



QUAL.AI.TY
B O O T C A M P

Qual-AI-ty Bootcamp Facilitators' Guide

Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices
A Project Developed by:



UNIVERSITY
OF TWENTE.



MCAST



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

Project: Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices

Consortium Partners

Riga Technical University
University of Twente
Malta College of Arts, Science and Technology (MCAST)
European Consortium for Accreditation in Higher Education (ECA)
Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)

Authors

Hugo Buitrago Carvajal
Adisa Ejubovic

Coordination Leader of the Guide

Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)

Suggested Reference

Buitrago, H., and Ejubovic, A. (2022). Qual-AI-ty Bootcamp Facilitators Guide. Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU). <https://doi.org/10.5281/zenodo.5883977>



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License (CC BY-NC-4.0) International License.

Document Version: December, 2021

Project Number: 2020-1-LV01-KA203-077578

Disclaimer: This project has been funded with support from the European Union. This document and all its content reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

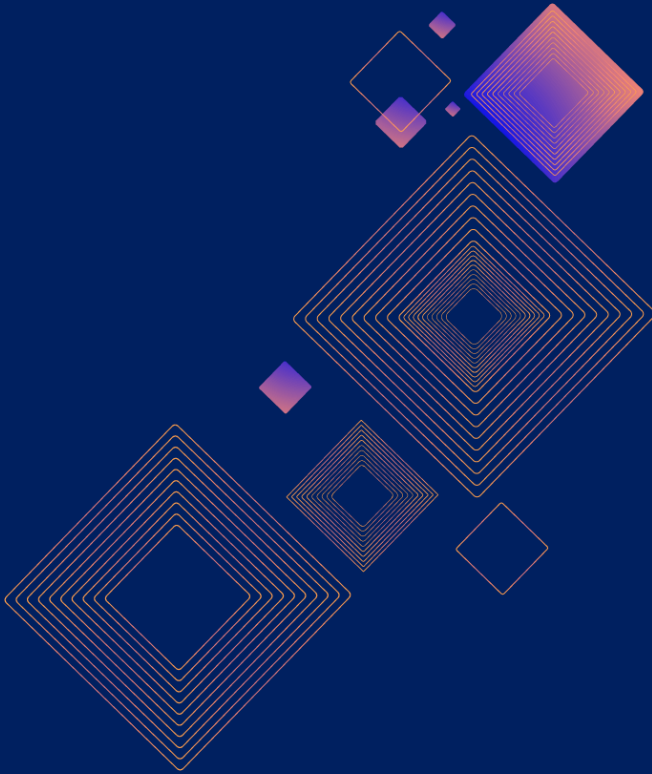
Acknowledgements

The Qual-AI-ty Bootcamp Facilitators' Guide has been designed as both an internal guiding document for developing the co-creation exercises of the project and as a reference for other projects developing similar activities. The Qual-AI-ty Engagement Project aims to develop artificial intelligence tools to embed student engagement with society in higher education. This guide is the base for bringing together the external stakeholders and setting a common vision on student engagement with society.

The project team from the five institutions of the consortium worked on the design and writing of the document. Furthermore, we have consulted academics and diverse stakeholders involved in higher education in Europe to integrate their advice and validate the quality of the content. We would like to extend our sincere thanks to:

- Emmanuel Burgoa, Country Officer for Latin America and the Caribbean at Extractive Industries Transparency Initiative (EITI), Norway.
- Flávia Colus, Accreditation Coordinator at Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU), Germany.
- Ignacio López Cabido, Technical Subdirector at Centro de Supercomputación de Galicia (Cesga), Spain.
- Professor Alberto González Salvador, Universitat Politècnica de València, Spain.
- Prof. Dr. Thorsten Kliewe, Chair at Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU), Germany.
- Viviana Rojas, Independent Higher Education Consultant, Germany.

Thank you for the feedback on the design and conceptualisation of the Bootcamp. Your contributions have shaped the result and enhanced the discussion on how to design co-creation exercises for setting the baseline for the tools to be developed by the Qual-AI-ty Engagement Project.



Content

About Qual-AI-ty Engagement	5
Qual-AI-ty Bootcamp	11
Welcome Package	22
Planning	28

WELCOME

Embedding social engagement in higher education are processes that require a long time. Nevertheless, the need for higher education to engage with the external environment to face the economic, societal, and sustainability challenges has accelerated the policies on higher education engagement and knowledge transference. Diverse EU policies have defined and studied the role of academics, administrative staff, and external stakeholders in the process of engaging with the wider world. But, student engagement with society is still in an embryo stage, scattered in a wide range of practices. Qual-AI-ty Engagement is a project aiming at advancing student engagement with society by upskilling quality assurance staff in co-creation workshops to define the Qual-AI-ty Assessment Model, linking student engagement with society, qualitative data, and artificial intelligence.

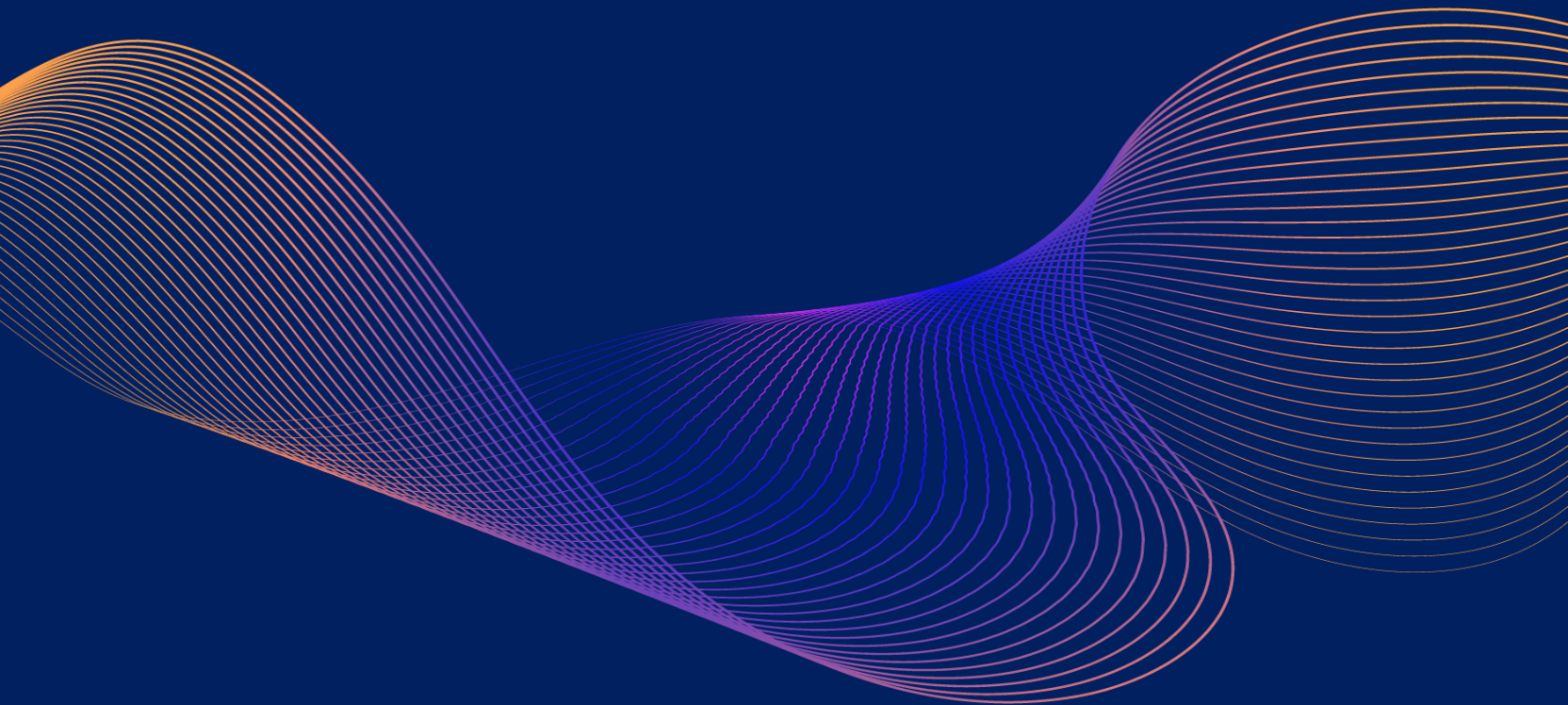
The Qual-AI-ty Engagement Bootcamp is a co-creation space that envisions, diagnoses, and builds the recognition of student engagement with society using state-of-the-art tools to address the complexity of qualitative information. The project nurtures from the experience of quality assurance staff, understanding the key role they play in the institutionalization of initiatives, as new dimensions of quality. After completing the Qual-AI-ty Bootcamp, quality assurance staff will have a concrete view of student engagement with society and what are the requirements to operationalize it in their quality assurance processes through AI tools.

The consortium of the project is pleased to provide the space for discussion and co-creation, empowering the skills and knowledge of quality assurance staff while enhancing of mission of higher education. We are happy to take part in the change. We are looking forward to sharing the discussions and providing food for thought for future projects, research, and discussions around student engagement with society.

Qual-AI-ty Engagement Team



QUAL.AI.TY
ENGAGEMENT



About Qual-AI-ty Engagement

Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices (Qual-AI-ty Engagement) is an Erasmus+ Strategic Partnerships project initiated in 2021. This is the key information of the project:



Aim

to empower **QA staff** to take a more proactive role in fostering **student engagement with society** through **AI resources** to acquire and process **qualitative data**.



Why?

growing urgency for fostering **student engagement with society as a proxy for higher education quality**, due to its positive effects on active citizenship, human and economic development. However, universities have been perceived as not taking a proactive role in engaging with society-related issues.



How?

- generating visibility of **the positive impacts that engagement with society brings to student's perceptions of university quality**.
- breaking the tradition of quality measurement.
- focusing on a **qualitative assessment** of these perceptions.



What?

implementing a **collaborative machine-learning-based platform** able to assess, analyse, and graphically showcase student feedback about the impacts of engagement with society, and in addition, empowers universities and QA staff to successfully creating innovative student engagement strategies for increasing their societal impact.

We are 3 academic partners and 2 quality assurance partners generating synergies between HEI and quality assurance



UNIVERSITY
OF TWENTE.



MCAST



Riga Technical University, University of Twente, Malta College of Arts, Science and Technology (MCAST), Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU), and European Consortium for Accreditation in Higher Education (ECA).

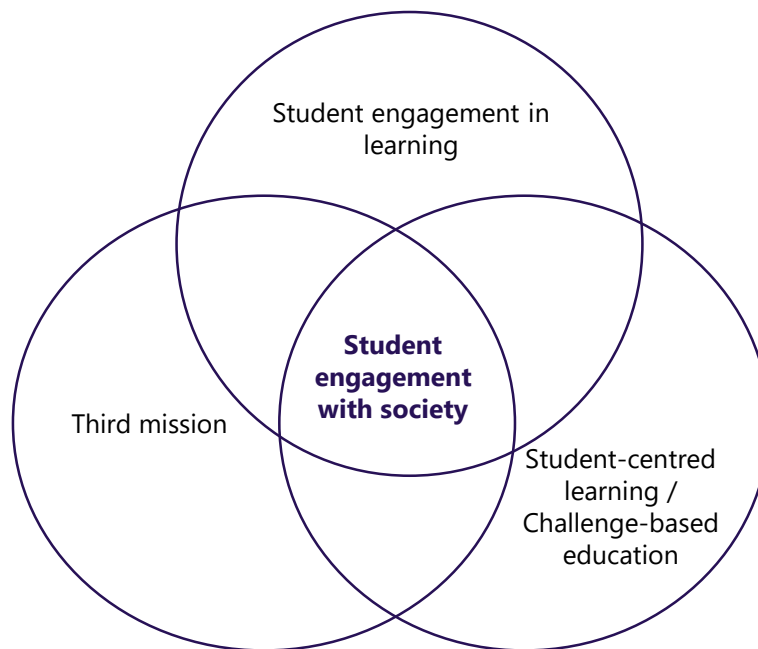


Qual-AI-ty Engagement Core Concepts

Student Engagement with society

Social engagement is a priority area in European higher education due to the fact that “universities play a crucial role in responding to societal needs, and can further enhance their societal impact at local, national and international levels” (Farnell, 2020, p. 4). The European Commission (2015) has stated that education engagement can ensure that “young people acquire social, civic and intercultural competencies, by promoting democratic values and fundamental rights, social inclusion and non-discrimination as well as active citizenship” (p. 28). Hence, social engagement taps the potential of higher education for enhancing equity and social inclusion, strengthening social cohesion, and consolidating prosperous societies. Further, it also contributes to promote among students more active engagement within community wellbeing, personal development, acquisition of new skills, and greater self-confidence.

From the perspective of students, engagement with society is a complex phenomenon that involves personal engagement in the learning process, teaching methodologies, and the third mission of higher education. So, it plays multiple roles at personal, institutional and ecosystem levels having the potential of articulating synergies for generating beneficial relationships. Student engagement with society is an intersection of student engagement, student centred methodologies, and the third mission:



Student engagement with society, and societal engagement in general, is a difficult area for assessment (Benneworth et al, 2018; Farnell, 2020) since there are no established frameworks, dimensions, indicators, outcomes, or measurable impacts. Following this gap, Qual-AI-ty Engagement will build a model for embedding student engagement in quality assurance practices, as a way to embed it as an institutional practice.

Student-Centred Learning and Challenge Based Learning

Student engagement with society is a series of scattered actions, mostly visible in the form of service-learning (Stamm, 2009) and volunteering / work with diverse society actors. Country policies are embracing institutional engagement with society due to the “observation of mutual benefits for academic goals (learning and research) and for community goals (capacity-building for change and improvement), as well as mutual goals of understanding, cooperation, and quality of life” (Benneworth et al., 2018, p. 57). This is already visible in some approaches as Student-Centred Learning and Challenge Based Learning:



Image from Esdal, (2018). Defining & Measuring Student-Centered Outcomes.



Image from Nichols, Cator, and Torres, (2016) Challenge Based Learner User Guide.

Students have recently gaining a role in quality assurance. “Since 2005, through the application of the ESGs [Standards and Guidelines for Quality Assurance in the European Higher Education Area], as well as other Bologna related developments pertaining to qualification frameworks and the promotion of learning outcomes, there has been a paradigm shift in higher education towards student-centred learning and teaching” (Maynooth University, 2016, p. 5). Hence, students are also included in quality assurance by providing feedback and taking an active role in quality assurance processes.

Including students in quality assurance processes also implies to understand them as active stakeholders. This is in line with approaches as Challenge-Based Learning that “empowers Learners (students, teachers, administrators and community members) to address local and global Challenges while acquiring content knowledge in math, science, social studies, language arts, medicine, technology, engineering, computer science and the arts. Through Challenge Based Learning, students and teachers are making a difference and proving that learning can be deep, engaging, meaningful, and purposeful” (Nichols et al., 2016, p.4). Then, this is a complex task involving the three missions of higher education institutions.

Sustainable Development Goals

Student engagement with society is based on the idea that human societies must live and meet their needs without compromising the ability of future generations to meet their own needs. The idea of sustainability is rooted in higher education institutions “are essential to achieving the SDGs because they can equip the next generation with the skills, knowledge and understanding to address sustainability challenges and opportunities and perform research that advances the sustainable development agenda” (GUNi, 2019, p. 18). As presented by United Nations in 2017, Sustainable Development Goals are:

SUSTAINABLE DEVELOPMENT GOALS

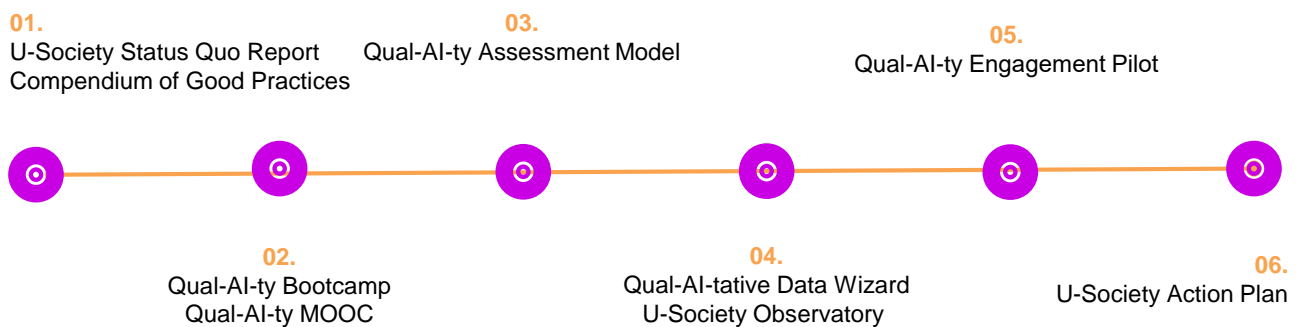


The European commission (2019) has posited that education, science, technology, research, innovation and digitalisation are key enablers for sustainability transition, they are prerequisites for achieving the SDGs by creating a sustainability culture and ensuring that the transition will lead to job creation, economic growth and social fairness. To reach the SDGs, universities play a key role by encouraging “young people’s participation in civic and democratic life (engage); to connect young people across the EU and beyond to promote volunteering, opportunities to learn abroad, solidarity and intercultural understanding (connect); and to support youth empowerment through boosting innovation in, as well as the quality and recognition of youth work (empower)” (European Commission, 2019, p. 48). Hence, higher education engagement is expected to act as a bridge between society and young population to embed sustainability as the basis for better societies.

What Can Qual-AI-ty Engagement Contribute?

The project in a nutshell

Social engagement is a key priority in higher education due to the benefits it brings to universities and to the wider society. “Engaged and entrepreneurial universities is the new modus operandi in higher education. As such, universities are empowered to be active agents of change via engaging with industry and communities to tackle unprecedented societal and economic challenges, maximise learning paths and growth of their students and staff and unleash its innovative potential” (ACEEU, 2021). Qual-AI-ty Engagement builds on the main stakeholders, students, by **embedding student engagement with society in the quality assurance processes** to consolidate a culture of quality in student engagement. The project aims to work around six intellectual outputs to be developed:



Apart from the specific outputs of the project, Qual-AI-ty Engagement aims to generate impacts such as:

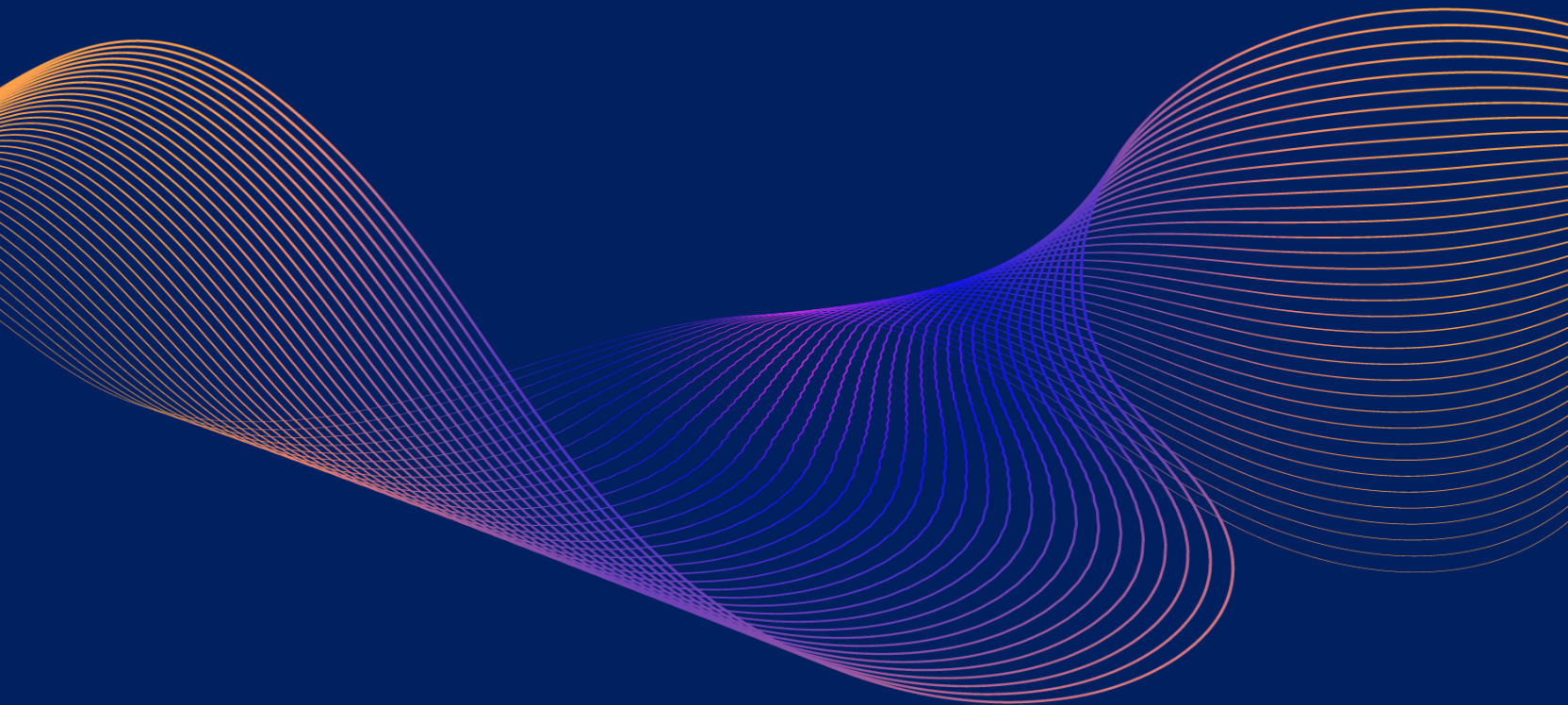
- Contributing with principles for benchmarking of student engagement with society at an institutional level.
- Consolidating a qualitative approach through a framework and the tools for monitoring student engagement with society.
- Visibilizing student engagement with society as a way to advance higher education public engagement to foster intersectoral collaborations.
- Providing useful tools for higher education to advance Student-Centred Learning, Challenge Based-Learning and Sustainable Development Goals, topics requiring student engagement with society.

Due to the recent consolidation of higher education engagement as an institutional priority, student engagement with society still needs further developments at different institutional and systemic levels. **Qual-AI-ty Engagement is a pioneer and sets the ground for future discussions.**



QUAL.AI.TY

BOOTCAMP





QUAL.AI.TY

BOOTCAMP

The Qual-AI-ty Bootcamp is a series of co-creation exercises engaging quality assurance staff and diverse stakeholders in setting the requirements and the vision for the Qual-AI-ty Engagement project to develop artificial intelligence tools aiming to embed student engagement with society in higher education.

Objective of the Bootcamp

To co-create a vision and define the requirements for embedding student engagement with society in the quality assurance frameworks of higher education institutions, supported by qualitative data analysed through artificial intelligence tools.

The Bootcamp main characteristics are:



2 chapters



20+
participants



5+ Europeans
countries

The **specific objectives** of the Qual-AI-ty Bootcamp are:

- To raise the awareness of quality assurance staff on the student engagement with society and its relevance.
- To provide a starting point (food for thought) for developing a framework to monitor student engagement.
- To introduce quality assurance staff to the advantages of using AI in approaching data.
- To provide information on engaging with students successfully to monitor their engagement with society and foster the culture of engagement at their respective HEIs.

The development of the Bootcamp should allow quality assurance staff from different countries to exchange knowledge and share experiences. This will be the basis for promoting student engagement with society proactively and contribute to the convergence of policy and practice in quality assurance in the EU. Additionally, the Bootcamp will allow to envision effective instruments for assessing student engagement with society and a comprehensive Qual-AI-ty Assessment Model to drive student engagement with society.

Why to Engage in the Qual-AI-ty Bootcamp?

Student engagement with society

Co-create the future of HE



Be a pioneer in the consolidation of a student engagement with society, an innovative topic that will shape how universities will operate in the future.

Share your experience



Bring your experience and perspectives on what are the practices already implemented and the existing needs in the field.

Upgrade your knowledge



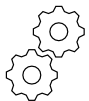
Explore what frameworks exist in student engagement, what is missing, and how future developments could be embedded at an institutional level.

Network with peers



Enhance your international network with peers and diverse stakeholders interested in embedding student engagement with society in higher education.

Access the Qual-AI-ty resources



Access our reports and tools to have the latest news and to provide feedback on the consolidation of student engagement with society in Europe.

The Qual-AI-ty Bootcamp

Format

The Qual-AI-ty Bootcamp will be delivered as follows:



Delivered online



5 hours split into four sessions



Co-creation workshops



Supported by Qual-AI-ty Engagement team



Oriented for quality assurance staff and open to HE stakeholders

The Qual-AI-ty Bootcamp was initially planned to be onsite in the University of Twente. Due to the COVID-19 pandemic, it was adapted to an online format with a shorter duration and keeping the focus on a hands-on experience. Also, taking advantage of the digital opportunities, we decided to do a focused bootcamp for the quality assurance staff from the consortium and a second one opened to diverse stakeholders. This will allow the project to develop the tools and further validate them with a more diverse community of stakeholders. The two sessions are:



Invite-Only Bootcamp

For QA Staff from the Consortium

February 8-9



Open Bootcamp

Open to Interested Public

March 08




Artificial Intelligence in Qual-AI-ty Engagement

The role of AI in the Bootcamp

The European Commission (2018) approached artificial intelligence from this definition:




Artificial intelligence (AI) refers to systems designed by humans that, given a complex goal, act in the physical or digital world by perceiving their environment, interpreting the collected structured or unstructured data, reasoning on the knowledge derived from this data and deciding the best action(s) to take (according to pre-defined parameters) to achieve the given goal. (p. 7).

This definition highlights as characteristics: human design, interpretation of data, knowledge derived from data, and data-based decision-making. With these characteristics, AI should contribute to (European Commission, 2021):

-  Driving resilient economic and social recovery facilitated by the uptake of new digital solutions
-  Fostering advantages in security, ethics, and privacy of trustworthy data and energy consumption.
-  Reducing costs and increasing efficiency in education by equipping authorities with appropriate tools.

In the Qual-AI-ty Engagement Project we aim to design a **Qual-AI-tative Data Wizard**. This wizard is a software allowing users to design and implement the collection of qualitative data from students on their perception and experiences on student engagement with society. For this purpose, the project will build algorithms and chatbots that collect, analyse, and display qualitative data.

This Bootcamp build the basis for this future development by:

-  Defining a shared vision of the future of student engagement with society
-  Establishing a model / framework on student engagement with society
-  Defining the information requirements that the implementation of the framework needs

The activities of the Bootcamp were designed as co-creation exercises that bring the expertise of quality assurance staff and set the scene for the developments of the AI tools.

Learning Outcomes

What are we going to learn by co-creating?

The Qual-AI-ty Bootcamp is composed of a series of online co-creation workshops to discuss and co-create knowledge on the topic student engagement with society. The Bootcamp does not transmit knowledge from master trainers to trainees. Instead, the Bootcamp encourages quality assurance staff to imagine, envision, bring their experience and reach conclusions based on experience and needs.

After the workshop, the participants will be capable of:

- Understanding the importance of student engagement with society, how the topic will consolidate in the future of higher education, and the benefits that it will bring to the general society.
- To define the state of the art for evaluating student engagement with society from the perspective of quality assurance in higher education.
- To design and analyse a framework for embedding student engagement with society into their quality assurance practices at an institutional level.
- To analyse and define what are the information and tools required for evaluating student engagement with society at an institutional level from a quality assurance perspective.

The Bootcamp has been designed especially for higher education staff involved in quality assurance practices. The organizers expect to them to bring their previous experience assessing higher education social engagement, their experience with qualitative approaches to data analysis and their perspectives on how artificial intelligence can contribute to their work.

The participants will have multiple points for providing their knowledge:

- An initial survey on their previous knowledge.
- The co-creation workshops with tools requiring they provide, organize, and prioritize information.
- A final evaluation form in which they provide feedback and any additional comment to the sessions.

Hence, the Qual-AI-ty Bootcamp is the space for interchanging experiences and perspectives on student engagement with society aiming to shape the approaches that quality assurance can take to the topic in diverse contexts.

Bootcamp Storyboard

The Qual-AI-ty Bootcamp will set the basis of the broad design of the development of a wizard for analysing qualitative data for quality assurance for student engagement with society. The Bootcamp uses a design thinking approach to empathize, define and ideate according to the final users.

This storyboard outlines the four co-creation exercises in which participants will engage during the Bootcamp. These are the four tasks:

<p>Plenary introduction and presentation of the challenges of the Bootcamp.</p>	
<p>1 Mapping the context</p> <p>Looking to the present</p> <p>Current status of student engagement with society.</p> <ul style="list-style-type: none"> • How and what are we assessing in student engagement with society? 	<p>2 Defining a shared vision</p> <p>Looking to the future</p> <p>The way we envision student engagement by 2030.</p> <ul style="list-style-type: none"> • What would be a great way to get students engaged and how to 'monitor' it?
<p>3 Ideating a framework</p> <p>Building a model for student engagement with society</p> <p>The key aspects and dimensions of student engagement that quality assurance should evaluate.</p> <ul style="list-style-type: none"> • How a joint monitor framework based on the previous ideas should look like? 	<p>4 Prototyping the solutions</p> <p>Embedding the model</p> <p>The key aspects and dimensions of student engagement</p> <ul style="list-style-type: none"> • How to adapt and integrate the created model in the ones the participants are using in quality assurance?
<p>Closing: Direct feedback and suggestions on the topic.</p>	

Bootcamp Content

The Qual-AI-ty Bootcamp is composed of four main sessions aiming to map the existing panorama, envision the future, organizing this vision into a framework and embed the framework into current quality assurance practices. These activities represent a pathway guided by the design thinking model that proposes five steps, reduced here into four main steps: context-empathize, define, ideate, prototype. This pathway integrates the existing knowledge the participant brings with the creation component of the assigned challenges of each component of the Bootcamp.

Introduction

General introduction from the project partners, the agenda of the Bootcamp, the tools to use, and the schedule. Short presentation of the participants and brief introduction of the materials developed by the project.

Introduction	Objective	To set the scene of the Bootcamp, introduce the agenda and give the background information
	Facilitator	
	Input	Status-Quo Report and Case studies.
	Activities	Presentation.
	Materials	Zoom and Slides.
	Output	Definition of roles and expectations.
	Timing	30 minutes.

Task 1: Looking to the present

Looking to the present aims to bring the knowledge and existing practices on student engagement with society to the table. The exercise will help to create a general panorama by solving the question what and how are we assessing student engagement with society.

Looking to the present	Challenge	To build an integrated panorama on the status of student engagement with society.
	Facilitator	
	Guiding question	What do we assess in and how do we assess student engagement with society?
	Input	Previous knowledge of the participants.
	Activities	Brainstorm in groups and integration in the general discussion.
	Materials	Zoom, Mural.
	Output	Canva with the current practices on student engagement with society in quality assurance.
Timing	45 minutes.	

Task 2: Looking to the Future

This exercise aims to define the ideal future of student engagement with society in line with the European agenda 2030, from the perspective of quality assurance. Participants will be incentivized to think on the development of the subject and the requirements for assessing and creating a culture of quality.

Looking to the future	Challenge	To build a vision of student engagement with society by 2030, from the perspective of quality assurance.
	Facilitator	
	Guiding question	What would be a great way to get students engaged and how to 'monitor' it?
	Input	Draft on variables of student engagement.
	Activities	To rank the variables of student engagement with society and envision the requirement to evaluate them.
	Materials	Zoom, Concordia.
	Output	Key variables in student engagement and requirements to evaluate them.
	Timing	45 minutes.

Task 3: Building a model for student engagement with society

Task 2 builds the ground for task 3 by setting the key elements that are important when looking to the future of student engagement with society. Now, participants will take the key elements and cluster them to form dimensions. These dimensions will be the framework for student engagement with society in quality assurance.

Building a model for student engagement with society	Challenge	To build a framework with the key dimensions of student engagement with society from the perspective of quality assurance.
	Facilitator	
	Guiding question	How a joint monitor framework based on the previous ideas should look like?
	Input	Key variables for student engagement with society
	Activities	To define and cluster the key variables for student engagement with society and name each dimension.
	Materials	Zoom, Concordia.
	Output	Framework for embedding student engagement with society in higher education, from the perspective of quality assurance.
	Timing	45 minutes.

Task 4: Embedding the model

The final task aims define the applicability and the implication for the existing models. So, participants must think on the implication in terms of additional information, processes, and tools that are required, feasibility of the implementation, and opportunities for developing tools assisted by artificial intelligence.

Embedding the model	Challenge	To set the requirements for a flexible and easy to implement framework into the larger frameworks for quality assurance.
	Facilitator	
	Guiding question	How to adapt and integrate the created model in the ones the participants are using in quality assurance?
	Input	General model for student engagement with society.
	Activities	To discuss the viability and the requirements for implementing the model for student engagement with society.
	Materials	Zoom, Mural.
	Output	Model for student engagement with society.
	Timing	45 minutes.

Closing

The final task aims to define the applicability and the implication for the existing models. So, participants must think on the implication in terms of additional information, processes, and tools that are required, feasibility of the implementation, and opportunities for developing tools assisted by artificial intelligence.

Closing	Objective	To wrap up and close the Bootcamp
	Facilitator	
	Input	Outputs generated in the Bootcamp.
	Activities	Presentation of the summary.
	Materials	Zoom and Slides.
	Output	Feedback of the participants.
	Timing	30 minutes.

Participants Journey

The participants of the Invite-Only Bootcamp will be invited by the representatives of each of the institutions of the Qual-AI-ty Engagement Project. The profile recruited for the Bootcamp is practitioners involved in quality assurance processes in institutions related to higher education (higher education institutions or accreditation agencies). Participants are expected to be familiar with the elements, processes and tools used in the quality assurance or accreditation processes for higher education institutions, units or programmes. Their participation in the Bootcamp is expected to last 5 hours, and this is their journey:

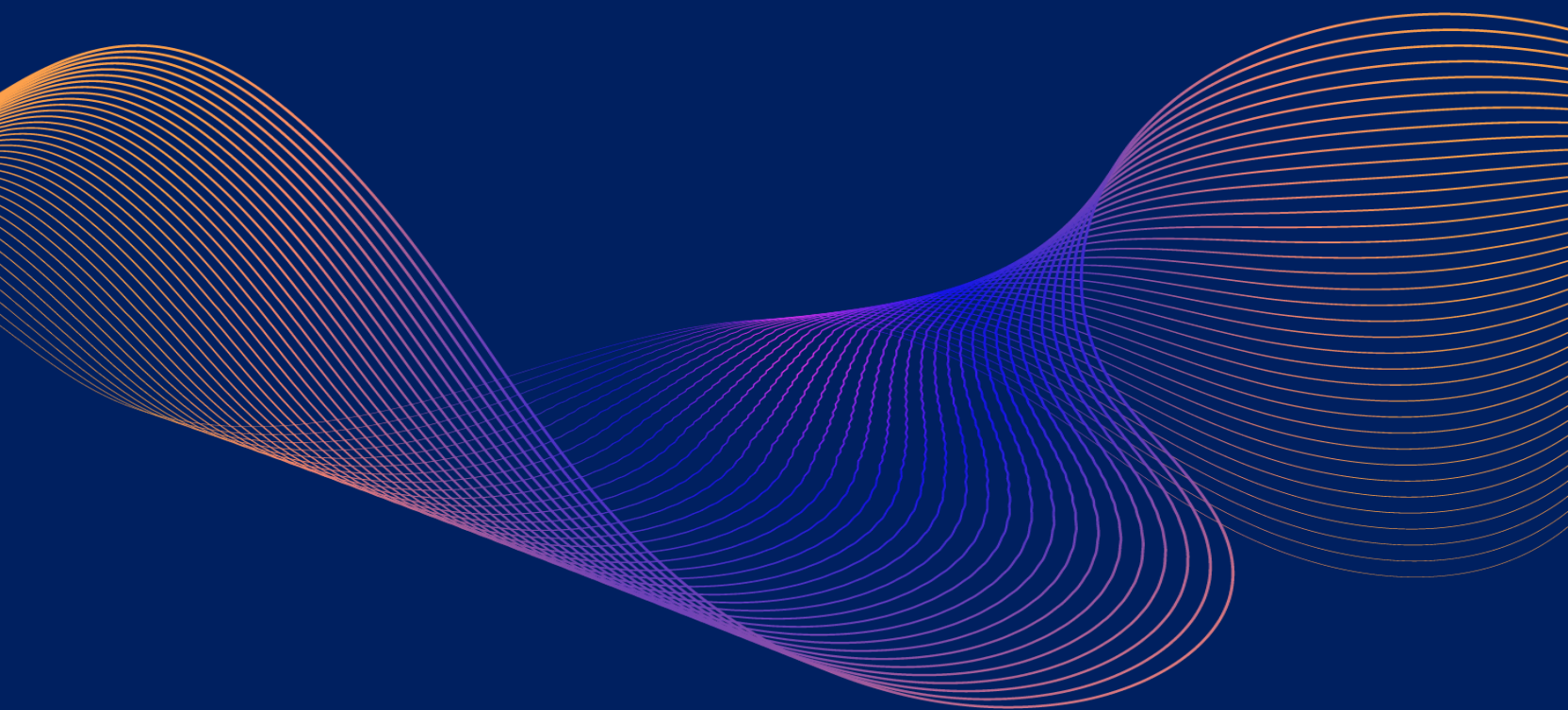


Upon the completion of the Bootcamp, participants will receive the assessment form and the certificate of participation. Additionally, the consortium will write a report of the Bootcamp collecting the experience and the feedback. This report will provide useful inputs and guidelines for improvements of this Facilitators Guide and the resources the project is developing. Further, the report is the basis for developing the next intellectual outputs because it contains the basis of the model for implementing student engagement with society in quality assurance and the requirements attached to that model.



WELCOME

PACKAGE



Welcome Package

The resources we have already developed

The participation in the Bootcamp does not require pre-readings. Nevertheless, participants are expected to have practical experience on quality assurance for higher education, for that reason, the Invite-Only Bootcamp is designed for quality assurance staff. As a context for the Bootcamp, the project has developed four outputs that participants can be accessed as part of the welcome package. The welcome package is composed of three elements:

Compendium of good practices in student engagement with society



The compendium of good practices presents 15 cases of institutions applying practices in student engagement with society: the inputs, processes, and outputs.

Status Quo Report on student engagement with society



This report presents a synthesis of literature on student engagement with society and the existing frameworks on civic and community engagement that include dimensions related to student engagement with society.

Country Reports



These reports cover the approaches to student engagement with society in Latvia, Malta, and the Netherlands. Each document presents a panorama of what is happening with student engagement with society at a systemic level.

Compendium of Good Practices

Get familiar with practices on student engagement with society

Qual-AI-ty Engagement has developed a compendium of good practices to showcase some leading actions in student engagement with society in Europe. This is an overview of some cases:

- **UNIKAT: from the Idea to the Foundation. Student Engagement with Society through Innovation and Entrepreneurship (Germany):** UNIKAT supports the interaction among students, researchers, business, industry, and society, enhancing activities in teaching and learning, research, knowledge transfer and entrepreneurial ventures.
- **University College Cork: Students' Civic and Community Engagement (Ireland):** UCC has developed a plan to lead the university in social engagement by capitalizing on its teaching and learning strengths and translating its dynamic academic and research leadership into far-reaching community engagement for the benefit of all.
- **SSF Future Leaders Academy (Stockholm School of Economics in Riga) (Latvia):** This programme was designed for young people who link their future with the development of Latvia and the world, want to meet like-minded young people (Latvian political and community leaders, industry experts), and wish to develop their leadership and communication skills.
- **RTU Design Factory (Latvia):** Riga Technical University Design Factory is a lively place that brings together research, education and industry, creating a new hands-on learning culture and opportunities for radical innovation.
- **State Funding for VET and Higher Education Students (Malta):** Vocational Education and Training and Higher Education courses are free for all Maltese and EU students.
- **ICADE's Corporate Social Consultancy: Economics and Business at the Service of the People (Spain):** This is a project for developing professional university volunteering by combining community commitment, social training, collective reflection, and implementation of student's knowledge in projects.
- **Legal Clinic for Social Justice (Spain):** To promote a model for legal scholars and criminologists who are aware of their social function through clinical pedagogy using service learning.
- **University of Santiago de Compostela (Spain):** Make public and facilitate the replication of good practices in quality matters among the different Faculties

Status Quo Report on Student Engagement

The international context on student engagement with society

The status Quo Report presents a literature review of the concept “student engagement with society” in higher education. It explores “student engagement on learning”, “civil / community / social engagement” and service learning for highlighting the elements and diverse approaches to “student engagement with society”. This concept is an emerging field that has the potential to gain independence due to the current trends of student-centred learning and the rise of third mission in the higher education institutions.

Student engagement with society has been better delineated by the concepts Community-Based Learning and Community-Based Research, in which the connection of students with local communities are the main purposes of this approaches to research and teaching. From these perspectives, the benefits of student engagement with society are:

- positive attitudes to and behaviours towards civic engagement;
- positive political participation;
- application of theory into practice and better understanding of subjects;
- strengthening of critical thinking;
- development of interpersonal, teamwork, analytical, and problem-solving skills;
- construction of relationships with future employers, customers, colleagues, and community;
- positive impact of the generated solutions and services for the surrounding community;
- consolidation of the higher education institutions as an active, connected, and valuable partner for the local ecosystem.

Assessing student engagement with society within the higher education institutions is still a challenge to address. Due to the lack of frameworks, it is difficult to establish dimensions, indicators, concrete outputs, and impacts. Furthermore, student engagement with society is deeply determined by the local context, the institutional mission, and its qualitative nature. Student engagement with society faces the challenge of gaining relevance at an institutional level. Due to the diverse pressures such as decreasing levels of funding, bibliometric evaluations and approaches to quality, and emphasis on technology transfer and innovation activities within the industry, student engagement with society remains a marginal topic in most of the institutions.

Student engagement with society has the potential of merging the practices in student engagement in learning, students centred teaching and learning, and university engagement with society for building beneficial relationships among local communities, students, and higher education institutions.

Country Reports

Diverse perspectives on student engagement with society

Country Report for Malta

This report provides insights and details on the various elements that offer student engagement opportunities on both national and institutional levels, defining the manner in which these are sponsored, supported and encouraged. A comprehensive outlook is undertaken to assess the impact local students have on society and industry together with an analysis of how these are promoted, disseminated and integrated within educational curricula.

Country Report for Latvia

Latvian students are active in volunteering movements throughout the country. Although there are no precise numbers of activity, students are more likely to engage in voluntary work. In some universities, there is a possibility of going to Career Centres and volunteer in the area of interests. In Latvia, most students are employed at the time of their studies, and, since 2017, this tendency has been growing. In 2017, 61% of students were employed while studying (in 2009, only 32%), and 12% had irregular jobs. On the national level, in 2019, the employment level of graduates was 65%.

Country Report for the Netherlands

Student engagement is student active participation in society-based activities that contributes to sustainable development goals of society.

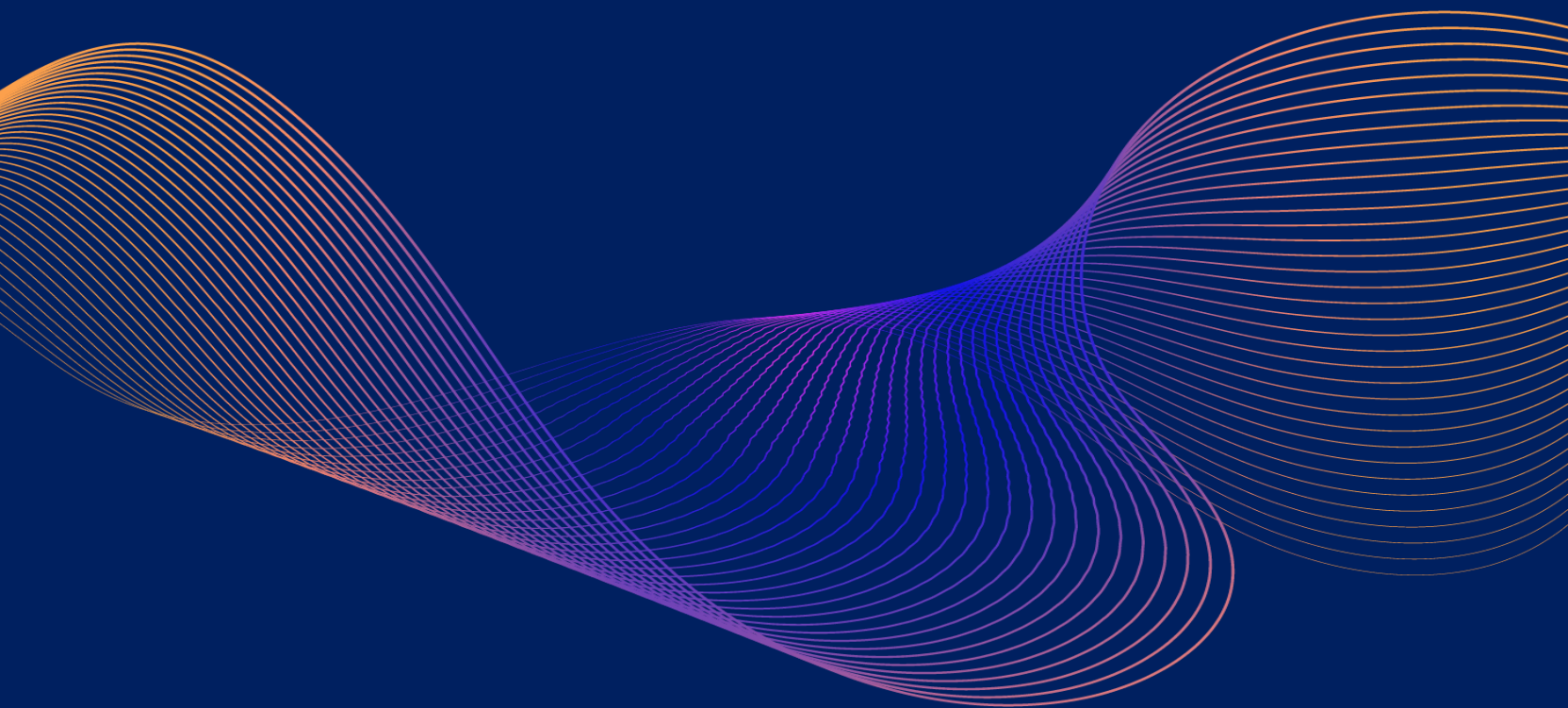
The report provides details and insights on the various facets of student engagement opportunities on both national and institutional levels in the Netherlands. Student engagement could be summarized by the following indicators:

- Volunteering
- Participation in society
- Participation in student associations
- Teaching and learning
- Personal development



PLANNING

CHECKLIST





Checklist of Activities

Preparation and follow-up of the Bootcamp

Timeline	Process	Tasks
10 weeks before	Planning	<ul style="list-style-type: none"> • Writing of the Facilitation Guide: syllabus and general design
8 weeks before	Validation of guide	<ul style="list-style-type: none"> • Revision by the partners • Integration of the feedback
7 weeks before	Facilitators	<ul style="list-style-type: none"> • Appointment and selection of the facilitators
7 weeks before	Visual identity and marketing	<ul style="list-style-type: none"> • Visuals of the facilitation guide • Design of posters and banners • Invitation Emails • Social media announcement
3-2 weeks before	Registration	<ul style="list-style-type: none"> • Registration form • Confirmation email
3 weeks before	Facilitators' meeting	<ul style="list-style-type: none"> • Meeting for discussion of the sessions • Integration of the feedback in the guide
2 weeks before	Reminder and Welcome package	<ul style="list-style-type: none"> • Reminder email • Welcome package
1 week before	Expectation email	<ul style="list-style-type: none"> • Expectation email and welcome package • Confirmation on specific participant needs
During the bootcamp	Monitoring	<ul style="list-style-type: none"> • Preparation of the introduction • Preparation of any needs of the participants • Preparation of the resources • Support to the session and to the participants
Week after	Assessment	<ul style="list-style-type: none"> • Thank you email and general assessment forms for attendees • General assessment forms for facilitators
Week after	Certificates	<ul style="list-style-type: none"> • Certificates of participation • Report of the bootcamp
Future	Follow-up	<ul style="list-style-type: none"> • Follow-up communications

References

- Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU). (2021). Transforming a belief into reality. <https://www.aceeu.org/about/vision>
- Benneworth, P., Ćulum, B. Farnell, T., Kaiser, F., Seeber, M., Šćukanec, N., Vossensteyn, H., and Westerheijden, D. (2018). Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education. Zagreb: Institute for the Development of Education. <https://www.tefce.eu/publications/mapping>
- Esdal, L. (2018). Defining & Measuring Student-Centered Outcomes. <https://www.educationevolving.org/files/Defining-Measuring-Student-Centered-Outcomes.pdf>
- European Commission. (2015). New priorities for European cooperation in education and training. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(02\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(02)&from=EN)
- European Commission. (2018). A definition of AI: Main capabilities and scientific disciplines. Directorate-General for Communication. https://ec.europa.eu/futurium/en/system/files/ged/ai_hleg_definition_of_ai_18_december_1.pdf
- European Commission, (2019). Towards a sustainable Europe by 2030. https://ec.europa.eu/info/sites/default/files/rp_sustainable_europe_30-01_en_web.pdf
- European Commission. (2021). Fostering a European approach to Artificial Intelligence. file:///C:/Users/user/Downloads/1_en_annexe_autre_acte_part1_v8_vf_C4B261EB-ABA4-5C30-1555482869410384_75787.pdf
- Farnell, T. (2020). Community engagement in higher education: trends, practices and policies, NESET report, Luxembourg: Publications Office of the European Union. <https://doi.org/10.2766/64207>
- Global University Network for Innovation (GUNi). (2019). Implementing the 2030 Agenda at Higher Education Institutions: Challenges and Responses. http://www.guninetwork.org/files/guni_publication_-_implementing_the_2030_agenda_at_higher_education_institutions_challenges_and_responses.pdf
- Maynooth University. (2016). Maynooth University Framework for Quality Assurance and Enhancement. Strategic Planning and Quality. https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Framework%20for%20Quality%202018_0.pdf
- Nichols, M., Cator, K., and Torres, M. (2016) Challenge Based Learner User Guide. Digital Promise. https://www.challengebasedlearning.org/wp-content/uploads/2019/02/CBL_Guide2016.pdf
- Stamm, L. (2009). Civic Engagement in Higher Education: Concepts and Practices. Journal of College and Character, 10(4). <https://doi.org/10.2202/1940-1639.1050>

Project partners:



UNIVERSITY
OF TWENTE.



MCAST



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

www.qual-ai-ty.eu

Project Number: 2020-1-LV01-KA203-077578

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.