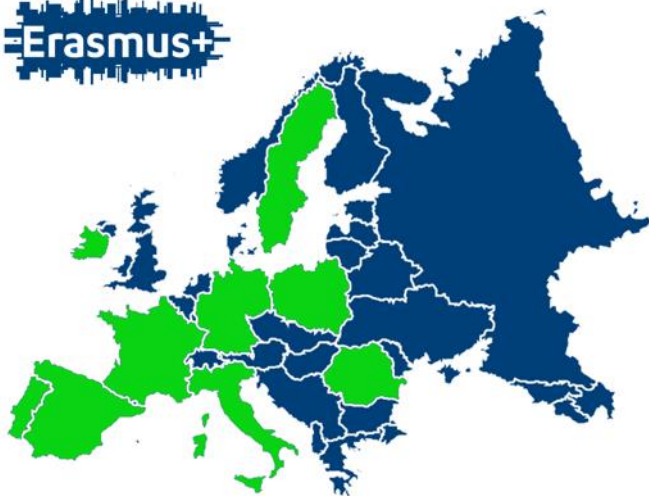


EU GREEN Blended Intensive Programmes (BIPs)



Erasmus+



EUROPEAN UNIVERSITIES ALLIANCE FOR SUSTAINABILITY:
RESPONSIBLE GROWTH, INCLUSIVE EDUCATION AND ENVIRONMENT

**Preliminary call for the attendance of
ERASMUS+ Blended Intensive
Programmes (BIPs) in the framework of
the EU GREEN University Alliance**

Academic Year 2023/2024

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Foreword

Dear student,

As you are focused on your academic tasks, it may be possible that you are not fully aware of the existence of the EU GREEN University Alliance yet. [EU GREEN](#) is an Alliance of 9 European Universities, and yours is included, that decided to share their future with a peculiar focus on sustainability and identifying the student community as the main priority of its development.

The Erasmus+ Programme is an excellent opportunity to explore the EU GREEN newborn environment. It is an amazing opportunity to increase your portfolio in both knowledge and competence, but also to meet fellow students and researchers from other partner Universities as well as to directly contribute to make EU GREEN the innovative academic hub for education and research it aims to be. Specifically, the Erasmus+ Blended Intensive Programmes (BIP) are short-term mobility experiences that offer the unique opportunity to attend compact courses in blended mode (virtual and in-presence learning).


Participating in a BIP means getting the best on the specific discipline working in a European-based learning environment made up of students and teachers. There's more: it also means simultaneously joining learning and contributing to the growth of the EU GREEN Alliance as a member of its learners' community, who are the strategic recipient of our alliance. For the current 2023/2024 academic year, the EU GREEN Alliance offers 12 BIP opportunities, covering a vast number of disciplines and offering you the opportunity to meet the best professors from the nine partner universities as well as having the opportunity to explore the beauty, the culture, and the unique surroundings of the involved cities.

Each one of the proposed BIPs has its own calendar, characteristics, selection criteria and hosting university for the in-presence study period. Have a read at our BIP catalogue and fill the expression of interest by entering:

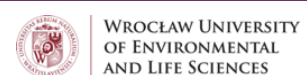
Financial support

Participating in a BIP does not require the payment of any additional tuition. In addition, your participation in one of the proposed Blended Intensive Programmes may be covered by an ERASMUS+ SMS Short Mobility Grant. Please get in touch with your local coordinator or Erasmus/International Office to receive all information on how to take advantage from this opportunity: be aware that the necessary financial support may only be guaranteed by your home University.

One health and sustainability in wildlife: from basic to clinic

Virtual period start	13 th June 2024
Virtual period end	4 th July 2024
In-presence period start	1 st July 2024
In-presence period end	5 th July 2024
Hosting University	University of Extremadura, Faculty of Veterinary – Cáceres (SPAIN)
Teaching language (and language requirement)	English B1
ECTS credits	5
Places available	10
Study level required	Bachelor studies in veterinary sciences and related
Selection criteria	Academic record, and current course enrollment will be taken into account
Contacts	UEx: Prof. María Martín Cuervo UEx: Prof. Beatriz Macias García
Course homepage	
APPLICATION CALL STATUS	OPEN
DEADLINE APPLICATION	20th May 2024

Promoting Universities



Eligible home universities of participants



Programme description

The "One Health and Sustainability in Wildlife: From Basic to Clinic" training program is a comprehensive initiative structured over four weeks to equip participants with a deep understanding and practical skills in the intersection of environmental health, wildlife conservation, and veterinary medicine.

Week 1: Foundations of One Health and Wildlife Specifics.

The first week focuses on establishing the foundational principles of One Health and exploring unique aspects of wildlife. Topics covered include immunology, anatomical features specific to wild species not traditionally covered in veterinary degrees, and pharmacology addressing the impact of pollution and pharmaceutical residues on wildlife.

Week 2: Diagnostic Methods in Wildlife Health

The second week delves into diagnostic methodologies, encompassing laboratory analyses, toxicology, and imaging techniques. Emphasis is placed on clinical diagnosis of infectious and parasitic diseases affecting wildlife and the subsequent impact on domestic animal populations. The clinical component covers hematological, biochemical diagnostics, and imaging in wild species.

Week 3: Diagnosis, Treatment, Rehabilitation, and Reintroduction

The third week focuses on the practical aspects of diagnosing, treating, rehabilitating, and reintroducing rescued wildlife in various scenarios (collisions, fires, accidents). Participants learn to develop species-specific protocols and gain theoretical knowledge of primary medical and surgical techniques. The week also includes theoretical foundations for wildlife rehabilitation and reintroduction. It has been also included the novelty reproduction techniques to preserve species.

Week 4: Practical Application in Extremadura

The fourth week unfolds entirely in Extremadura, providing participants with hands-on workshops to apply the theoretical knowledge acquired in preceding weeks. Two field visits are planned: one to the protected natural space of Parque de Monfragüe and the other to the Wildlife Recovery Center of Los Hornos in the province of Cáceres. These visits offer participants practical insights into wildlife conservation efforts and the application of learned techniques in real-world settings. By structuring the program in this manner, participants gain a holistic understanding of One Health principles, wildlife-specific considerations, and hands-on experience through practical workshops and field visits, ensuring a well-rounded education in wildlife health and sustainability.

Learning outcomes and teaching methodologies

MODULE 1. Foundations of One Health and Wildlife Specifics

- Become familiar with the anatomical, immunological, and physio-pathological peculiarities of wild species.
- Become aware of the environmental and human health repercussions of drug use in animals.
- Analyze the impact of pharmacological residues on wildlife.
- Assess the health of wild animals and their habitat by studying parameters related to the environment.
- Know how human-use medications impact the environment and wildlife.
- Be able to identify wildlife from bone remains.
- Acquire theoretical knowledge about European wildlife, how to identify it, and its peculiarities. Understand the interactions of waste with humans and the environment.
- Understand how interactions with wildlife can cause issues for both parties and how conflict situations can be avoided.

MODULE 2. Diagnostic Methods in Wildlife Health

- Become familiar with the main diagnostic tools that can be used in the clinic for wild animals.
- Become aware of the repercussions that infectious diseases in wildlife have on domestic animal populations.
- Analyze the impact of diseases on human health.
- Assess the epidemiological situation of wild populations and the tools available for individual and collective diagnosis.
- Know how to perform different techniques to diagnose diseases in wildlife.
- Be able to interpret the results of the conducted tests.
- Acquire theoretical knowledge about the main diseases transmitted through wildlife and the techniques that allow us to diagnose diseases.
- Understand which diagnostic method is most appropriate based on the situation and animal species.

MODULE 3. Diagnosis, Treatment, Rehabilitation, and Reintroduction

- Become familiar with the main diagnostic and treatment methods in cases of recovered wildlife. Understand the primary pathologies affecting these animals and how to address them.
- Become aware of the differences between domestic animals and wildlife in terms of drugs used, anesthetic techniques, surgical procedures, and rehabilitation protocols.
- Analyze the fundamental principles of animal health in wildlife.
- Assess the impact of our actions on the health of the animals and be capable of deciding when an animal can be reintroduced.
- Know how act in case of an emergency and how to handle and stabilize wild animals.
- Be able to design a treatment protocol for injured wildlife.
- Acquire theoretical knowledge about the surgical techniques required in wildlife clinic. Obtain theoretical knowledge about different rehabilitation and reintroduction methods.
- Understand the different methods of fixing fractures in injured birds, how to implement a genetic conservation program in protected species, and the mechanisms of rehabilitation in wildlife.


MODULE 4. Practical approach to One Health

- Become familiar with the main wild species of Europe and the medical and surgical techniques applicable to these species.
- Become aware of the various approaches for reintroducing wildlife.
- Analyze the primary action protocols in cases of accidents involving wildlife.
- Assess individually what the best treatment is for each species and situation.
- Know how to identify wild species and how to approach surgical or medical interventions.
- Be able to perform advanced clinical procedures and rehabilitation protocols in wildlife.
- Put into practice all the knowledge acquired in the previous weeks. The student should be able to identify species, perform clinical procedures, and interpret diagnostic tests.

- Practically understand the selection of various treatments, protocols, and techniques for the diagnosis and protection of wildlife

The teaching of the first three modules will consist of online lectures, while the last module (Module 4), which will take place on-site at the Faculty of Veterinary Medicine of the University of Extremadura, will be predominantly practical and will involve participation in various workshops.

Invasive Alien Species in a European Perspective

Virtual period start	6 th May 2024
Virtual period end	31 st May 2024
In-presence period start	3 rd June 2024
In-presence period end	8 th June 2024
Virtual period start	10 th June 2024
Virtual period end	25 th June 2024
Hosting University	Universidad de Extremadura (SPAIN)
Teaching language (and language requirement)	English B2 (or Swedish upper secondary school English course 6)
ECTS credits	6
Places available	27
Study level required	A first cycle degree, or a Master or PhD current enrolment, comprising at least 180 ECTS credits in the main field of study Biology, Ecology, Environmental Sciences, Agriculture, Law, Engineering, Landscape Architecture, Forestry, Veterinary Sciences, Biotechnology, Biogeology, Communication Sciences or Geographical Information Systems or equivalent, and English language proficiency equivalent to the Swedish upper secondary school English course 6.
Selection criteria	Academic record, and current course enrollment will be considered
Contacts	<p>HiG: Prof. Sandra Wright, Prof. Lars Hillström</p> <p>UEv: Prof. Pedro Anastácio, Prof. Rui Lourenço, Prof. Pedro Pereira, Filipe Banha, Dr. Mafalda Gama Dr.</p> <p>UNIPR: Prof Rossano Bolpagni, Prof. Cristina Castracani</p> <p>UO: Prof. Diana Cupsa, Assoc. Prof. Ilie Telcean</p> <p>UA: Prof. Olivier Pays Volard, Prof. Alain Pagano</p> <p>ATU: Dr Luca Mirimin, Prof Frances Lucy, Dr. Dolores Byrne</p> <p>UEx: Asst. Prof. Victor Rolo, Dr. José Martín Gallardo, Dr. José Manuel Naranjo Gómez</p> <p>UPWR: Prof. Jacek Urbaniak, Prof. Magdalena Szymura</p>
Course homepage	
APPLICATION CALL STATUS	OPEN
DEADLINE APPLICATION	3rd April 2024

Promoting Universities



Eligible home universities of participants



Programme description



The course of study presents basic issues on the emergence, spread, monitoring and management of invasive plant and animal species. You will learn about methods for analyzing the occurrence of IAS in the field, and the impacts of IAS on biodiversity. The course takes a critical approach to IAS and uses informed decision-making related to IAS, in view of the high biodiversity and societal impacts and economic losses that result following invasions. Students also learn about current legal regulations related to IAS and the possibility of using Citizen Science to engage society in supporting IAS monitoring.

Invasive alien species (IAS) are one of the biggest threats to biodiversity globally in terrestrial and aquatic systems (According to IPBES 2023, United Nations).

An innovative course with a highly practical approach directed to students and professionals in the field of cultural heritage and/or digital humanities to gain introductory and specialized knowledge on technologies, tools and techniques from digital humanities to analyze, understand, safeguard and enhance cultural heritage.

Modern heritage studies (archaeology, history, cultural heritage management, museology, etc.) involve more and more working with digital media. Research techniques, such as remote sensing, GIS, geophysical prospection, physicochemical analysis of finds (archaeometry), combined with digital documentation applications and methods, such as 3D and 2D scanning, digital databases, big data, drone photography, etc., allow for a far more diverse way of documenting cultural heritage.

On the other hand, heritage interpretation is enhanced through simple, easy-to-use digital tools, starting from digital photography, social media and internet sites and going up to more complicated apps, games and interactive representations. Modern heritage specialists can choose from a vast array of tools, selecting the ones that are most suitable to their goals or budget. The exigency for a more open, democratic, and bottom-up approach to heritage understanding and interpretation has changed -forever perhaps- how archaeologists, historians, museum specialists, etc perceive their role and their profession.


Awarded with 5 ECTS, the course will take the form of an in-situ summer course in the World Heritage Cities of Cáceres and Evora in the 3rd week of June, preceded by 2 weeks of virtual lecturing.

Learning outcomes and teaching methodologies

- Learners will become familiar with the concept and practice of cultural heritage education and interpretation with a strong approach to social sciences and especially socio-cultural anthropology. They will end with a comprehensive understanding of leveraging cultural heritage for sustainable rural development.
- They will deepen in vernacular architecture, with ethnographic methodologies, and methods, such as digital photography and CAD drawing; in archaeology through digital models of historical terrain and territories and, in more specific cases, some natural elements such as rivers, streams, dams, etc., enabling the creation of animated models of historic territories.

- They will understand the main concepts and methods of NLP; linguistic tasks (such as lemmatization, part of speech tagging, identification of named entities; sentiment analysis); automatic text analysis tools freely available and easily usable even without relevant IT skills.
- The program will show how applications based on the re-enactment of historic moments and personalities can engage the public in a dialogue with the virtual entity and enhance historic knowledge and collective memory in a most powerful way.
- Participants will learn how to define the characteristics of trending topics in culture, explore culture related online personas and illustrate how a cultural organization can benefit from the social media.

Heritage Education and Digital Humanities

Virtual period start	13 th June 2024
Virtual period end	4 th July 2024
In-presence period start	8 th July 2024
In-presence period end	12 nd July 2024
Hosting University	University of Extremadura, Campus of Cáceres (SPAIN) - University of Evora, Learning villages of Torrequemada and Torreorgaz (PORTUGAL)
Teaching language (and language requirement)	English B1, Spanish, Portuguese
ECTS credits	5
Places available	10
Study level required	BA (first cycle), MA (second cycle), PhD, Post-Doc, young researchers, adult learners, professional of the field
Selection criteria	An open introductory course, although it will deepen in diverse fields of cultural heritage interpretation, education and management through new technologies and digital humanities is open to all interested public holding a B1 certificate in English. Gender balance will be taken in account in the selection of participants, as well as students with fewer opportunities. A cv and a motivation letter will be assessed for the selection.
Contacts	UEX: Dr. Martín Gómez-Ullate UNIPR: Prof. Rachele Sprugnoli , Prof. Giulia Raboni UEv: Prof. Sofia Aleixo
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	TBA

Promoting universities



Eligible home universities of participants



Programme description

An innovative course with a highly practical approach directed to students and professionals in the field of cultural heritage and/or digital humanities to gain introductory and specialized knowledge on technologies, tools and techniques from digital humanities to analyze, understand, safeguard and enhance cultural heritage. Modern heritage studies (archaeology, history, cultural

heritage management, museology, etc.) involve more and more working with digital media. Research techniques, such as remote sensing, GIS, geophysical prospection, physicochemical analysis of finds (archaeometry), combined with digital documentation applications and methods, such as 3D and 2D scanning, digital databases, big data, drone photography, etc., allow for a far more diverse way of documenting cultural heritage. On the other hand, heritage interpretation is enhanced through simple, easy-to-use digital tools, starting from digital photography, social media and internet sites and going up to more complicated apps, games and interactive representations. Modern heritage specialists can choose from a vast array of tools, selecting the ones that are most suitable to their goals or budget. The exigency for a more open, democratic and bottom-up approach to heritage understanding and interpretation has changed -forever perhaps- how archaeologists, historians, museum specialists, perceive their role and their profession.

Awarded with 5 ECTS, the course will take the form of an in-situ summer course in the World Heritage Cities of Cáceres and Evora in the 3rd week of June, preceded by 2 weeks of virtual lecturing.

Learning outcomes and teaching methodologies


- Learners will become familiar with the concept and practice of cultural heritage education and interpretation with a strong approach to social sciences and especially socio-cultural anthropology. They will end with a comprehensive understanding of leveraging cultural heritage for sustainable rural development.
- They will deepen in vernacular architecture, with ethnographic methodologies, and methods, such as digital photography and CAD drawing; in archaeology through digital models of historical terrain and territories and, in more specific cases, some natural elements such as rivers, streams, dams, etc., enabling the creation of animated models of historic territories.
- They will understand the main concepts and methods of NLP; linguistic tasks (such as lemmatization, part of speech tagging, identification of named entities; sentiment analysis); automatic text analysis tools freely available and easily usable even without IT skills.
- The program will show how applications based on the re-enactment of historic moments and personalities can engage the public in a dialogue with the virtual entity and enhance historic knowledge and collective memory in a most powerful way.
- Participants will learn how to define the characteristics of trending topics in culture, explore culture related online personas and illustrate how a cultural organization can benefit from the social media.
- Evaluate how IAS can be monitored using smart tools by active engagement by the public through Citizen Science.
- Interpret societal understanding of National and European legislation and its implementation.

A test and a dossier of the activities implemented by each student will serve to evaluate and assess the student performance. A formulary for feedback and improvement will be also handled to students at the end of the course.

The course will have a highly practical approach with short virtual recorded lessons by experts on the fundamental concepts, techniques, tools and devices (software and hardware) to enrich our approach to cultural heritage and humanities through new technologies. Practical lessons will be based on real case studies in which the knowledge acquired after the virtual lessons will be used.



Transversal skills for the internationalization of Young Researchers through EU Projects

Virtual period start	2 nd May 2024
Virtual period end	30 th May 2024
In-presence period start	1 st July 2024
In-presence period end	5 th July 2024
Hosting University	University of Extremadura, La Vera – Campo Arañuelo Rural Innovation Hub (Cáceres, SPAIN)
Teaching language (and language requirement)	English B2
ECTS credits	4,5
Places available	10
Study level required	students enrolled in Cycle II or III courses and young researchers
Selection criteria	<ul style="list-style-type: none"> - Be a student enrolled in one of the 9 EU GREEN universities or EU GREEN Ukrainian associated partner universities. - Be a Master, or Doctoral Programme level student, provided they are enrolled at their home university throughout the entire period of the BIP. - Be a young researcher with employment contract with one of the 9 universities of the Alliance. <p>If a selection is needed, the selection criteria will be:</p> <ul style="list-style-type: none"> - Alignment of the research field to the EU GREEN clusters (Up to 3 points). - Evaluation of the Motivation goals to be aligned to (Up to 3 points). - Potential of leverage of the profile to external competitive EU funds (Up to 3 points). <p>There will be two periods of revisions, the first one on the 15th of March and the second one at the end of the opening period of submission.</p>
Contacts	UEx: Cristina Gallardo UEx: Indira Padero
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	20 th April 2024

Scientific Group



Eligible home universities of participants



Programme description

This comprehensive training program, tailored for doctoral students and novice researchers, is designed to equip participants with a diverse skill set crucial for their academic and professional growth.

The program is divided into three core modules: "Self-promotion and Communication Skills," "Project Idea conceptualization and transversal contents in EU Projects" and "Sustainability in EU projects" Here, we provide a brief overview of each module and its significance in fostering well-rounded and ethically responsible researchers.

Module 1.- Self-promotion and Communication Skills

In a competitive academic and research landscape, it's essential for doctoral students and emerging researchers to effectively promote their work and communicate it to both specialized and non-specialized audiences. This module is dedicated to enhancing participants' self-promotion and communication skills.

Participants will learn how to develop a compelling personal brand that communicates their unique value proposition clearly. They'll create an attractive online professional presence through websites, social media profiles, and CVs. Additionally, they'll gain proficiency in communicating research findings in an accessible manner, making their work more comprehensible to non-specialized audiences.

The module also emphasizes networking and effective collaboration. Participants will learn strategies to establish professional connections within their field and collaborate effectively on research projects, an essential skill for growth in academia.

Overall Objective:

To train participants in effective self-promotion strategies and communication skills to advance their academic and professional careers.

Module 2. – Project Idea conceptualization and transversal contents in EU Projects

This module is designed to provide doctoral students and emerging researchers with a comprehensive understanding of project idea conceptualization within the framework of European Union (EU) projects. The focus extends beyond the traditional

boundaries of research, incorporating crucial transversal elements such as Open Science, Ethics, Gender, Security, and Taxonomy.

Participants will be guided through the intricate process of crafting compelling project proposals aligned with EU frameworks, emphasizing innovation, impact, and feasibility. Practical insights into the intricacies of Horizon Europe and other EU funding mechanisms will be shared, empowering participants to navigate the competitive landscape of research funding successfully.

Overall Objective:

This module aims to go beyond conventional project design by incorporating crucial transversal elements such as Open Science, Ethics, Gender, Security, and Taxonomy.

By the module's conclusion, participants will be proficient in developing project ideas that not only meet the stringent criteria of EU funding mechanisms but also contribute to the broader societal goals of responsible, inclusive, and impactful research.

Module 3.- Sustainability in EU projects

Introduction to Sustainability and EU Objectives: Participants will comprehend EU sustainability goals and their role in global research. They'll grasp the significance of aligning projects with environmental, social, and economic objectives, fostering a foundation for responsible research practices.

Sustainable Planning of EU Projects: Participants will master eco-centric methodologies, aligning project plans with EU standards for sustainable inception. They'll develop skills to integrate environmental considerations, ensuring projects contribute positively to sustainability throughout their lifecycle.

Impact Assessment in Research Projects: Participants will gain expertise in assessing environmental, social, and economic impacts within a sustainability framework. They'll learn to evaluate projects contributions, ensuring alignment with EU sustainability goals and fostering responsible research practices.

Strategies for Long-Term Sustainability: Participants will explore practical strategies, including circular economy principles and community engagement, ensuring the long-term sustainability of projects. They'll develop a toolkit for sustainable project management, aligning with EU standards.

Taxonomy in EU Projects: Participants will understand the taxonomy of EU projects, enabling effective communication and collaboration. They will categorize projects for clarity, ensuring seamless documentation and reporting within the EU research landscape.

Learning outcomes and teaching methodologies

Module 1.- Self-promotion and Communication Skills

Learning outcomes

Develop an Effective Personal Brand: Identify and communicate their unique value proposition as a researcher clearly. Create an attractive online professional presence through websites, social media profiles, and CVs.

Communicate Research Accessibly: Develop skills to present research in a clear and accessible manner to non-specialized audiences. Effectively communicate research findings in presentations, conferences, and publications.

Networking and Effective Collaboration: Learn strategies to establish professional connections in their field. Collaborate effectively with colleagues and experts on research and joint projects.

Written and Oral Communication Skills: Improve academic writing skills and the ability to articulate ideas effectively in oral presentations. Practice revising and editing academic papers and research proposals.

Crisis Communication Management and Feedback: Develop skills to handle challenging or crisis communication situations. Learn to give and receive constructive feedback effectively.

Module 2. – Project Idea conceptualization and transversal contents in EU Projects

Learning outcomes:

Introduction to Project Conceptualization and Open Science: Participants will gain a foundational understanding of effective project conceptualization, mastering the integration of Open Science principles. By the end, they will articulate clear project visions aligned with EU standards, fostering transparency and collaboration.

Integrating Cross-Cutting Aspects and Gender Considerations: Participants will learn to integrate cross-cutting aspects, particularly gender considerations, into project design. They will leave with skills to build diverse, gender-inclusive teams and embed sensitivity in research practices, contributing to socially impactful EU projects.

Ethics in EU Research Projects: Participants will navigate ethical challenges within EU research, ensuring compliance with ethical guidelines. They will develop ethical decision-making skills, promoting a culture of responsible research practices and integrity in their projects.

Security in EU Projects: Participants will identify and mitigate security risks associated with EU projects, aligning with EU standards. They will leave equipped to safeguard research outcomes, enhancing their ability to navigate the evolving landscape of project security.

Collaboration for Sustainability in EU Projects: Participants will learn effective strategies for collaboration, engaging stakeholders and building networks to enhance project sustainability. They'll grasp the importance of transnational collaboration, aligning projects with the EU's commitment to sustainable research outcomes through collective efforts.

Module 3.- Sustainability in EU projects


Learning outcomes:

Introduction to Sustainability and EU Objectives: participants will comprehend EU sustainability goals and their role in global research. They'll grasp the significance of aligning projects with environmental, social, and economic objectives, fostering a foundation for responsible research practices.

- Sustainable Planning of EU Projects: Participants will master eco-centric methodologies, aligning project plans with EU standards for sustainable inception. They'll develop skills to integrate environmental considerations, ensuring projects contribute positively to sustainability throughout their lifecycle.
- Impact Assessment in Research Projects: Participants will gain expertise in assessing environmental, social, and economic impacts within a sustainability framework. They'll learn to evaluate projects' contributions, ensuring alignment with EU sustainability goals and fostering responsible research practices.
- Strategies for Long-Term Sustainability: Participants will explore practical strategies, including circular economy principles and community engagement, ensuring the long-term sustainability of projects. They'll develop a toolkit for sustainable project management, aligning with EU standards.
- Taxonomy in EU Projects: Participants will understand the taxonomy of EU projects, enabling effective communication and collaboration. They will categorize projects for clarity, ensuring seamless documentation and reporting within the EU research landscape.

Collectively, these three modules provide a comprehensive training experience for doctoral students and early researchers, preparing them to excel in the ever-evolving landscape of academia and research. Participants will not only enhance their research capabilities but also acquire the critical skills to effectively promote their work, embrace Open Science, and uphold ethical standards in their research endeavors. This holistic approach empowers emerging researchers to contribute meaningfully to their fields while maintaining the highest ethical and professional standards.

Engaging Music Technology

Virtual period start	2 nd September 2024
Virtual period end	15 th September 2024
In-presence period start	16 th September 2024
In-presence period end	20 th September 2024
Hosting University	University of Extremadura. Campus of Cáceres (SPAIN) Instituto Politecnico de Castelo Branco (Castelo Branco - PORTUGAL)
Teaching language (and language requirement)	English B1
ECTS credits	6
Places available	10
Study level required	BA (first cycle), MA (second cycle), PhD, Post-Doc, young researchers, adult learners, professional of the field
Selection criteria	An open introductory course, although it will deepen in diverse fields of cultural heritage interpretation, education and management through new technologies and digital humanities is open to all interested public holding a B1 certificate in English. Gender balance will be taken in account in the selection of participants, as well as students with fewer opportunities. A cv and a motivation letter will be assessed for the selection.
Contacts	UEx: Prof. Martín Gómez-Ullate UO: Prof. Anca Spătar UEv: Prof. Gerardo Vidal Gonçalves IPCB*: Prof. Rui Dias (*: additional partner external to EU GREEN Alliance)
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	TBA

Promoting universities



Eligible home universities of participants



Programme description

This is a learning-by-projects course where theory and practice are combined in order to design and implement a project that explores technology as a means to foster and potentiate music practice and musicianship across different fields of music, including composition, performance, sound design, interpretation, expression and music education. The participants will be presented with a comprehensive range of contents that gather the musical knowledge and cultural heritage of western music tradition and education, with the development of new musical formats and practices made possible by technology. Using recent technologies, interfaces and resources (hardware and software), the participants will be invited to participate in the creation of a collective musical performance where they can join their own musical backgrounds and expertise to new resources developed during the program. The performance will be presented in public concerts in the cities of Castelo Branco (Portugal) and Cáceres (Spain).


Learning outcomes and teaching methodologies

Students will become familiar with Music theory, Music practice, Music notation and guidance, sonic awareness, music production and sound design, Music Programming, Interfaces for Musical Expression, Music ensembles and groupal projects, collective live rehearsals and performances.

They will become aware of most common types of software and hardware for musical creation and production: DAW, virtual instruments, sound synthesis, sampling. Audio technologies and techniques for recording and editing.

They will learn how to combine knowledge and skills with other participants to create a collective music work and to analyze composition systems, works of diverse stiles, software for music education, musical hardware for music performance and creation. Controllers and digital instruments. Strategies for the mapping of musical parameters, the ways of rehearsal, composition and performance in ensemble.

Living, Inquiring and Knowing: a hub of outdoor practices for sustainability (LINK OUTDOOR)

1st Virtual period start	23 rd September 2024
1st Virtual period end	29 th September 2024
In-presence period start	30 th September 2024
In-presence period end	6 th October 2024
2nd virtual period start	10 th October 2024
2nd virtual period end	31 st October 2024
Hosting University	University of Evora (PORTUGAL)
Teaching language (and language requirement)	English B1
ECTS credits	6
Places available	10
Study level required	Master and PhD students from in humanities and related disciplines
Selection criteria	Evaluation of submitted CVs and statements of personal motivation
Contacts	UEv: Prof. Maria Ilhéu
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	TBA

Promoting universities

 UNIVERSIDADE DE ÉVORA COORDINATOR	 UNIVERSITÀ DI PARMA		
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Eligible home universities of participants

								
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Programme description

Education for sustainability needs to consider the connection to 'others' (human and non-human entities) in the natural-cultural world. Enabling students to embrace different ways of knowing, feeling, perceiving, and connecting with 'others', in the realm of the multispecies communities we live in, is a key to a sustainable future.

The increase of human-induced pressures and changes upon the natural world (our common home) makes this an immediate priority. A sustainable future for all, demands deep changes in our behaviors, that can be promoted and supported thanks to a transformative learning. It relies on acquiring competences that recognize the complexity required by such a future, the commitment required to preserve some important sociocultural values, and the need for a proactive approach, as expressed in the GreenComp Framework.

This BIP proposes the use of immersive and transformative experiences in the landscape and in the hardscape, as hubs for research and learning. Applying different research-based learning methods (both online and in person), students will be empowered to working collaboratively across disciplines. Through theoretical backgrounds, immersive experiences, analysis and discussions of Real-World case studies, taken from a local context during a joint activity, participants will develop their perception of the need, and capacity, to embrace sustainability in their daily lives as global citizens, regardless of their diverse roles in society. This transnational and interdisciplinary BIP will promote creative and collaborative approaches that will inspire students to innovate their own studies and research topics, and to create stimulating healthy lifestyles and deep relationships with natural and socio-cultural ecosystems. In this way it not only empowers students at a personal level but also brings together a set of experts to develop exciting and innovative approaches to teaching and learning in the outdoors, in direct connection with the social, cultural, and environmental dimensions of sustainable development.

The foundational concepts for this BIP include the centrality of a learner's subjective experience (Dewey, 1938), the positive educational impact of immersive experiences in the environment (Denison and Oliver 2013), and the potential to co-create learning experiences that can be transformational (Cook, 2019). Three moments define this BIP: i) in-presence immersive experiences involving diverse methods of inquiry; ii) online classes with theoretical concepts and background practices related to education for sustainability competences and outdoor experiential research-based learning; iii) an individual or group autonomous transdisciplinary outdoor project (with online tutorial support), contributing to the expected transformative process through discussion and assessment. The BIP is oriented to Master and PhD students from different subject areas, including Sciences, Humanities, and Arts.


Learning outcomes and teaching methodologies

Students are expected to be able to:

- Embody sustainability values including supporting fairness and cultural significance and promoting nature and wellbeing.
- Embrace complexity in sustainability using systems thinking, critical thinking and problem framing in their understanding of the world.
- Use knowledge and modes of inquiry from multidisciplinary and interdisciplinary approaches.
- Engage in verbal and non-verbal communication that demonstrates interest, empathy, mutuality, paying attention, bonding, and caring in a multispecies community.
- Collaborate with others by designing common goals and negotiating actions in a diverse community.
- Envision sustainable futures with adaptability, exploratory thinking and creativity that inspire future projects or change ongoing projects.

- Act for sustainability by designing relevant and viable projects that engage inclusive collective and individual initiatives in change.

Introduction to Mathematical and Computational Modelling for Sustainability

Virtual period start	6 th May 2024
Virtual period end	21 st June 2024
In-presence period start	24 th June 2024
In-presence period end	28 th June 2024
Hosting University	University of Oradea (ROMANIA)
Teaching language (and language requirement)	English B1
ECTS credits	6
Places available	10
Study level required	Masters or Doctoral level applicants
Selection criteria	Oradea - Mathematical Modelling, Machine Learning/AI, Engineering and Physical Systems. As resources that will be used for the BIP we mention: the Moodle instance of University of Oradea for the virtual part, conference rooms and laboratories for the in-presence part and also for this in-presence part the MathLab licence of University of Oradea. ATU - Mathematical modelling in life science, Modelling for system optimisation and Control, Differential Equations, Machine Learning, Cellular Automata (EU Green Cluster 1 and Cluster 3) Evora - Machine Learning, Optimisation. Engineering and Economic Systems Angers - Optimisation, constraint modelling, search and metaheuristics HiG - Numerical methods (FDM,FEM, FVM), energy systems
Contacts	UO: Prof. Radu Cătălin Țarcă ATU: Prof. Marion Macafee UA: Prof. Eric Monfroy HiG: Prof. Mathias Cehlin UEv: Prof. Salvador Abreu
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	15 th April 2024

Promoting universities

 COORDINATOR				
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Eligible home universities of participants



Programme description

This 6-ECTS BIP will introduce mathematical and computational modelling techniques for application in developing understanding and supporting sustainable decision making in health, environmental, societal, and industrial systems. The programme is designed for students at the Masters or Doctoral level who wish to develop these skills for application in research projects aligned to the EU Green research themes.

This programme prioritizes high-level strategic thinking in the design and analysis of modelling paradigms and how they can be applied for effective decision making. Interpersonal skills together with technical skills are central to the learning outcomes.

Aims:

- Develop familiarity with fundamental approaches to mathematical and computational modelling methods, techniques, and tools, including Differential Equations, Machine Learning/AI, Finite difference/element/volume method, Cellular Automata and Optimization Algorithms.
- Develop awareness of which methods may be suitable for different types of research problems along with the potential benefits, challenges, and limitations of each approach.
- Develop skills in application of these methods to real-world multidisciplinary research problems aligned to the EU Green themes - Develop student transferable skills in group working and communication.
- Help to create a culture of international and cross-discipline collaboration in postgraduate research at the EU Green institutions.

Postgraduate students will develop skills in translating broad-ranging real-world problems in a mathematical/computational framework and be familiar with fundamental tools in analyzing models for problem solving, particularly in the context of sustainability. Students can be from any discipline but should normally have completed at least 5 ECTS relevant to Mathematics/Statistics at undergraduate level.

The programme will focus on familiarity with different methods, their potential applications and their limitations and will enable students to select specific topics for further in-depth study. The programme will consist of 9 x 2hr online weekly sessions and a week-long in-person summer school at the University of Oradea. The teaching will be delivered by different academic staff from ATU, HiG, Oradea, Evora and Angers. The summer school will comprise hands-on workshops, student presentations, and participation in a group project as well as social/networking opportunities. Students will select an individual project related to their own research domain with support from the academic staff.

The project should typically comprise either:

- a high-level review of modelling relevant to the student's research topic or
- some preliminary modelling work relevant to the student's research topic.

Learning outcomes and teaching methodologies

Oradea: Mathematical Modelling, Machine Learning/AI, Engineering and Physical Systems. As resources that will be used for the BIP we mention: the Moodle instance of University of Oradea for the virtual part, conference rooms and laboratories for the in-presence part and for this in-presence part the MathLab license of University of Oradea.


ATU: Mathematical modelling in life science, Modelling for system optimization and Control, Differential Equations, Machine Learning, Cellular Automata (EU Green Cluster 1 and Cluster 3)

Evora: Machine Learning, Optimization, Engineering and Economic Systems

Angers: Optimization, constraint modelling, search, and metaheuristics

HiG: Numerical methods (FDM, FEM, FVM), energy systems)

Sustainability Learning in new Formats: Micro-Credentials as a powerful tool for curriculum design

Virtual period start	September 2024
Virtual period end	December 2024
In-presence period start	23 rd September 2024
In-presence period end	27 th September 2024
Hosting University	Atlantic Technological University (IRELAND)
Teaching language (and language requirement)	English B2
ECTS credits	5/10
Places available	10
Study level required	MA (second cycle), PhD, Post-Doc, young researchers, adult learners, professional of the field
Selection criteria	<ul style="list-style-type: none"> - Practitioners and scientists - Graduate students (MA level) of teacher training programmes and education science courses - Post-graduate students. Post-doc researchers and practitioners who oversee designing and implementing educational provisions.
Contacts	OVGU: Prof. Dr. Philipp Pohlenz
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	TBA

Promoting universities



Eligible home universities of participants



Programme description

Micro-credentials as a relatively new teaching format have gained wide attention in the community of educational scientists and practitioners. They open opportunities to widen participation of hard-to-reach target audiences and thus help increasing the

inclusivity of educational provisions. Mastering the requirements of designing micro-credentials is thus an essential competence for future educationalists. The proposed activity is addressing students of study courses in the educational sciences and aims to familiarize them with pedagogical and didactical implications of the development of micro-credentials. The module will focus on sustainability learning content-wise. Students will learn how to integrate micro-credentials on sustainability learning into existing curricula, and how to develop new curricula on the matter of sustainability, utilizing the pedagogical approach of micro-credentials. The activity further aims to promote international cooperation.

It is thus important to incorporate accreditation procedures to the development of micro-credentials to achieve conformity with the requirements of the Bologna-process. The module will thus qualify students for a range of development tasks, ranging from didactical and pedagogical aspects of educational design to its managerial dimensions (quality assurance, educational management). The outcome will be the capability to develop a comprehensive perspective towards the design of up-to-date teaching and learning process with particular emphasis on education for sustainable development. The proposed BIP will be creditable to existing study programmes of the participating universities. All of which offer courses in educational sciences and/or the Humanities. It will thus be relevant mostly for graduate students (MA level) of teacher training programmes and education science courses, but also for post-graduate students and post-doc researchers and practitioners who oversee designing and implementing educational provisions.

The learning format will be rather in a workshop mode than in "ex-cathedra teaching": It will purposefully bring together senior scientists and practitioners with novice students to involve them in shared learning experiences. Both perspectives, either driven by professional knowledge or by personal experiences will be enriching each other. Students are going to experiment with actual tasks when designing educational provisions. Practitioners and scientists are going to provide valuable input and assessment. This type of co-creation is meant to provide all participants with new learning experiences: Learning by teaching, learning by designing, etc. As a tangible outcome, a set of EU Green micro-credentials will be developed which will be ready to be multiplied across the universities participating in the alliance, to equip them with topic-related learning materials to be used in their educational provisions and third mission activities.

Learning outcomes and teaching methodologies

The EU Green Alliance provides the content-related background of the proposed activity. Education for sustainable development is gaining importance in educational processes at all educational stages.

The working group which has joined forces for this proposal is a sub-group of the EU Green research cluster on educational sciences. Other clusters refer to technical or natural dimensions of sustainable development.


The activity will strengthen EU Green's education-related component and nonetheless utilize the research background of the other clusters in terms of outputs, current research questions, etc.

Moreover, considerable progress has already been made by the involved partners in the areas of education for sustainable development and micro-credentials design. To name but a few, OvGU is running a certificate on Sustainability Education ("NAO").







ATU and UO look back to a long-lasting experience with the development of micro-credentials. We will draw on this broad range of expertise to multiply meaningful results across the entire EU Green alliance.

Food Sustainability

Virtual period start	20 th June 2024
Virtual period end	15 th July 2024
In-presence period start	8 th July 2024
In-presence period end	12 th July 2024
Hosting University	Wroclaw University of Environmental and Life Sciences (POLAND)
Teaching language (and language requirement)	English B1/B2 (QCER)
ECTS credits	6
Places available	40
Study level required	BA (first cycle), MA (second cycle), PhD, Post-Doc, young researchers, adult learners, professional of the field
Selection criteria	<ul style="list-style-type: none"> - Academic performance - Motivation - English language competence - Evaluation of further qualifications and skills
Contacts	UNIPR: Prof. Tullia Tedeschi
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	20th April 2024

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 UNIVERSITÀ DI PARMA COORDINATOR	 UNIVERSIDAD DE EXTREMADURA	 WROCLAW UNIVERSITY OF ENVIRONMENTAL AND LIFE SCIENCES	 université angers
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Eligible home universities of participants



Programme description

The world population has reached the mind-boggling number of 8 billion people. Food production is running into an increasing demand for quantity and quality, but agro-livestock activity and the processing industry have a heavy impact on the environment and on Earth's health.

With this BIP we aim at making students conscious of the problems that must be tackled from different perspectives: environment, food production, management, and law. The program will be divided in four sections: the ecological, the food, the management, and the law modules. The ecological module supports students in understanding how to produce an inventory of pressures at the watershed scale, organized in a database and connected to a GIS, how to calculate soil system budgets and water pollution risk through real case studies and field trips and how to contrast such risk with nature-based solutions.


The food module addresses the topics of sustainable food production integrating solutions for wastes recovery, efficiency and sustainability of food production, food safety and food security, while also considering the environmental impact. Key issues of the management module will be the concept of transition in terms of potential contribution of innovative policies, localized production and distribution approaches, novel technologies and foods, and alternative consumption scenarios. The law module aims at familiarizing participants with the holistic approach the European Union (EU) is undertaking towards food sustainability and novel foods regulation.

Learning outcomes and teaching methodologies

EU GREEN's strategic objective is the creation of a European hub for education, research, and innovation in sustainability, with SDGs at the heart of the research and innovation approach, deeply integrated in teaching and learning models.

The aim of this BIP on Food Sustainability aligns with the one of the Alliance, presenting a new, transversal educational model for the teaching of sustainability within the field of food science, addressing 5 out of 6 cluster topics (human and planet health, sustainable agriculture, new technologies, education, and ecosystem biodiversity), and including novel perspectives in the field of economy and law.

Artificial Intelligence in Health and Sport

Virtual period start	17 th June 2024
Virtual period end	5 th July 2024
In-presence period start	9 th June 2024
In-presence period end	15 th June 2024
Hosting University	University of Parma (ITALY)
Teaching language (and language requirement)	English B1
ECTS credits	6
Places available	35
Study level required	Bachelor (first cycle), Master (second cycle), PhD
Selection criteria	<p>Be a student enrolled in one of the 9 EU GREEN universities or EU GREEN Ukrainian associated partner universities.</p> <p>Be a student in Sport Science or related disciplines.</p> <p>If a selection is needed, the criteria will be.</p> <ul style="list-style-type: none"> - English B1 certificate - Priority to master and PhD student level - Evaluation of the CV and motivational letter
Course homepage	
Contacts	UNIPR: Prof. Giancarlo Condello
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	20th April 2024

Promoting universities



Eligible home universities of participants



Programme description

Artificial Intelligence (AI) has become a transformative force in our society entering industries like robotic, financial service, agriculture, medicine, transportation, defense. In the context of human well-being, AI also entered the field of healthcare, lifestyle, and elite sport with the target of prevention, diagnosis, monitoring, and prescription.

The joint action of computer science and medicine science produced the application of AI in the field of healthcare with the goal to improve patients' diagnosis and care, to explore new solutions for diseases, and to lead better discoveries in research. AI is revolutionizing the management of health, acting on the promotion of healthy lifestyle, for physical activity and healthy diet. Through AI, internet platforms, smartphone apps, and wearable technology can be used to monitor and track individual levels of physical activity, vital parameters, sleep patterns, daily food intake. AI acts to collect and elaborate real-time data and to provide personalized suggestions and recommendations for exercise and nutritional plans. AI has already had a huge impact on the sport industry. Sport organizations and sport clubs consistently use AI for games, teams, and athletes' statistics, performance analysis, youth scouting, and monitoring of training load. Moreover, new line of research has been developed to explore the application of AI for data analytics and evidence-based practice.

The proposed BIP will disseminate current knowledge and future directions regarding the application of AI for the maintenance of a healthy lifestyle in general population, and for performance optimization and injury prevention in athletes.

The competences acquired in the BIP will be divided in 4 modules:


- Introduction to Artificial Intelligence
- Artificial Intelligence: Opportunities and Challenges
- Artificial Intelligence in Health: Research and Applications
- Artificial Intelligence in Sport: Research and Applications.

Learning outcomes and teaching methodologies

The proposed BIP pursues the EU GREEN educational strategies concerning the current challenges of the society and new frontiers of science and technology. In fact, AI rapidly became a new frontier of science capable to face the global changes and to tackle social challenges. The application of AI in health and sport can jointly interconnect the domains of life and society, as well-being, economy, behavior, psychology, public health, marketing, at both local and global level.

The BIP will consist of lectures and workshops, in both virtual and in-presence modalities, with the participation of experts from educational institutions and industry to explore theoretical bases of AI and practical applications in sport and health sectors. The BIP will be built to guarantee a proficient exchange among students and scholars from different cultural contexts and expertise.

Ecological restoration for ecosystem sustainability

Virtual 1 period start	17 th June 2024
Virtual period end	28 th June 2024
Virtual 2 period start	1 st July 2024
Virtual period end	5 th July 2024
In-presence period start	2 nd September 2024
In-presence Period end:	6 th September 2024
Virtual 3 period:	20 th September 2024
Hosting University	University of Evora (PORTUGAL)
Teaching language (and language requirement)	English B1
ECTS credits	6
Places available	10
Study level required	Bachelor and Master students in Ecology and Environment and related disciplines
Selection criteria	Students enrolled in first and second cycle study courses in environmental and ecological studies
Contacts	UEv: Prof. Carla Pinto Cruz
Course homepage	
APPLICATION CALL STATUS	CURRENTLY OPEN
END OF APPLICATION	12th April 2024

Promoting universities



Eligible home universities of participants



Programme description

Anthropogenic and natural environmental changes, exacerbated by climate change, induce disturbances to ecosystem structure and functioning. Ecological restoration aims to recreate, initiate, and accelerate ecosystem recovery after being altered by disturbances. Ecological restoration is a relevant science and a main practical tool in biodiversity conservation. The timeliness of

ecological restoration is clearly mainframed within the SDGs and recent developments of the nature restoration law of the European Green Deal, which urges EU Member States to restore at least 30% of degraded habitats by 2030.

An effective broad action of ecological restoration across Europe will demand qualified professionals, well trained with state-of-the-art knowledge to deal with the different restoration approaches. Experience sharing is crucial to help deal with uncertainty and find pathways for successful planning and implementation. To contribute to these challenges, the consortium of universities grounded on the EU-Green Alliance proposes a Blended Intensive Programme (BIP) "Ecological restoration for ecosystem sustainability" as a mobility initiative aimed at preparing students to improve their work on ecological restoration or to provide them the knowledge and skills needed to engage in this topic. This BIP gathers the strong experience and skills existing in the 6 universities.

The proposed lecturers have strong theoretical background and empirical experience in ecological restoration, acquired through various management, conservation and applied ecological restoration projects across different ecosystems and biological groups. This action has the uniqueness of joining the expertise scattered across different European countries within a cooperative, integrated, and consolidated BIP.

The BIP is organized into 4 modules, intercalated by assignments designed to promote innovative learning approaches.

Module 1 provides the basic principles and concepts of ecological restoration. It includes a practical assignment involving transnational online cooperation, with each working group focusing on specific ecological attributes related to ecological restoration.

Module 2 deals with restoration drivers, protected habitats, main threats to biodiversity and ecosystem integrity, legislation, and funding. This includes debate among students to promote inquiry-based and challenge-based learning focused on relevant threats across countries and experiences.

Module 3 focus on the main topics needed to develop and implement restoration projects. This will be based on practical knowledge and experience of the lecturers. Students will prepare a restoration project in transnational working groups.

Module 4 is centered on presenting and discussing case studies of restoration across ecosystems. This component is partly online and in presence and includes field visits in Portugal.

Learning outcomes and teaching methodologies


This Programme covers a set of competencies aligned with the fostering of a sustainable future and healthier environment. It is designed to provide skills and competencies to better understand ecological and conservation complexity, and to integrate analytical and operational skills in implementing restoration plans. It will develop implementation competencies crucial to ecological restoration and ecosystem sustainability:

- systems-thinking competencies" to promote the ability to analyze complex systems;
- future-thinking competencies" to promote the capacity to anticipate and analyze future scenarios;
- values-thinking competencies" to promote the values (e.g.: justice, equity, ethics, integrity) needed to apply and negotiate sustainability objectives;

- o strategic-thinking competencies” to promote the capacity to implement comprehensive interventions and strategies.

Interactive and inquiry tools will challenge students through problem-solving proposals, participatory processes, and debates. Transnational working groups will favor collaborative teamwork and experience exchange, promoting inter-personal competencies.

Statistics for Management

Virtual period start	29 th May 2024
Virtual period end	28 th June 2024
In-presence period start	17 th June 2024
In-presence period end	21 st June 2024
Hosting University	Wroclaw University of Environmental and Life Sciences (POLAND)
Teaching language (and language requirement)	English B1
ECTS credits	6
Places available	5
Study level required	BA (first cycle), MA (second cycle), PhD, Post-Doc, young researchers, adult learners, professional of the field
Selection criteria	<ul style="list-style-type: none"> - Participation in the program is open to students of any discipline connected with contents related to the BIP. - Students enrolled in I, II and III cycle courses of study. - To apply for this program, students must be regularly enrolled at one of the participating universities and have completed a course in Statistics, Mathematics, or similar content. - At the time of the application submission, applicants must demonstrate proof of English language competence at the B2 level. This can be certified by the applicant’s home University
Contacts	UPWR: Prof. Jan Kazak
Course homepage	
APPLICATION CALL STATUS	OPEN
END OF APPLICATION	TBA

Promoting universities



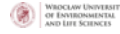
WROCLAW UNIVERSITY
OF ENVIRONMENTAL
AND LIFE SCIENCES
COORDINATOR



UNIVERSIDADE
DE ÉVORA



Eligible home universities of participants



Programme description

The main objective of this course is to contribute with approaches, techniques, and methods that support the decision-making process in management and economics. More specifically, it is intended that students obtain basic and robust training in descriptive and inferential statistics, file and data processing, preliminary analyses, and graphical representations, using appropriate software, to promote a more complete and coherent research in the area of Management.

More than presenting and exploring techniques and methods, it is intended that students understand their usefulness and how they can provide answers to management and research questions. In this sense, since the very first classes, students are encouraged to put into practice theoretical knowledge, defining research problems and concrete objectives, as well as selecting variables and methods that allow them to respond to the problem and achieve the objectives set. The learning of concepts and techniques is stimulated through the project learning method.

Learning outcomes and teaching methodologies

Aim of the Programme is to provide students with an international experience where they interact and learn to collaborate with learners and faculties from partner institutions. Cross-cultural approach of cooperation will result in building capacity for future actions.

Statistical knowledge will enable them to shift into knowledge-based decision-making process with better understanding of socio-economic systems. Stimulation of the collaboration among teaching, administration staff creating and supporting a sustainable academy community that shares educational thinking and best practices for the advancement of effective framework of truly European University.