchups with the project teams, during which the progress of the project is discussed.
- **Students' progress evaluated** through the presentation of their project proposal, the final project result (report) and the final presentation to the client.

THE IMPACT

The Tesla program aims to move students out of their academic comfort zone and engage them in different types of real-life challenges. During the minor, students learn how to manage a project, communicate in different situations, and create value in 'non-scientific settings.'

Three Intended Learning Outcomes that can be derived from this case for the CH sector are that the minor:

01

A different educational approach: The minor stands out from traditional education programs in focusing on the students' scientific and non-scientific competency gaps

02

Motivating, reinforcing and rewarding teamwork: Although many traditional programs include 'teamwork activities' often, students are unmotivated to participate in them due to the fear of ending up with unmotivated peers.

03

Students owning their work: The minor's nature of work requires students to constantly shift their mindset and get comfortable with different working approaches, styles, and deliverables.



Image Credit: Project with 'Instituut voor Natuureducatie' (IVN) from teslaminor.nl

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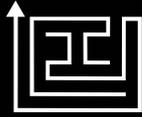
Participating students work in small interdisciplinary groups on complex projects, connecting their scientific backgrounds with external stakeholders' real-life challenges to create a positive societal impact.

– Rob Schuurink

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References:

- Tesla Minor (n.d.) Applying science for a positive societal impact. www.teslaminor.nl/

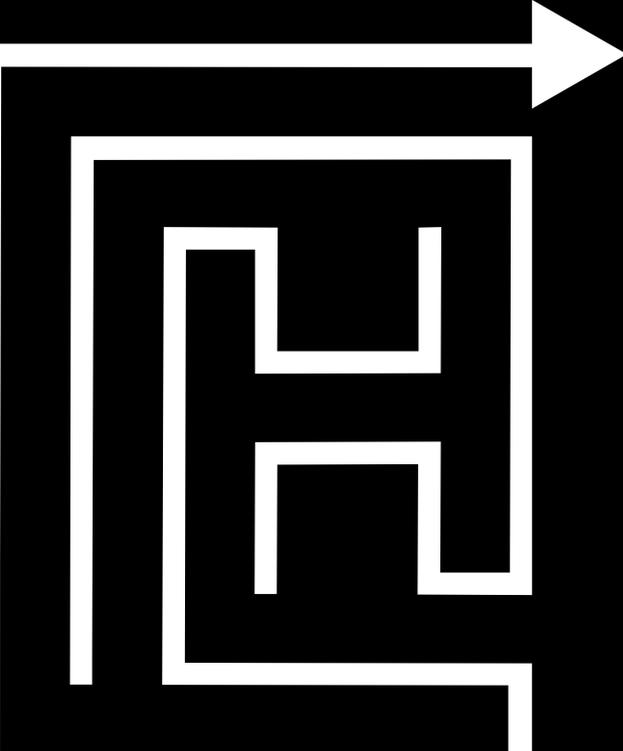


Conclusion

The collection of Student Consultancy Good practice cases illuminates that most of the consortium's documented cases are either in physical or hybrid format. This makes a strong argument for onsite, impactful educational practices, but also highlights the potential of experimentation with hybrid models to provide challenge-based learning to Higher Education students.

Moreover, most of the cases' educational initiatives take the form of courses, workshops or specialisation programs (e.g., minor programs). Furthermore, two-thirds of the cases in this collection have been implemented at the Master's degree level and one-third at the Bachelor-level. Finally, most initiatives are inside-curriculum programs complementing the students' study plans.

Hopefully, these cases can act as a springboard for Higher education Institutions' academic staff and educators to develop more challenge-based and 'hands-on' learning through student consultancy projects and participatory learning approaches for students to successfully pursue a career in the CH sector.



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