Regional Erasmus+ Week 2024
for Asia, the Pacific and the Middle East
Bangkok, Thailand
12-14/11/2024

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

Moderator:
Nishant Shandilya

Erasmus+ National Focal Points
Regional Manager – Pacific, PRACSIS srl

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

Using digital technology in education to improve quality and broaden access

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ENFP National Focal Points

Erasmus+
Enriching lives, opening minds

Global Gateway

Erasmus+

Rhoda Myra Bacsal

United Arab Emirates University

CP project "GIFTED"

Games and Inclusion For Teacher Education

GIFTED — Games and Inclusion for Teacher Education

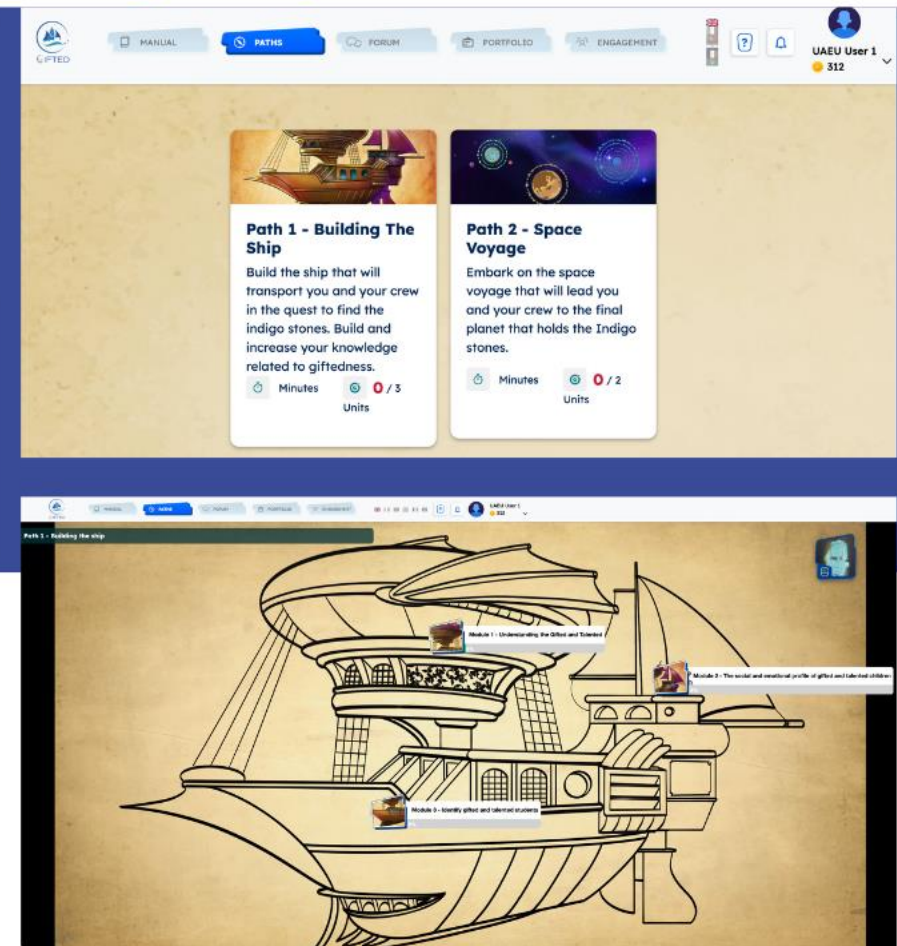# Developing Digital Education Ecosystem in Teacher Training

Developing Game-Based Teacher Training Platform

7-8 June 2022 | Bari, Italy
First Transnational Meeting

Five Collaborating Countries:
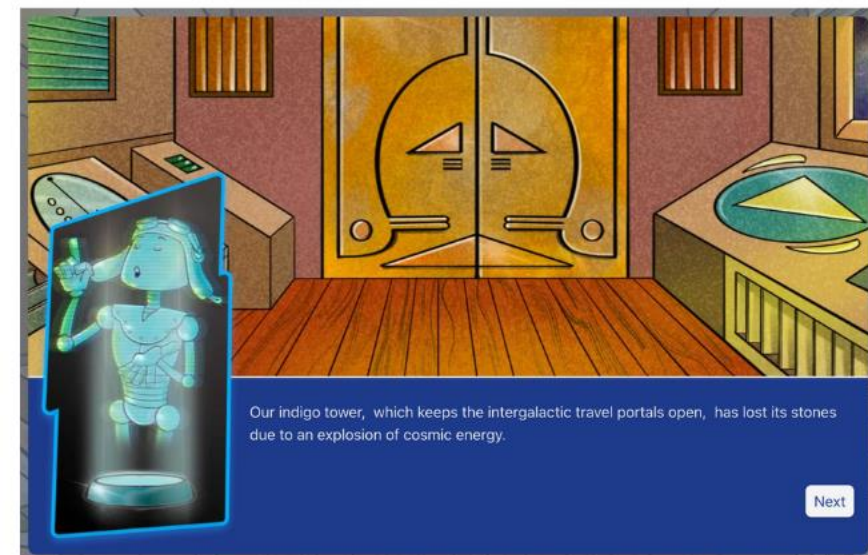Italy, Croatia, Portugal, Romania,
United Arab Emirates

UAE TEAM:
20-22 November 2023 | Ferrara, Italy
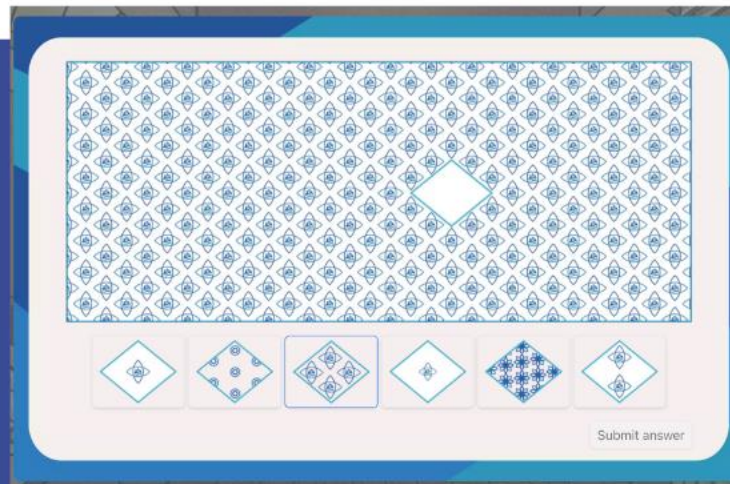Learning Teaching Training Activities

Erasmus+ Cluster meeting Presentation by Rhoda Myra Garces-Bacsal, PhD
Assistant Dean for Research and Graduate Studies, UAE University

Games and Inclusion For Teacher Education

GIFTED
Games and Inclusion for Teacher Education

Developing Digital Education Ecosystem in Teacher Training

Innovative Game-Based Identification Tool for Mathematically Gifted Students

Our indigo tower, which keeps the intergalactic travel portals open, has lost its stones due to an explosion of cosmic energy.

Next

Horizontal bar histograms are displayed for the class group, which show the overall scores for each student, and for each investigated ability, giving the teacher a clear overview of the class's performance.

Game-based identification results provide information to *identify mathematically gifted students* for *individualized teaching for inclusion* and provide measures of *social and emotional learning profiles* across students in a class.

GIFTED
Games and Inclusion for Teacher Education
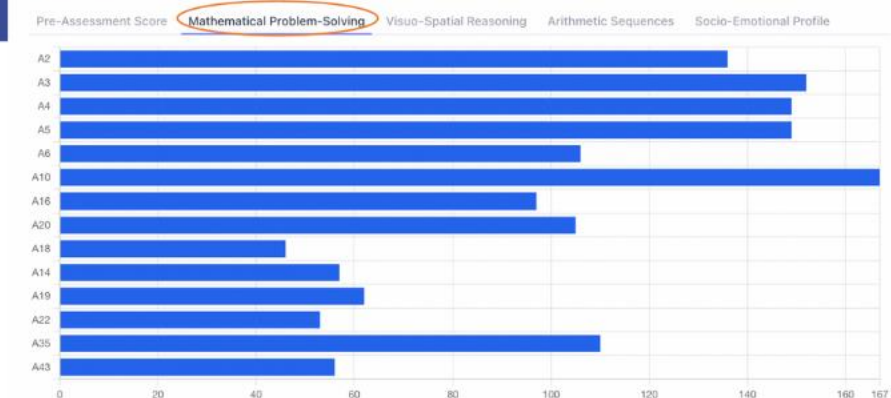
Equipping Learners with Digital Competence
Leveraging on Existing Digital Competencies & Project Sustainability

A total of **64 preservice teachers** participated in Project Gifted. The students were all females with **Arabic** as their first language. They were in various stages in their studies from Year 1 to Year 4.

On adding cultural elements and personalizing the gaming characters:

"Additionally, we would advise the AI character to dress like the figure, with kandora and getra.
And give the character an Arabic name, such as Khalifa."

Project Sustainability: Share with local and international partners such as Mouza bint Suhail Center for Exceptional Children, Hamdan Foundation, World Giftedness Center, and international institutional partners.

PTIT

DigiEU

Project Introduction

Erasmus+ Jean Monnet Modules Project

Contents

01

Summary

Project summary and objectives

02
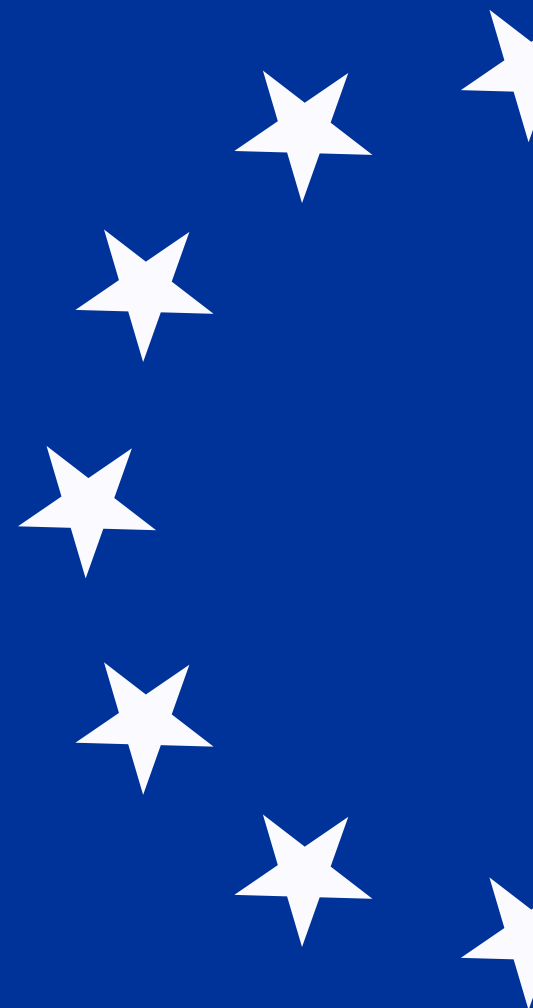
Activities

Teaching activities of the module and others

03

Contents

Details of project activities and outcomes

Project Objectives

- **To raise the knowledge about the Digital EU Strategy (Digital EU)** among the target audience – mostly consisting of PTIT's students, but also others, including academia, professionals and policy makers in related fields in Vietnam.

- **To foster the introduction of the EU's standpoints and action approach** to a single digital market in non-EU studies and subsequently stimulate discussions on the implications of the Digital EU strategy to Vietnam.

- **To enhance the visibility of resources and activities (policies) on the Digital EU Strategy** among students, professionals and other target groups in Vietnam.

DigiEU

Project Summary

- Through delivering a teaching module consisting of three introductory courses on the Digital EU Strategy (Open data, Digital Literacy and Digital Privacy), and conducting research on the implications of the Digital EU to Vietnam, the project aims at **increasing knowledge on the Digital EU** among students at the Posts and Telecommunications Institute of Technology (PTIT) and others including academia, professionals and policy makers in related fields in Vietnam.

- Another purpose of the teaching module is to **promote the introduction of the EU's approach to a Digital EU** among students with technological and communication backgrounds as well as academia, professionals and policy makers in related fields and subsequently stimulate discussions on the implications of the Digital EU strategy to Vietnam.

- By means of **developing an e-learning website** where multimedia teaching materials could be found, the teaching module hopes to **enhance the visibility of resources and activities (policies) on the Digital EU Strategy** among students and other target groups in Vietnam.
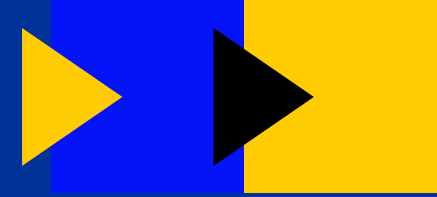
02

Activities

Project Overall Summary

Teaching Module

Open Data in EU

Open Data plays its role in the strategy and relevant policies. Technical issues of the Open Data (such as Linked Data) will be also taught in this course.

Digital Privacy

GDPR: key concepts, principles and data protection roles, the rights of data subjects, obligations of data controllers and processors

Digital Literacy

EU media literacy, the The EU's Audiovisual Media Services (AVMSD), social media and networks, content producing and distributing, fake news and disinformation

Other Activities
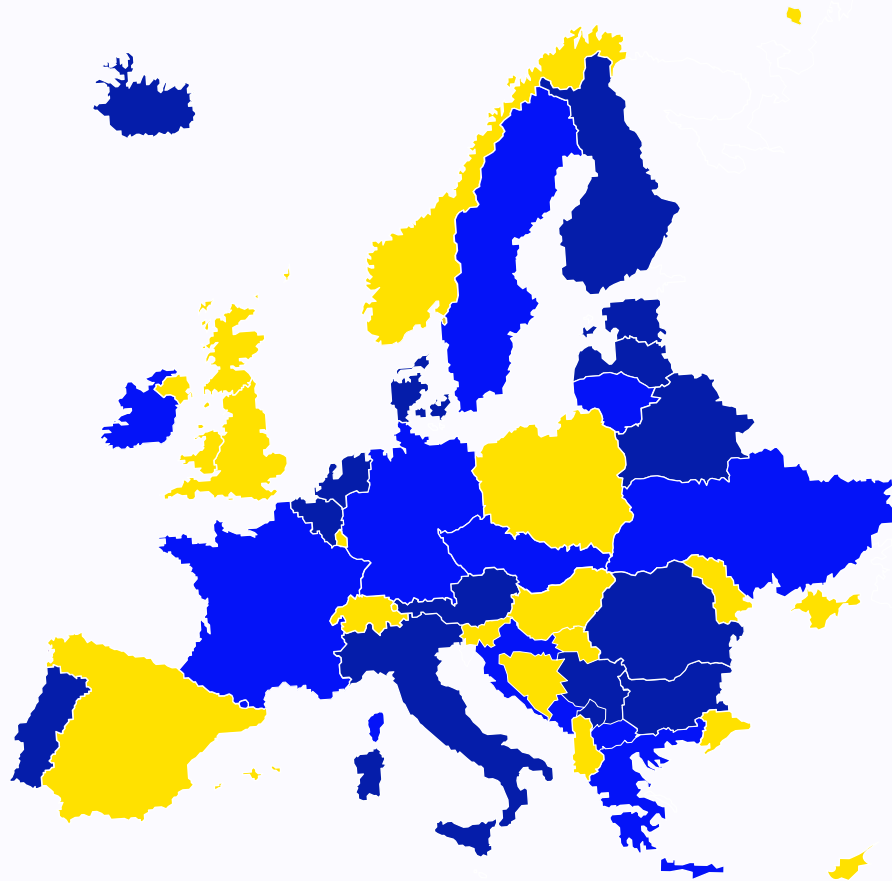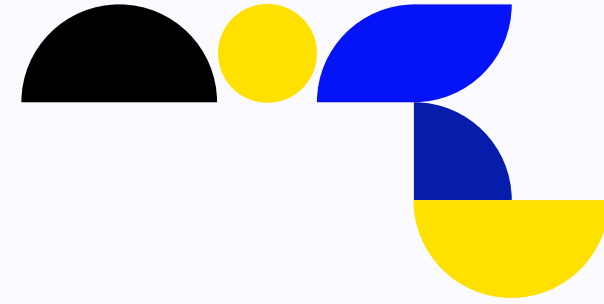
2

E-learning website
An e-learning website containing the teaching materials and lesson quizzes

3

Research on Digital EU
an in-depth survey on core components of EU's Digital EU Strategy

4

Thematic Workshop
raising awareness of EU, European integration and Digital EU Strategy
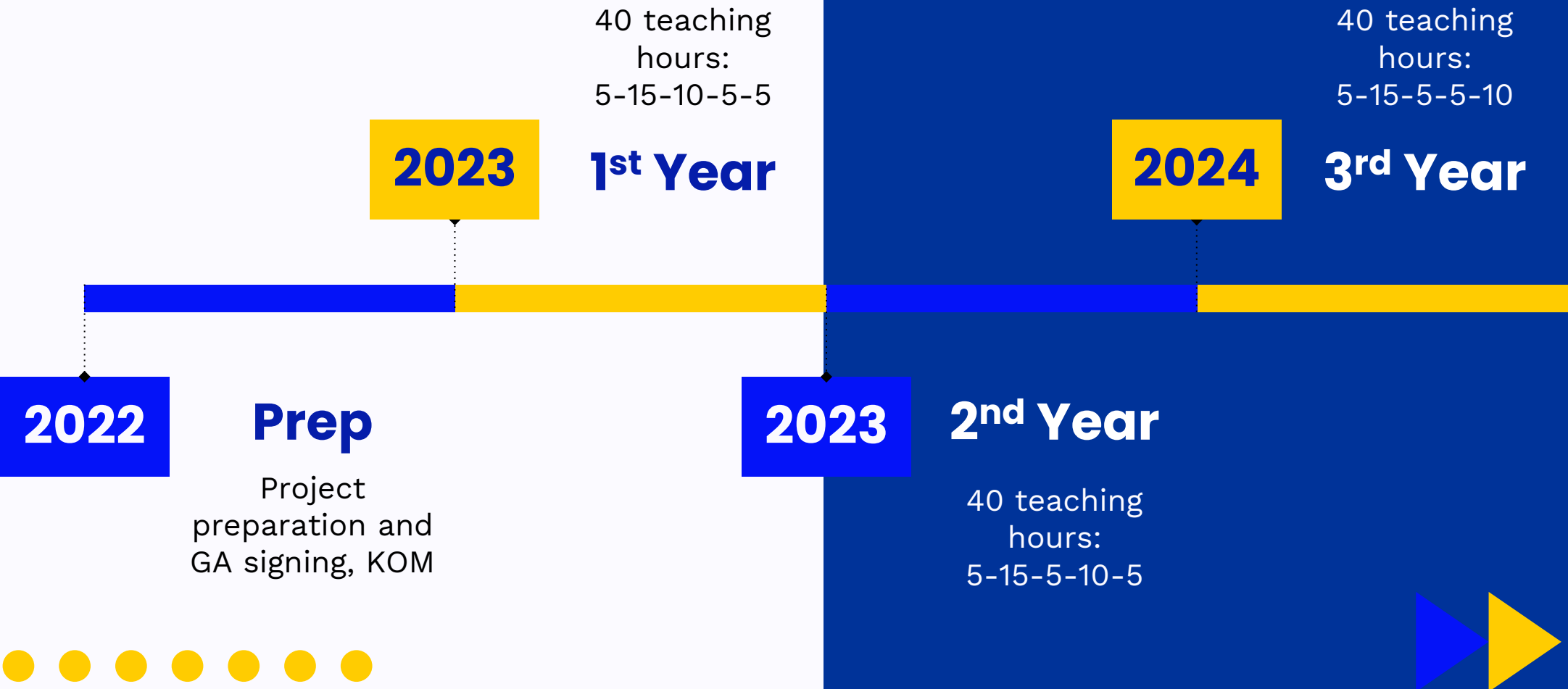
Thanks!

Does anyone have any questions?

hhhanh@ptit.edu.vn
090 5885 090
cie.ptit.edu.vn/digieu

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DigiEU

Altantsetseg Tulgaa

CITI University, Mongolia

CBHE project "DIGITAL MOVE"

CONTENT

I. The Importance of Digital Transformation

II. Building a Strong Project Consortium

III. WP Activities: Challenges and Solutions

I. The Importance of Digital Transformation

- The impact of the COVID-19 pandemic
- Insufficient preparedness for digital transitions
- Inconsistent e-learning practices
- Limited infrastructure and equipment
- Insufficient management experience in digital transformation
- Significant time investment needed for teachers and students to adopt new techniques and technologies
- Low effectiveness of current e-learning methods
- Challenges in maintaining teacher-student relationships
- Difficulties in conducting and managing examinations

III. Work packages: Activities

WP-1
Project management and quality assurance

WP-2
Creating a culture and structuring Digital transformation within HEI

WP-3
Strengthening HEI missions through digital transformation

WP-4
Fostering Digital Soft Skills for staff, students and lifelong learners

WP-5
Making HEIs the main actor of digital transformation at local, regional and national level

WP-6
Dissemination and exploitation

II. Building a Strong Project Consortium

Criteria:

- Digital Transformation Awareness

- Diversity in Types and Sizes

- Geographical Balance

- Varied Experience with European Projects

- Differing Levels of Digital Transformation

Building a Strong Project Consortium

Associated partners:

- Ministry of Education and Science of Mongolia

- Mongolian National Council for Education Accreditation

- Axon Active Vietnam

- Department of information and communications of Da Nang

- Da Nang Young Business Association

WP1.2.3.4.5.6

D1.1 – Partnership agreement

D1.2 – Quality management plan

D2.1 – Digital transformation self assessment and Strategic digital Transformation Plans

D2.2 – Handbook on digital culture in HEI

D3.1 – Handbook on how to create IPC

D6.1 – Dissemination Plan

D6.2 – Dissemination material and project website

- Innovative Pedagogical Centers created: 10

- Consortium meetings held: 3

- Study visits in Europe for the digitalization team: 2

- Project website launched: https://digitalmove.eu.udn.vn

Challenges

Identified risks:

➢ Not enough commitment / lack of capabilities of partners

➢ Lack of engagement of HEIs leaders in the DT

➢ Lack of engagement / abilities of Digital facilitators

➢ Narrow-minded and resistances to change of staff and participants in project activities

➢ Lack of IT capabilities for IPC centers staff

➢ The selection of topics for training to improve soft skills in digital does not come from the needs and actual experiences of users directly in the university

➢ Cybersecurity risks in digital transformation

➢ Not enough academy staff and learners interested in the digital soft skills training

➢ Not enough commitment of associated partners

Challenges

Unforeseen Risks:

• Requirement for project approval from the Vietnamese government

• Delays in budget allocation due to international bank transaction refusals

• Delays in obtaining Schengen visas

• Potential withdrawal of partners

Solutions

For foreseen risks:

✓ Careful Selection of Project Team Members

✓ Validation of Project Plan

✓ Task and Leadership Distribution

✓ Engagement of HEI Leaders and Staff

✓ Inclusive Activities and Knowledge Transfer

✓ Focus on Upskilling

✓ Training on Information Security

Solutions

For unforeseen risks:

✓ Budget Allocation by Coordinator

✓ Adaptation of Study Visits

✓ Modification of Partnership Agreement

✓ Advance Scheduling of European Activities

✓ Enhanced Communication and Conflict Resolution

Thank you for your great attention!

https://citi.edu.mn/

Email: altantsetseg.tulgaa@citi.edu.mn

Tel: 976-88009968

Erasmus+ Regional Cluster Meeting
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Bangkok, Thailand
13-14/11/2024

Rabindra Bista

Kathmandu University, Nepal

CBHE project "NEEM"

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ENFP National Focal Points

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Global Gateway

Erasmus+

NEEM- Nepalese Education in E-Health Masters

Proposal ID: 101083048

Duration: Feb 2023- Jan 2026 (3 years)

Budget: €800,000

Coordinator: **Prof. Jens Kaasboll, PhD**

University of Oslo, Norway

Partners:

ISCTE, Portugal

Kathmandu University

Pokhara University

https://neem.ku.edu.np/

Presenter:

Rabindra Bista, PhD

Associate Professor

Department of Computer Science and Engineering,

Kathmandu University, Nepal

https://rabindrabista.com.np/

Erasmus+ Cluster Meeting and Contact- Making Seminar for Asia, the Pacific and the Middle East, 13-14 November 2024 | Bangkok, Thailand

NEEM Objectives and Impacts

- Objectives:
  - Establishment of Master's in Health Informatics Program at Kathmandu University and Pokhara University, Nepal
  - 8-Scholarships for PhD study for faculties (4+4)
    - Total eleven (11) Work Packages
    - Develop Twelve (12) courses for the program
    - E-Learning Platform, Moodle
    - Health Informatics Lab Establishment
    - Capacity development in Health Informatics 20 (10+10) Master students and 8 PhD students at KU and PU within project duration
    - Scholarship for female students and mobility
    - Trainings
    - Networking

- Impacts:
  - Establishment of Department of Health Informatics at KU
  - Bachelor (30 students), Masters (20 students), and PhD studies
  - Networking with Ministry of Health and Population and working together
  - Ministry is considering as one of the key programs in the country for achieving Digital Health in Nepal
  - Established Health Informatics community at KU
  - Students are doing projects and thesis in health informatics
  - They are connecting with different open-source health IT communities like DHIS2, OpenMRS, OpenIMIS and so on
  - Lab resources and Moodle platform are using by students

https://soe.ku.edu.np/program/hims

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
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Comfort break

Start again at 11:00

Developing digital education ecosystems

Salvatore Moccia

Head of Education and Skills, EIT Digital

European Institute of Innovation and Learning

EIT Digital

Erasmus + Cluster Meeting
Bangkok, 13/11/2024

eit Digital

Co-funded by the
European Union

We drive towards a competitive digital Europe that is **inclusive**, **fair** and **sustainable**.

We are looking for likeminded partners and collaborators in everything we do.

EIT DIGITAL IS AN IMPACT ORGANISATION

+3500
EIT Digital Master School **graduates**

300
EIT Digital's Deep Tech **startup** portfolio

€1,3B
Total funds raised by EIT Digital supported **scaleups**

€330M+
EIT Digital **Equity Portfolio Valuation**

EIT Digital is partnership organisation. With an ecosystem of 350+ digital innovators, most of our programs and initiatives are made in collaboration with them.

We are bringing together academia, research and innovation. Our aim is to build a competitive digital Europe, aligned with the UN Sustainable Development Goals.

eit Digital

EIT DIGITAL IS AN IMPACT ORGANISATION

101
EU proposals submitted

75
EU proposals reviewed

30
EU proposals approved

€170M
Total value of currently running EU projects

EIT Digital is a portal for partners to attract EU funds via joint EU projects with 10+ year experience in securing funds and handling large grants via EU projects. Currently, our success rate is 40%.

Since September of 2022, EIT Digital applied to 101 EU proposals together with its partners, 75 of which have been reviewed and 30 successfully awarded for a total worth €170M.

Most relevant programmes: Horizon Europe, Digital Europe Programme, InvestEU, EIC, EIF, EIB, European Defence Fund.

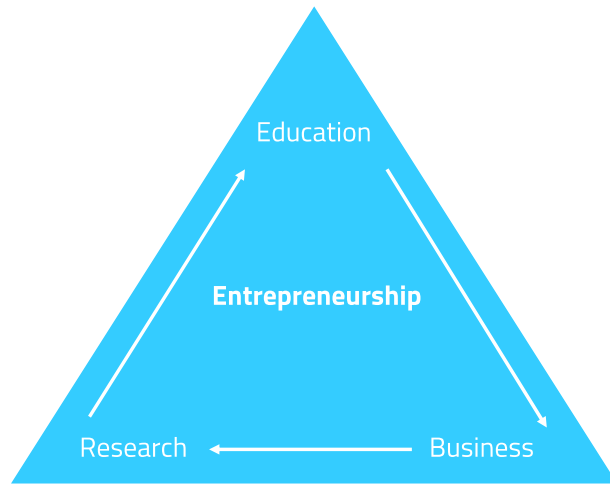eit Digital

The Knowledge Triangle

What are the best ways of **linking** research to education and business?

What are the best ways of **teaching** for creativity, innovation and business?

How can optimal conditions be created from returning student's **experiences** from business aback into research and education?
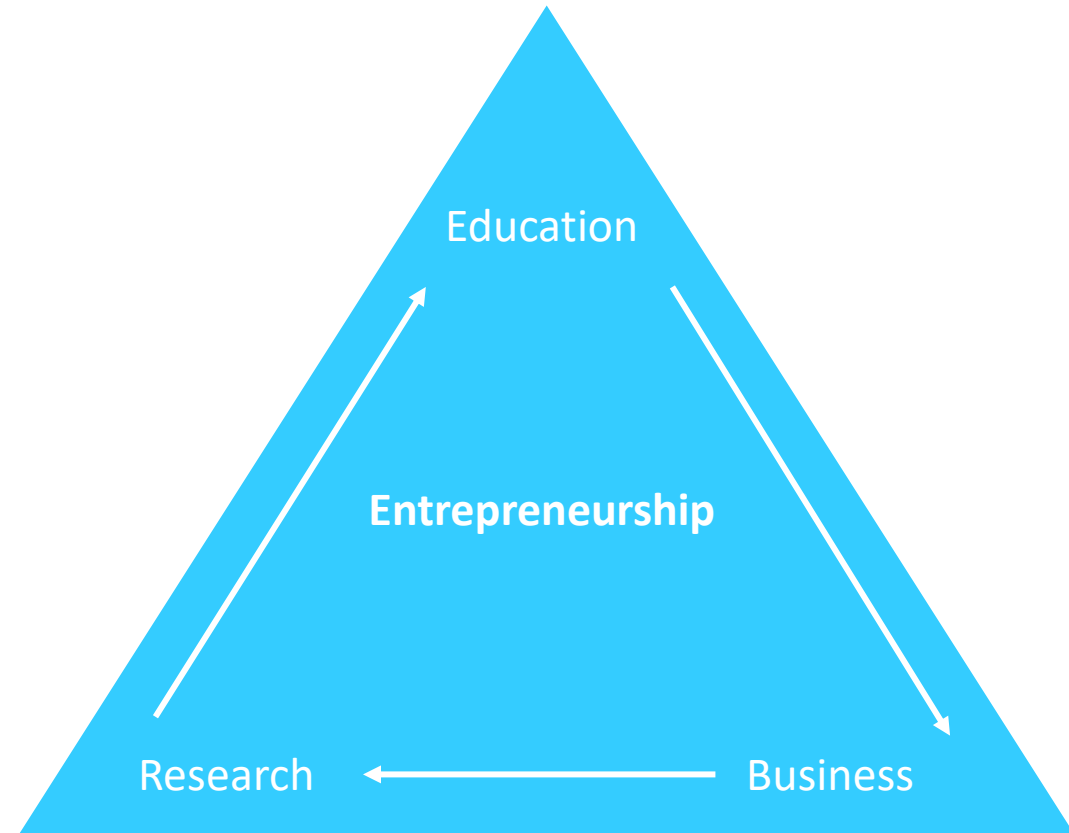
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The **Applied** Knowledge Triangle: **Master School**

- MSL programs **updated through EU grants** with our partners
- **+300 new alumni every year**
- **2000+ new learners in one-week SSLs and upskilling/reskilling training courses by EIT Digital**

9	**2**	**11**	**17**	**3500+**
Masters Programmes (120 ECTS)	Masters Degrees + 1 EIT Label Certificate	Countries – a unique European mobility	Leading Universities in Europe	Alumni of the Master School since 2009

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The **Applied** Knowledge Triangle: **Master School**

1. Robotics*
2. Cloud And Network Infrastructures
3. Cyber Security*
4. Data Science
5. Embedded Systems and Chips Design*
6. Human Computer Interaction And Design
7. Fintech
8. Fintech 4 Business
9. AI and Emotion AI*

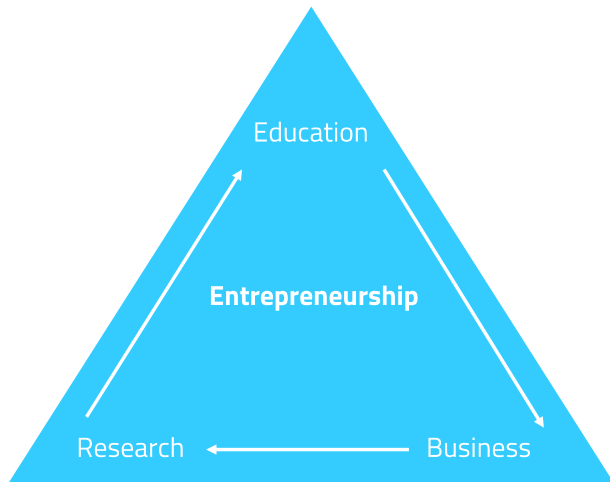| **9**	**2**	**11**	**17**	**3500+**	**250+**
Masters Programmes (120 ECTS)	Masters Degrees + 1 EIT Label Certificate	Countries – a unique European mobility	Leading Universities in Europe	Alumni of the Master School since 2009	New students Per year

EIT Digital Master School

- **9 Masters Programmes** (120 ECTS)
- We update our MSL programs through EU grants with our partners
- **CNI & HPC** and **Digital Enterprise 4.0** proposals will be submitted soon

1. Robotics*
2. Cloud And Network Infrastructures
3. Cyber Security*
4. Data Science
5. Embedded Systems and Chips Design*
6. Human Computer Interaction And Design
7. Fintech
8. Fintech 4 Business
9. AI and Emotion AI*

EIT Digital **Master School**

11 countries
17 universities

MASTER SCHOOL — eit Digital, Co-funded by the European Union

Students **must choose a different country** and **university** for entry and exit years

ESTONIA
Tallinn University of Technology (TALTEC)
FRANCE
University Côte d'Azur (UCA)
University of Rennes (UR)
EURECOM
FINLAND
Aalto University (AALTO)
University of Turku (UTU)
GREECE
University of the Aegean
HUNGARY
Eötvös Lorand University (ELTE)
Budapest University of Technology and Economics (BME)
ITALY
University of Trento (UNITN)
Polytechnic University of Milan (POLIMI)
University of Bologna (UNIBO)
LATVIA
Riga Technical University
NETHERLANDS
University of Twente (UT)
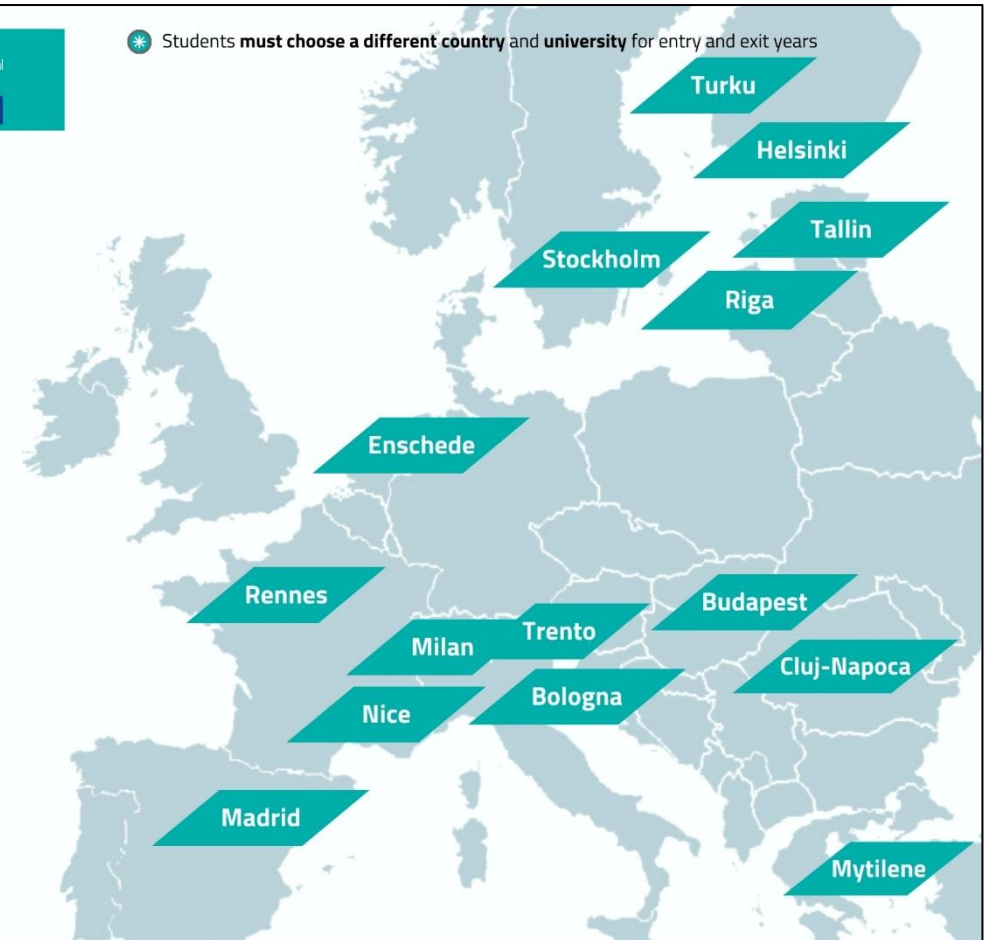**ROMANIA**
Babeș-Bolyai University (UBB)
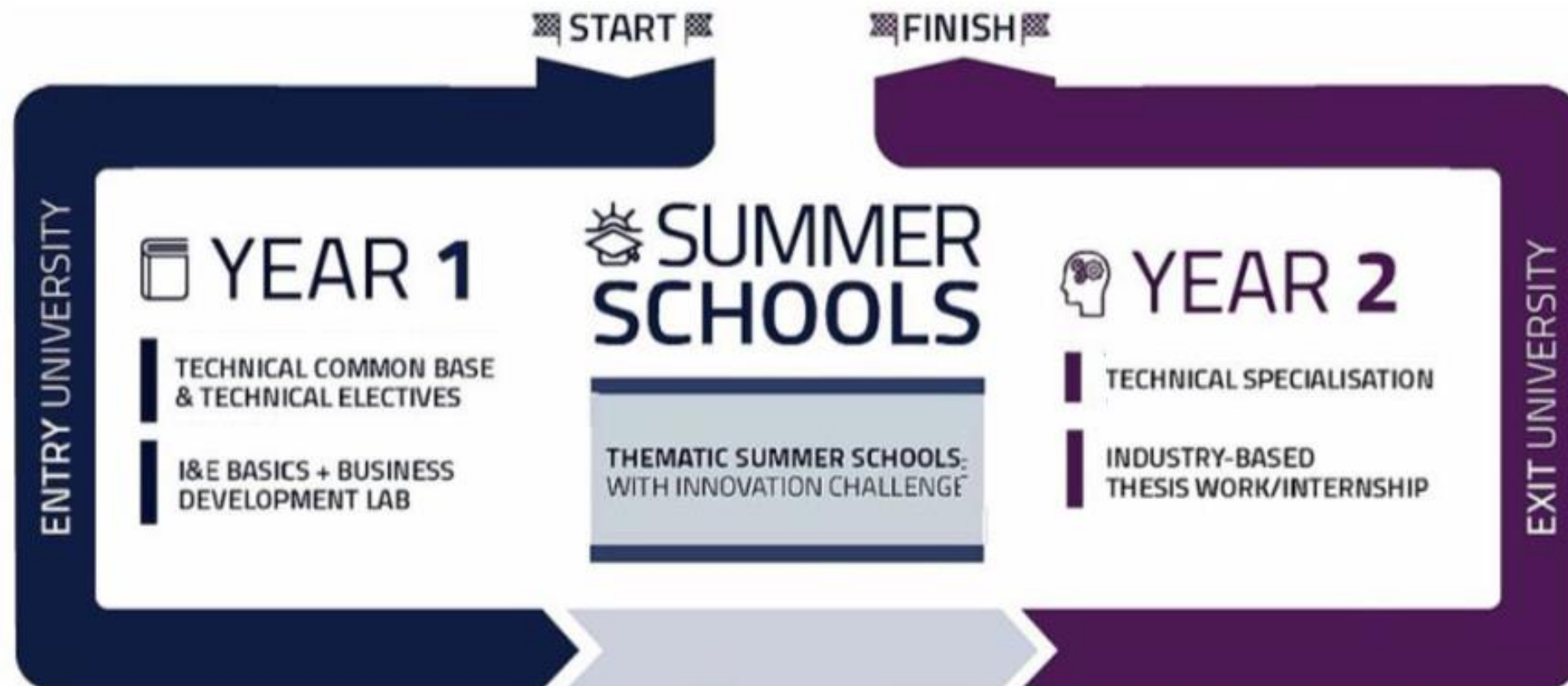**SPAIN**
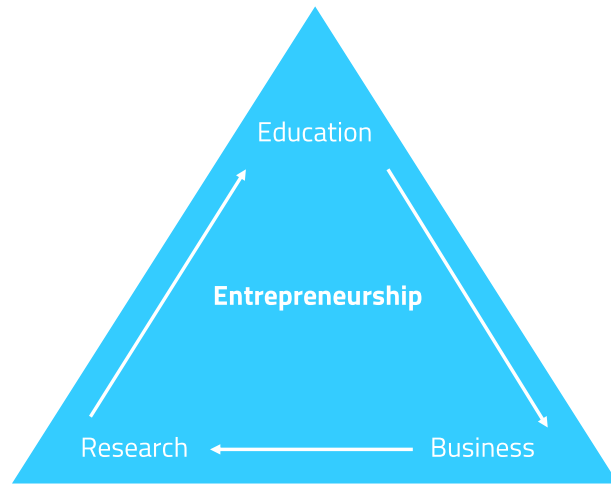Technical University of Madrid
SWEDEN
KTH Royal Institute of Technology (KTH)

Turku · Helsinki · Tallin · Stockholm · Riga · Enschede · Rennes · Budapest · Milan · Trento · Cluj-Napoca · Nice · Bologna · Madrid · Mytilene

EIT Digital **Master School**

The **Applied** Knowledge Triangle: **EMAI4EU**

EMAI4EU Partners

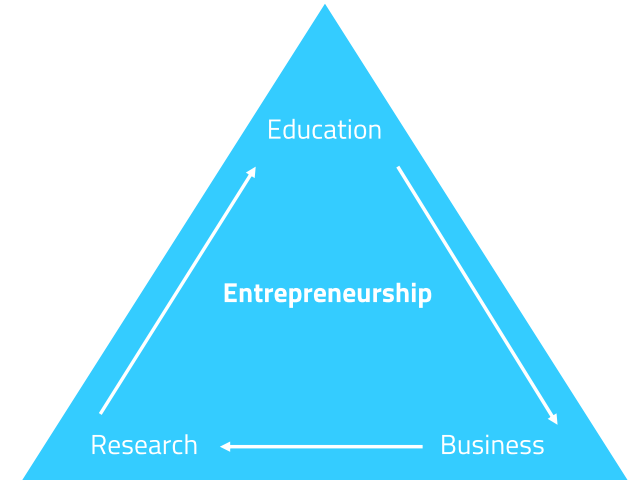| 13	1	7	8	10M
Partners	Master Degree + 1 EIT Label Certificate	Countries – a unique European mobility	Leading Universities in Europe	Grant

The **Applied** Knowledge Triangle: **RESCHIP4EU**

Academic partners	UNIBO	BME	POLIMI	POLITO	TUT	TUNI	UTU	UNITN	ISEN
Entry Year	✅	✅	✅	✅	✅	✅	✅	✅	
Exit Year	✅	✅		✅	✅	✅	✅	✅	✅

Coordinated by: eit Digital

Industry partner: semi

Industry partners: ST

ICARUS AI E-LEARNING

JA Europe — A Member of JA Worldwide

Education

Entrepreneurship

Research ← Business

16	1	9	9	10M
Partners	Master Degree + 1 EIT Label Certificate	Countries – a unique European mobility	Leading Universities in Europe	Grant

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The **Applied** Knowledge Triangle: **ACHIEVE**
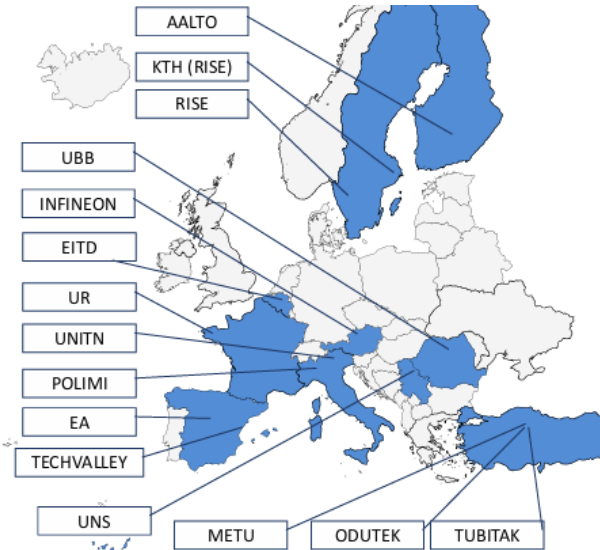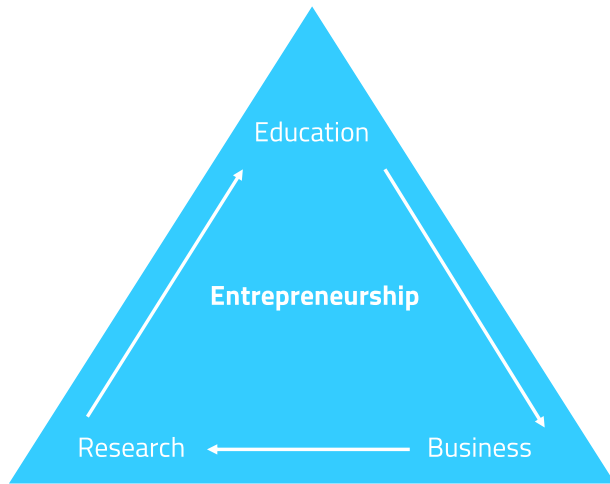
Academic partners	UNITN	METU	UR	KTH	UBB	AALTO	POLIMI	UNS
Entry year	X	X	X	X	X	X	X	X
Exit year	X		X	X	X	X		X

14 — **Partners**

1 — Master Degree + 1 EIT Label Certificate

8 — Countries – a unique European mobility

8 — Leading Universities in Europe

12M — Grant
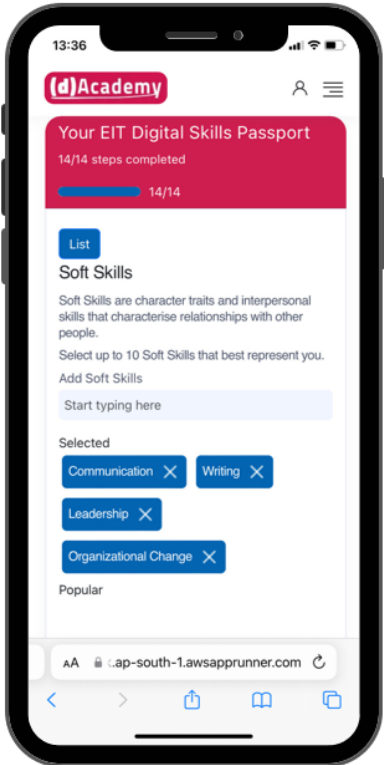
The **Applied** Knowledge Triangle: **Life-Long Learning**

ICARUS AI
AI Edtech   P2P Courses   Academic Courses   Teachers   Business   Partners   Blog   Contact
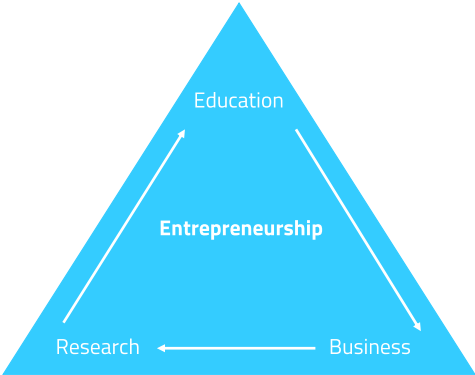
Being **Artificially Intelligent** in Addition to **Natural Intelligence**

KNOWLEDGE IS THE **CURRENCY OF THE FUTURE**

OUR COURSES   **OUR TEACHERS**

*(d)*Academy

13:36

(d)Academy

Your EIT Digital Skills Passport
14/14 steps completed
14/14

List

Soft Skills

Soft Skills are character traits and interpersonal skills that characterise relationships with other people.

Select up to 10 Soft Skills that best represent you.

Add Soft Skills

Start typing here

Selected

Communication ✕   Writing ✕

Leadership ✕

Organizational Change ✕

Popular

ap-south-1.awsapprunner.com

*(d)*Academy

01 **Digital Skills Passport:** Utilises 14 data attributes to create personalised passports for learners to authenticate their skills.

02 **Curated Learning Pathways:** The (d)Academy platform incorporates an advanced skills mapping system, tailoring learning journeys based on individual needs.

03 **Skills 1st Matching:** The platform enables real-time, skills-based job matching, expanding talent pools and transforming recruitment processes.

Education

Entrepreneurship

Research   Business

European Commission | Google Cloud for Startups | MUSIC WORLD MUSIC FILM & TELEVISION | EXPERT DOJO | GHU GLOBAL HUMANISTIC UNIVERSITY
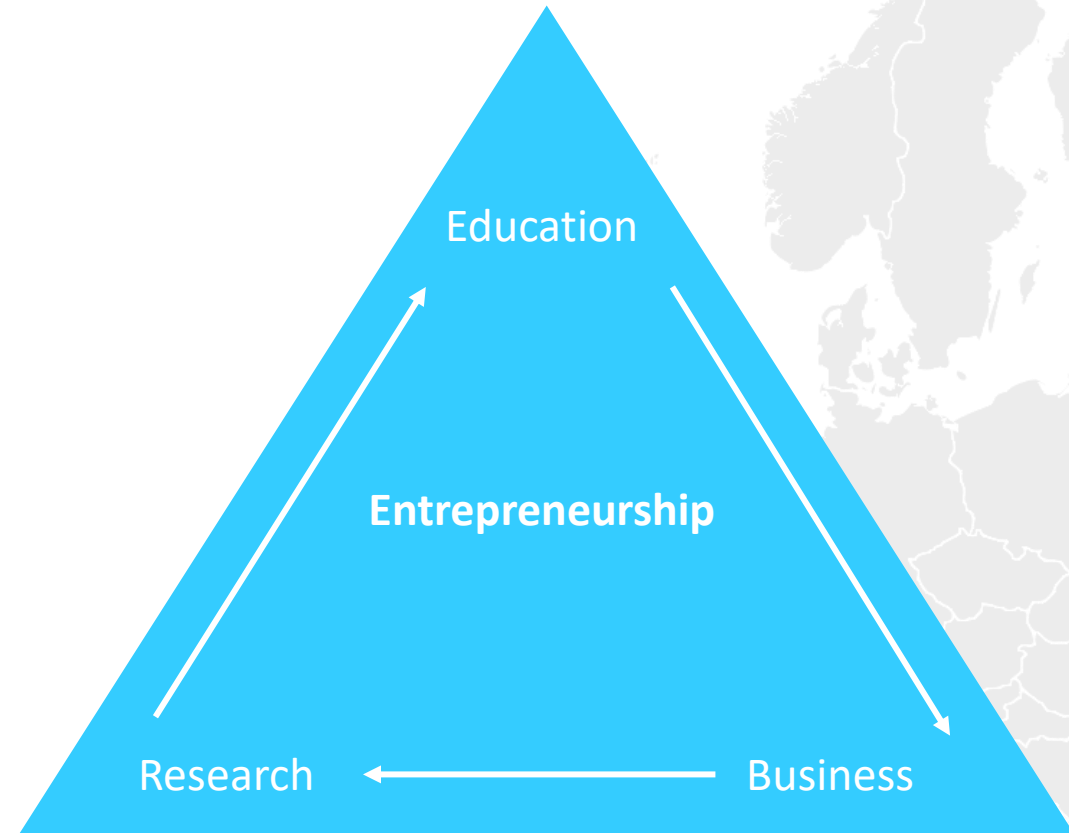
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Summary

EIT Digital core strategy **is** the knowledge triangle

All products and services with this **mindset**

Forming a **complex** puzzle

Leading to **sustainability**

Questions?

Salvatore Moccia

Head of Education & Skills

salvatore.moccia@eitdigital.eu

Thank you very much

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

Javed Ahmed

Sukkur IBA University, Pakistan

CBHE project "RAPID"

Erasmus+ CBHE RAPID:
Digital Transformation in Higher Education

Javed Ahmed

Professor and Director Research

Sukkur IBA University

Online Education Ecosystem in Pakistan: The Landscape Before COVID-19

AIO University

- Old method of distance education that includes home based assignment with traditional postal services

Virtual University

- Pakistan's first University offer education using modern ICT Tools
- It has physical campuses across the country

HEC Distance Learning Initiative

- In 2015, HEC initiated online education with support of few selected HEIs
- However, it was halted due to the reason that HEIs lack:
  - Insufficient faculty capacity in online delivery and assessment
  - Lack of infrastructure at University level for online education
  - Lack of national level policy for online education

Higher Education in Pakistan During COVID 19: A Turing Point

- Universities had to shut down all face-to-face activities during COVID 19.

- The minimum preparation criteria devised by HEC during COVID-19 is shown below:

Faculty Readiness

Universty Readiness
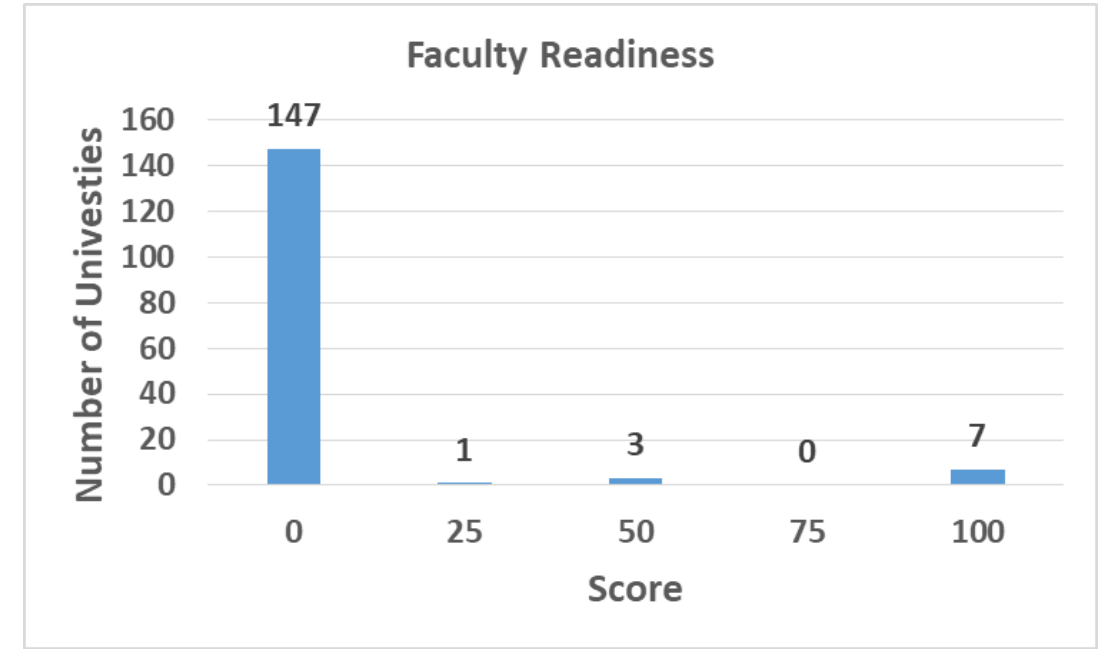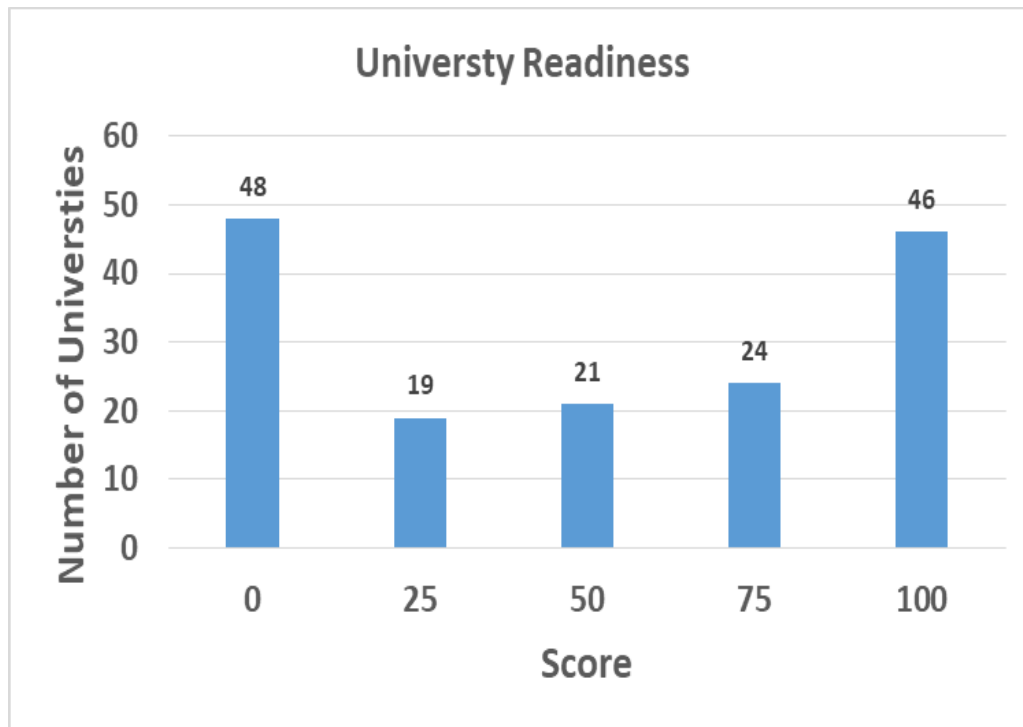
S. No	Indicator	Definition
1	University Readiness	University has an LMS, a policy/ SOPs for online education, and a governing body to authorize courses and adjudicate complaints
2	Courses Readiness	All course elements are placed on the LMS, i.e., learning objectives, textbooks, evaluations, lesson plans
3	Faculty Readiness	Faculty has received training in online teaching and evaluation, and modified their course descriptions
4	Library Readiness	Students can access all reading and other assignments through digital means
5	Technology Readiness	University has procured and can use relevant technological infrastructure and packages
6	Students Readiness	University has set up a mechanism to facilitate student access and resolve problems.

Rising from the Ashes: The Resilience of Erasmus CBHE RAPID

- RAPID is intended to strengthen online education in Pakistan with the support of European partners.
- The main objective is to benefit from the best practices of European partners
- Consortium of 9 HEIs from programme and partner countries along with national regulatory authority
- Project has 7 seven WPs, 8 milestones and 29 deliverables
- Some of the objectives for RAPID
  - Rural-Urban gap analysis in Pakistani higher education
  - Capacity building of faculty for online education delivery and assessment
  - Establishment of eLearning infrastructure at rural HEIs
  - Training of staff for online education infrastructure
  - Developing framework for national policy in online education

Key Focus Areas for Digital Transformation in Education through RAPID

- RAPID is intended to strengthen online education in Pakistan with the support of European partners.
- The main objectives of RAPID are:
  - *To strengthen faculty capacity in online education*
    - *12 Webinars for Pakistani HEIs*
    - *45 Faculty and Staff mobility to EU partners for capacity building*
    - *Three regional workshops for trickle-down effect*
  - *To establish eLearning infrastructure at remote universities of Pakistan*
    - *3 smart classrooms at UoBS, UoT, UoB*
    - *Hand holding of rural HEIs by Top Urban Universities of Pakistan i.e cotutelle, joint course offerings*
  - *To develop a national policy for online education*
    - *ODL focuses on administration aspects*
    - *New policy framework will include aspects related to content delivery and online assessment*
- RAPID is expected to transform the overall landscape of eLearning in Pakistan

RAPID's Role to Bridge the Digital Divide in Rural and Urban HEIs

The technological gap between rural and urban universities in Pakistan is a significant issue.

- Infrastructure and Connectivity
- Faculty Training and Digital Skills

Implications of the Technological Gap

- Educational Inequality
- Career Disadvantages
- Research and Development Limitations

Steps to Bridge the Gap

- Infrastructure Development
- Faculty Capacity Building
- Joint Courses and Supervision

The Future of Digital in Education and Challenges

Key Trends Shaping the Future of Digital in Education

- Learning Management Systems (LMS) and Collaboration Tools
- Personalized Learning
- Remote Learning and Hybrid Models
- Artificial Intelligence in Education (AIEd)
- Immersive Technologies (AR/VR)

Challenges in the Adoption of Digital Technology in Education

- Infrastructure Limitations
- Teacher Training and Resistance
- Data Privacy and Security

Concluding Remarks

- Erasmus+ CBHE RAPID with the support of EACEA and European partners develop digital education ecosystem in Pakistani HEIs at small scale
  - National partners benefit from the best practices of European partners in online education
  - Faculty Capacity building in three phases
  - Infrastructure development and training of rural HEIs to bridge digital divide
  - Uniform policy framework at national level to streamline online education in Pakistan

Asyirah Abdul Rahim

Universiti Sains Malaysia

CBHE project "CIRCULAR"

ERASMUS+ CBHE
CIRCULAR- *Circular Economy Living Laboratories Supporting Social Innovation in Southeast Asia*

Erasmus+ Cluster Meeting and Contact Making Seminar for Asia, the Pacific anfd the

Middle East

13-14 November 2024

Bangkok, Thailand

Goal

CIRCULAR seeks to boost the **social innovation ecosystem** in Malaysia, Cambodia and Laos by bringing together and reinforcing the links between **Teaching, Research, Innovation and Society** in order to collaboratively design and test innovative solutions to mitigate **waste management problems**, promote **circular economy approaches** and improve the **quality of life of local communities**.

ERASMUS+ CBHE

CIRCULAR- *Circular Economy Living Laboratories Supporting Social Innovation in Southeast Asia*

Circular

- Design collaborative model in Southeast Asia HEIs
- community-based participatory research and citizen science as part of Higher Education functions.
- Set-up Living Labs – Physical and Virtual Labs
- Build the capacities of academics to design, organise, and implement collaborative social innovation programmes
- strategies to conduct community-based research activities on the topic of circular economy and waste management.

UNIVERSITI SAINS MALAYSIA UNIMAS UNIVERSITI MALAYSIA SARAWAK UNIVERSIDAD DE ALMERÍA Politécnico de Coimbra incoma

YEAR 1 [2023]
- Peer Learning Workshop (Internal Project Team)
- Stakeholder Mapping (External)
- Co-design of CIRCULAR Framework
- Co-design the CIRCULAR Handbook

YEAR 2 [2024]
- Training module
- Setting-up Living Labs
- Training sessions – LCA software training

YEAR 3 [2025]
- Implementation of CIRCULAR Living Lab

CIRCULAR Living Labs

1. Place (physical space)
   - equipments and software
   - teaching & learning and research activities
   - Space for internal collaboration (other units in campus)
   - Space for external collaboration (stakeholders)
2. Virtual labs (website)
   - Sharing of resources
   - Discussion platform among researchers, students and other stakeholders
   - Dissemination of programmes
   - Networking with interested parties
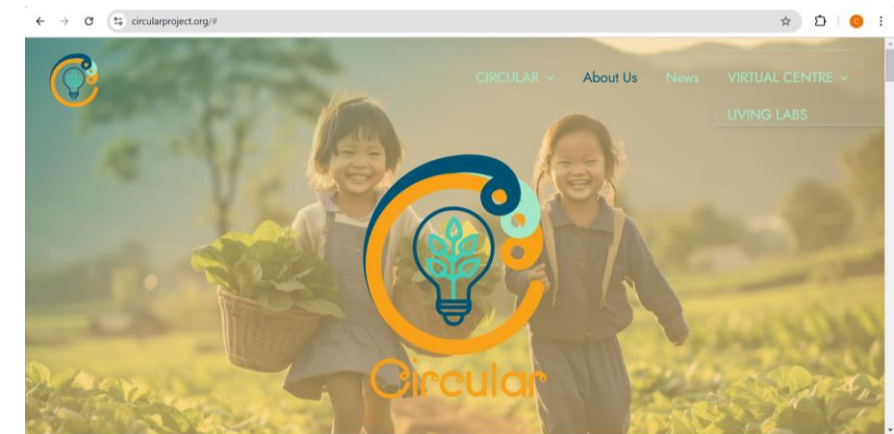
Teaching Applications

1. **Hands-on Learning for Students**: Introduce students to real-world sustainability challenges by using LCA software to analyze products and processes, encouraging critical thinking in evaluating environmental impacts.

2. **Integration with Project-Based Learning**: Students can undertake projects assessing the environmental impacts of specific products (e.g., single-use plastics vs. reusable materials), fostering practical skills in waste management and sustainability.

3. **Data-Driven Decision-Making**: Familiarizing students with data interpretation and decision-making processes in sustainability, as LCA software provides quantifiable results that can guide effective circular economy practices.

Research Applications

1. **Developing Sustainable Waste Management Solutions**: LCA software can support research into innovative waste management practices, such as upcycling and material reuse, by quantifying potential environmental benefits.

2. **Evaluating Product Design for Sustainability**: Researchers can use LCA to explore how product design changes (e.g., using biodegradable materials) affect waste generation and environmental impact.

3. **Optimizing Resource Use**: LCA assists researchers in identifying the most resource-efficient options, supporting research on reducing raw material inputs and enhancing waste-to-resource strategies.

Circular Living Lab – social innovation

1. **Tracking Material Flow**: LCA allows for the tracking of materials throughout their life cycle, helping identify waste generation points and opportunities to recycle or repurpose materials.

2. **Environmental Impact Measurement**: The software assesses multiple impact categories—carbon footprint, water usage, energy consumption—highlighting areas in waste management processes where improvements can be made.

3. **Comparing Waste Management Strategies**: LCA can compare strategies (e.g., recycling, incineration, landfill) to identify the most environmentally sustainable options, providing evidence-based recommendations for circular economy practices.

How do we encourage involvement of community in data collection and opportunities for waste reduction?

How do we create or support CBPR/ citizen science?

THANK YOU

https://circularproject.org/#

https://www.facebook.com/circularerasmusplus/

https://www.linkedin.com/in/circular-erasmus-plus-project/

Asyirah Abdul Rahim

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Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

Demetrios Sampson

PhD(ElectEng) (Essex), PgDip (Essex), BEng/MEng(Elec) (DUTH), CEng
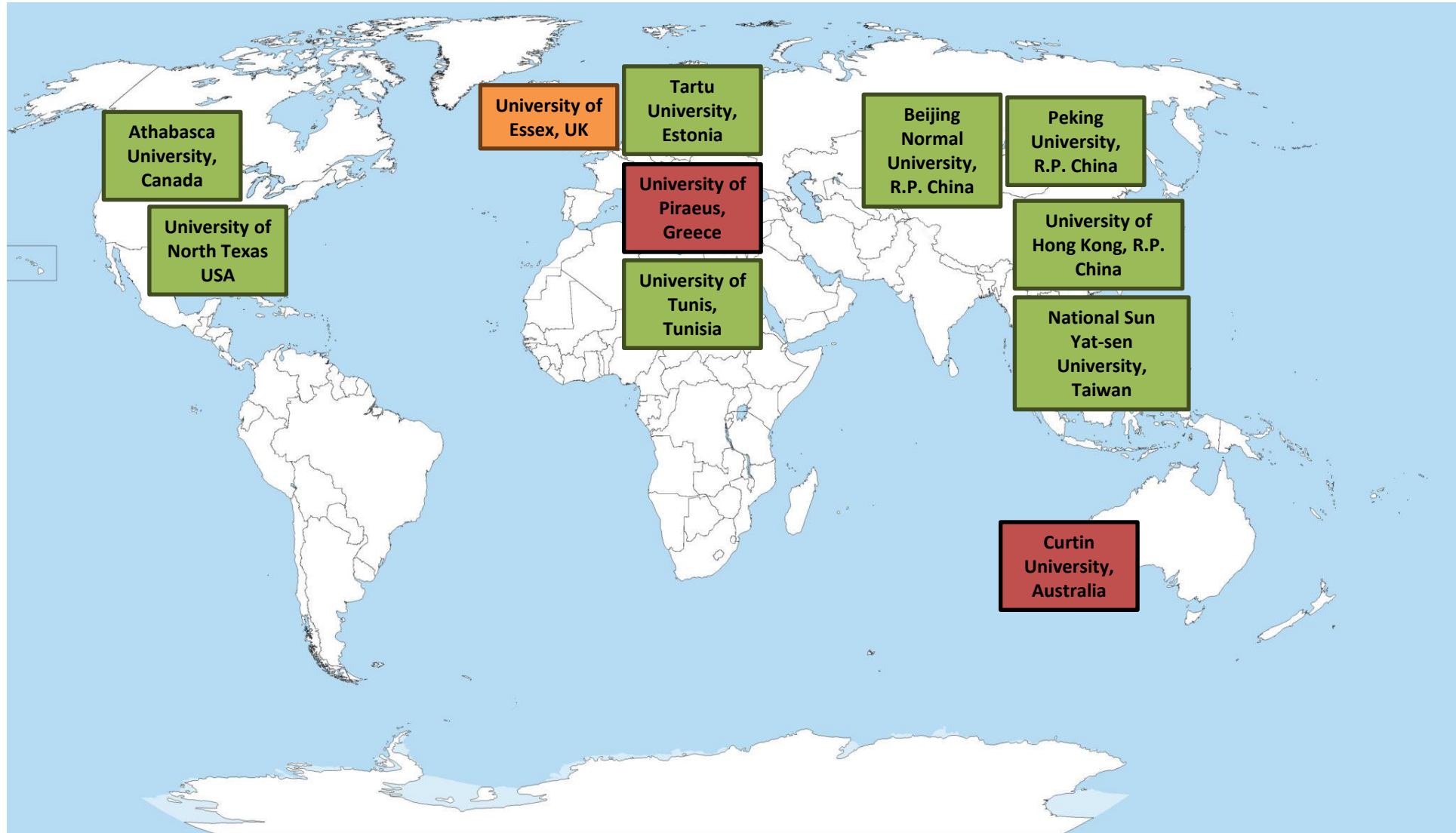*Golden Core Member, IEEE Computer Society*

Professor
Director, M.Sc. Program on Digital Learning
Director, Research Laboratory Digital Systems in Learning
and Education (DiLearn)
Department of Digital Systems, **University of Piraeus, Greece**

UK (1989-1995)
Australia (2015-2018)
Greece (1996-2014, 2018-td)

Visiting Professor
in 8 Countries at 4
Continents

Athabasca University, Canada

University of North Texas USA

University of Essex, UK

Tartu University, Estonia

University of Piraeus, Greece

University of Tunis, Tunisia

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European Commission

ERASMUS+ Key Action 2 "*Cooperation for innovation and the exchange of good practices - Knowledge Alliances*"

Academia – Industry - End User Communities

2018-2021

http://www.learn2analyze.eu/

eu|academy

Explore by topic ⌄

What would you like to learn today? 🔍

Educational Data Analytics for School Teachers to Enhance your Blended and Online Teaching

🕐 More than one week   📶 Novice

Enrol ›

Course details

This course introduces the fundamentals of the Educational Data Analytics in the school context. It aims to support the development of core competences for harnessing the power of, and making best use of

Duration and workload

Start date: Monday 22 May 2023
End date: Wednesday 7 June 2023

Duration: 2 weeks and 2 days
Workload: 10 hours in total

Target audience

School Teachers and Leaders engaged in blended (using the flipped classroom model) and online teaching and learning as well as higher education students (undergraduates & postgraduates).

Learning objectives

By completing this course, you will:

- Know the basics for collecting and managing educational data to make them useful and understand their limitations;
- Know the basics for organising, analysing, presenting and interpreting learner-generated data;
- Understand issues related with educational data ethics and privacy.

Schedule

How to get started with this course

Module 1: Educational Data

Module 2: Learning Analytics

Module 3: Final Assessment

Educational data analytics for school teachers

Free online course starting on 22 May

Erasmus+   (School education)
Enriching lives, opening minds.

European School
Education Platform   European Commission

OpenDigCompEdu - Open Digital Competences Training for School Educators

https://opendigcompedu.eu

2022-2024

Demetrios G. Sampson (desampson)

Closing and wrap-up

See you after lunch for the Contact-Making Seminar!

Starts online and in situ at 14:30