

What is a BIP?

No worries. Just checking.



Blended **I**ntensive **P**rogramme

= **a format** for an **innovative** and **inclusive** interinstitutional collaboration introduced and supported by the Erasmus+ Programme

- a **recent** opportunity, since 2021 – experiences gathered but still finding our feet
- a cooperation of **at least 3** EU universities developing **collaboratively a joint course** for an international group of students, part of the curriculum, 3+ ECTS
- online part + on-site part (**5** to 30 days) at one of the participating universities – **successful BIPs travel** = rotational hosting → fostering **deep and effective partnerships**

What is NEOLAIa?



NEOLAIa
TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE

- 1: Örebro University
- 2: Bielefeld University
- 3: Šiauliai State University of Applied Sciences
- 4: University of Ostrava
- 5: University of Tours
- 6: University of Jaén
- 7: University of Salerno
- 8: University of Suceava
- 9: University of Nicosia



An alliance of **young, regional** universities with **robust rankings**.

Supported by the European Commission through the **European Universities Initiative (EUI)**.

3 main pillars:

- Digital Transformation
- Diversity and inclusion
- Enhanced Mobility

1 Key Application Area:

- Global Health

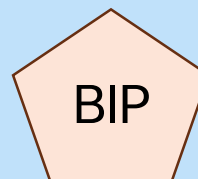
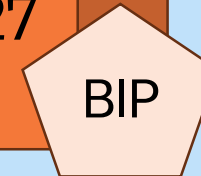
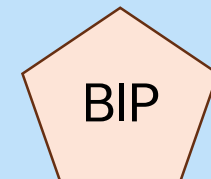
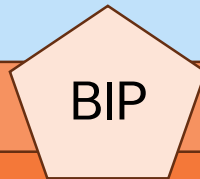
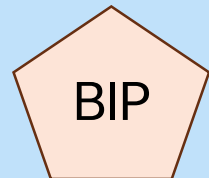
10 Work Packages:

E.g. Teaching & learning, mobility, digital transformation, diversity & inclusion, research.

Two parts of NEOLAiA



An alliance for collaboration also outside the project





BIP: From National to Global Dynamics? Deconstructing Historical Narratives in 19th and 20th Century Europe

What's behind the curriculum?

In the social sciences, the situation is somewhat different compared to the natural sciences and other scientific disciplines. Disciplines such as sociology, gender studies, psychology have a curriculum across EU universities that in many respects does not differ significantly from, for example, the historical sciences.

Why are historical sciences specific in this respect?

Because, as a rule, national history is taught in primary and secondary schools against the background of European and global history.

The national concept of history still dominates history departments in universities in Central and Eastern Europe.

Added value of the BiP and learning outcomes



NEOLAIA 

Blended Intensive Programme (BiP) in History

From National to Global Dynamics?

De-constructing National Narratives in 19th and 20th Century Europe

- Are you interested in historiography?
- Are you curious about the diversity of national historical narratives?
- Do you want to meet students from all over Europe in Örebro (Sweden) to discuss these topics for a week in April 2024?

Preparatory session
Online
February 26

Zoom workshop I
Online
April 12

Individual preparation phase
reading and writing

On-site week in Örebro
April 21-27

Zoom workshop II
Online
May 27

The program introduces an innovative international perspective on national historiographies by contrasting developments in the Czech Republic, France, Germany, and Sweden. Teaching combines remote sessions and on-site meetings aiming to explore the topic of historiography in Europe. Participants will reflect on the interconnections between politics and history writing, with a special focus on times of crises and challenges to existing narratives in Europe. An online learning platform with resources will be made available to the participants throughout the digital phase of the program.

- international study and teaching experience
- internationalization 'at home' in remote sessions: students train to formulate historical arguments in English (written and in discussions), they become acquainted with different European historiographical traditions, and receive feedback from teaching staff and peers from different European academic cultures
- de-nationalizing and de-colonizing perspectives in historical studies
- comparative approach to Europe and beyond; reflecting on the method of comparison (which is producing differences, e.g. ethnic/race, cultural, gendered, social)

ORGANISERS Örebro Universitet (Sweden) Bielefeld University (Germany) University of Ostrava (Czech Republic) University of Tours (France)	WHEN TO APPLY? 4.12. Application deadline	QUALIFICATIONS TO BE OBTAINED Certificate on 7,5 ECTS credits
		HOW MUCH DOES IT COST?

Behind the BIP course: evaluation



International course in history attracting students to Örebro



Here are the course's teachers and 40 international students from Germany, Spain, the Czech Republic, and France.

"Nearly 40 international students were in Örebro to take the course on historical narratives in Europe – a collaboration between four NEOLAIA universities, coordinated by Örebro University."

"It was a fantastic experience meeting new colleagues and sharing our thoughts on how we write about and analyse history today," says Josué García Veiga, doctoral student from Bielefeld University in Germany.

In addition to positive reflections, problems arising from group work, i.e. problems arising from **interculturalisation**. Problems arising from the **stereotypical perception of others** in the context of national historiographies.

Continuing with the new topic



Re-shaping States, Identities and Cultures: Dynamic History Teaching in Border Regions

The aim of the course is to introduce students to current trends in teaching and learning in the field of history education at lower and upper levels of the education system. The programme offers participants the chance to gain experience of a range of teaching and learning situations, which will be of benefit in their future careers as scholars, teachers or education workers.

The course will be based on the sharing of different teaching and learning topics, methods, forms and approaches associated with the themes of borders, bordering, borderlands and border regions. By crossing geographical, mental, symbolic, and bodily boundaries, the project fosters the understanding and critical reflection of traditional historical narratives and collective identities, such as state, national, ethnic, class or gender, both among the course participants and their future students, listeners and readers.



”Comparative International Perspectives on Education - Inclusive Education Practices for Diverse Learners”

Topic

The course reflects the quality of teaching and learning materials related to inclusive education. The BIP includes international comparative research methods, lectures, group dialogue, discussions and presentations.

Aims

- Exchange knowledge about, compare and critically evaluate international educational systems and teaching materials regarding diversity and inclusion.
- Identify obstacles and opportunities for inclusive education and propose teaching practices to meet a diversity of students.

Organization & Structure



- BIP in Education, 3 ECTS
- Collaborative work, shifting leadership & venue: Bielefeld (DE) 2023, Örebro (SE) 2024, & Ostrava (CZ) 2025. 55 visiting students and teachers from 6 countries 2024
- Economy: Erasmus and internal funding
- 2 teachers, 1 administrator organizing the BIP, International Office
- Syllabus and Grading – Establishing the BIP, adaption to national and local HE system
- Extracurricular activities

Progress and Outcomes



- Lectures, group work and examination
- 2 online sessions (á 2 hours) & 5 days in Örebro (SE). Online sessions pre and post the visit in Örebro
- Day 1: Course introduction, lectures about basic concepts, getting to know each other activities
- Day 2-4: Morning lectures about educational systems, afternoon group work in study groups with supervision
- Day 5: Examination: Study group presentations of their work with analysis of teaching materials
- Cross national study groups create a multilingual setting and (potentially) increase intercultural and plurilingual exchange
- Daily teacher meetings, discussions about course and pedagogical progression

Join us on the Padlet!

Share your experiences, comment, open topics...



- What would you keep doing?
- what needs to be improved next?
- what would you definitely stop doing?
- what would you recommend to start with?



Lessons learned: learning from students' reflections on the experience




 Bear in mind students expect a multi-purpose endeavour:


study – networking – exploring the site

 Less is more: delving **deeper into less content** & work in **balance** with social time

 **Tailor** the goals, content, and the workload **to** the capacities of **the target group**

 Make sure students **first** have a chance to get to know each other and build **trust**

 ELF is a challenge: **words** may lead to different **concepts** in different **cultures**

 **Facilitate** the collaboration as long as needed: until students take fully over

 Inspire the teams to agree on simple **rules rather than** build on **assumptions**

 Save time for an **in-person community reflection** session at the end!

**Thank you for joining us
and sharing your experiences!**

renatatomaskova 2/06/2021 ↻



Let's share experiences with BIPs in the KISS template: what you'd keep doing, what needs to be improved next, what you'll definitely stop doing, and what you're going to start with?

Keep doing

↻ Secure BIP funding now and the next programme generation

♡ 0 🗨 0

↻ **Intensively cooperate with Erasmus office on rector's level**

♡ 2 🗨 0

↻ **Organising BIPs**
Support the rotating role in organisation of BIPs in our alliance (Aurora).

♡ 1 🗨 0

↻ **Use BIP concept for staff weeks**

♡ 2 🗨 0

↻ Intensive cooperation between Erasmus departments at the faculty and rectorate level - shared workload.

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↻ **Cooperation and communication between university intl. office, faculty intl. office and the organising department.**

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↻ **Invite your ka171 partners academics and experts to teach during virtual component. No travel necessary.**

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⇒ **We can mix STT and SMS-
B participants in one BIP.**

Invite STT for 2 - 5 days, not all selected days to come and observe and participate, mix with students, learn best practices . Use BIP as great opportunity , as all organizational effort, catering, social program is in place.... that is why its good to publish closed (full over 20 participants) BIPs in www.erasmusbip.eu and share with your academic community.

♡ 2 🗲 0

⇒ **Interdisciplinarity**

Involve another faculty/part of our institution in the physical part of BIP

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⇒ **Not to worry about
acomodation in dormitories.**

In last 2 years dormitories in Poland are full. Also more expensive than before. 50 percent os students coming in 3-5 students groups prefered booking.com to our offer of dormitories for 17 euro per day per person in bouble room. That allows to make BIPs not only in the summer (available dormitories) but all year round.

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Improve

⇒ **Reporting to BM**

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⇒ **Funding**

I think that's the biggest problem for all BIPs, we have too many ideas and participants but not enough funds

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⇒ **Well-being of Erasmus coordinators**

♡ 0 🗲 0

↩ **Contacts for recruiting**
Support creating a network of contacts interested in organising BIPs.

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↩ **Housing costs**
...and availability for students, especially in BIP/Short term

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↩ **Motivation**
How to motivate the teachers to do extra work on the BIP during the semester and other duties?

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↩ **Possibility to combine with other funding programs, like CEEPUS?**

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↩ **Check weather forecasts**
Especially in September November, warn about rainy cold week to dress accordingly. Southern country participants can be surprised

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↩ **Better guides for organizing academic units**
To do lists for administrators and organizers and better definition of roles, who does what and when to keep the preparation of the BIP smoothly and on time

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↩ **Motivate the academic departments to organize BIP s**
Motivate and guide them on how to proceed and apply for BIP funding, support from IRO to explain how to design the course and how to plan

♡ 1 🗨 1

Honest Jellyfish 11/19/24 11:34AM
IRO usually does not have any experience with design of the courses, how can they explain to academic staff how to do it? This should be done by the academics, they are experts...

Stop doing

⇒ **Hybrid setting**

After co-organising one BIP where we allowed also online participants to join the physically intended sessions, I would personally not support that approach again (technical complications, constant reminders of using microphones). I believe the physical part truly should serve the face-to-face purpose.

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⇒ **Implementation team**

don't let the financial agenda of the academic worker be solved

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⇒ **Offer BIP to participants publicly.**

we decided not to support mobilities if we have less than 5 participants for one BIP. It is too much work/administration.

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⇒ Courses starting right after the summer/winter break or during summer. Some students don't read emails until the very last moment a few days before the course starts which makes the administration more challenging.

♡ 0 🗲 0

⇒ **Overplanning the physical part schedule**

In future, we will let students "breathe" a little more, so they can social more spontaneously within the group.

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⇒ **Overwhelming program**

Giving students time to take a bit of time off to explore the city on their own and network in non-organized way

♡ 0 🗲 0

Start doing
