

WURI Global Top 100

Minerva University (USA)

Integrated Learning

Minerva University's Integrated Learning (IL) aims to bridge students' academic learning with their personal and character development through five Integrated Learning Outcomes (ILOs): interpersonal engagement, intercultural competency, professional development, self-management and wellness, and civic responsibility. Over the course of four years, students develop their attitudes, values and skills in these areas, preparing them to be effective contributing members of society and to optimize the value of their education out in the world. This far transfer of learning is facilitated by providing students with diverse opportunities to demonstrate their knowledge, such as living and learning in various global cities and communities, exposure and work opportunities in various industries, and structured practice in personal growth areas, as well as a defined structure and process for self-reflection and feedback. The IL program provides a framework that bridges our students' academic learning with their personal growth and character development. It provides a defined structure and consistent process for self-reflection, using experiences as opportunities, to practice and expand knowledge.

Arizona State University (USA)

NASA Course Series

While instruments and components of the spacecraft are being designed and built across the country, the Psyche Mission management team, led by the university, is launching a series of free online courses called the NASA Psyche Mission Innovation Toolkit, based on the real-world challenges and skills associated with the Psyche mission's science, engineering, technology, and teamwork. The first course, "The Process and Lifetime of a Space Mission," gives students the opportunity to follow the creation of a NASA robotic space mission, from preparation and submission of a proposal, to team-building, design, construction, modeling, testing, launching, tracking and data collection and analysis. The second course, "Inclusive Mindset: Tools for Building Positive Team Culture," takes 20 hours to complete. In this course, students learn about team culture, strategies for working in a diverse team, and techniques for developing a positive and inclusive mindset.

Massachusetts Institute of Technology (USA)

MIT's Pandemic Response CoLab

A new lab launched at MIT hopes to help people from around the world solve problems related to COVID-19. MIT's new Pandemic Response CoLab is a joint initiative of the university's Center for

Collective Intelligence (CCI) and the MIT Community Biotechnology Initiative at the MIT Media Lab. Anyone who wants to participate is invited to identify what they think are the most pressing problems related to COVID-19. Some problems might be suggested by individual community members and others by companies, non-profits, governments, or other organizations. For example, problems identified might include: contact tracing, loss of jobs in the service industry, child care, and so forth. From all the problems suggested, a combination of community members and experts select the most important ones to address. After a problem is selected, the community members then submit proposals for how to deal with the problems. For example, in a challenge on how to do contact tracing, a user might submit a solution that suggests how to use closed-circuit TV cameras to track movements of people. The most promising solutions are selected by a combination of experts and community members. People can participate in the lab with registration. Pandemic Response CoLab will help individuals and groups work together to solve practical problems created by the COVID-19 pandemic. By leveraging an open online collaboration platform, we hope to mobilize innovators, communities, businesses, and others to develop actionable solutions to real problems

Stanford University (USA)

The Center on Poverty and Inequality

The Supplemental Poverty Measure (SPM) reveals substantial post-1970 reductions in poverty under a constant (i.e., “anchored”) threshold, but this trend masks worrisome developments at the very bottom of the distribution. Although the overall SPM has trended downward since 1970, the SPM for households with less than half of the anchored threshold level (i.e., “deep poverty”) has remained stable since 1968. Even more worrying, the most extreme forms of poverty, such as living on less than \$2 per day (per person), have in fact increased over the last two decades. The main tasks of our Poverty and Deep Poverty RG are to describe trends in poverty and deep poverty, to assess the effectiveness of current anti-poverty programs, and to examine the likely payoff to introducing new anti-poverty programs.

University of Pennsylvania (USA)

Student Projects: Wharton Impact Venture Associates

Wharton Impact Student Experience Fellowship offers small teams at the University and Wharton to help impact investors, start-up entrepreneurs or cutting-edge researchers. Wharton Impact Venture Associates offers training to identify and conduct due diligence on companies with a social impact mission. With oversight and training from Wharton Social Impact Initiative, Wharton and students source and conduct rigorous due diligence on high-impact start-ups, and then help facilitate companies’ drive to raise capital with potential investors. The WIVA team sources early-

stage companies that have both a compelling business model and the potential for significant social or environmental impact. WIVA targets early-stage for-profit companies in the United States that combine the promise of market-rate financial returns and meaningful social or environmental impact.

Hanze University of Applied Sciences (Netherlands)

Hanze Entrepreneurship Model 2.0

Entrepreneurial thinking is one of the key competencies of today's university graduates. Whether it is starting a new company or solving problems in an entrepreneurial way – entrepreneurship education has been established in many higher education institutions around the world. At Hanze University of Applied Sciences a unique model of entrepreneurship education was developed and is now present in all of its 15 schools. This year, the model has been augmented to stimulate the creation of spin-offs based on applied research outcomes from the innovation hubs where Hanze works with companies and institutions on societal challenges in multidisciplinary teams. Extracurricular programs include Bootcamps & RABO Bank Entrepreneurship Award, Startup Academy, Entrepreneurship College, Teach the Teacher Entrepreneurship Program, Hanze Design and Prototyping Factory, and Innovation Workplace Entrepreneurship. Intracurricular programs include Awareness Questionnaire Monitor050, Awareness Sessions, Student Companies, Honours minors Da Vinci and The Northerners, Minors Business Class Entrepreneurship and Entrepreneurship & Technology, Specializations, and Hanze Top Entrepreneurship Scheme.

Aalto University (Finland)

Product Development Project (PDP)

PDP is an 8-months long project course where learning is tied to a real-life product development challenge usually given by partner companies. The course is recommended to be taken as part of voluntary master studies at any study program of technology, design or business. The teams form in September and deliver a functioning prototype in the final PDP Gala in May. Suggestions for topics are welcome from March to August. The PDP course covers the project phases from clarifying the task and working out the project plan to modeling, prototyping, testing and finally introducing the results in Product Design Gala. When the course is over, prototypes and reports will be transferred to the company partner. PDP course takes place in A Uni- Design Factory (ADF), which is an experimental co-creation platform of Aalto University. ADF as an operational environment is twofold. One is the material side consisting of team working spaces, machine & electro shops, prototyping & testing facilities, software tools et cetera. The second is its immaterial form which is composed of low bureaucracy, low hierarchy, interaction, development methods and workshops that support co-creation and planned coincidences.

Ecole 42 (France)

42 program

42 does not require a high-school diploma or give a traditional certificate at the end. The students, ages 18 to 30, get accepted into 42 through a logic-focused entrance exam (no coding experience is required). Then they come to 42 for a month-long session called "piscine" (pool). If they succeed, they enter into the program, which runs 3 to 5 years. Having completed our month-long rigorous basic training, accepted students begin the self-paced 42 program: collegiate-level courses in a unique environment. With no teachers or classes, students engage in project-based learning and peer-to-peer instruction to not only learn advanced programming skills, but to also develop valuable interpersonal skills, creativity, and problem-solving skills. 42 students complete a rigorous project-based program marked by skill-mastery levels and internships. With an innovative and industry-leading curriculum, we are proud to say that our students work for and take internships with top Silicon Valley companies, from those in the S&P 500 to startups out to change the world.

California Institute of Technology (USA)

Leading Aerospace Supply Chain Certificate Program

The Leading Aerospace Supply Chains (LASC) certificate program prepares students to transition into a mid- to senior-level leadership role with end-to-end supply chain responsibilities in aerospace manufacturing and operations enterprises. In this program, students will learn the critical management choices and practices for coherence in the company's operating model, supply chain strategies, and effective execution in a complex enterprise. This distinctive program and its aerospace-experienced teaching team prepare students to be an Association of Supply Chain Management Certified Supply Chain Professional. The program consists of three modules. Module 1, 'Fundamentals of Supply Chain Management,' aims to teach students the basic concepts in managing the flow of materials through the entire chain from the initial supplier to the end-user in different operational contexts of the aerospace industry. Module 2, 'Aerospace Supply Chain Strategy, Design, and Compliance,' focuses on strategic management and leveraging insights from external factors, such as market signals, network interactions, contested arenas, and industry forces at work. Module 3, 'Leading Implementation and Operations,' prepares students for the execution expectations and hazards when operating in a unique environment with demanding stakeholders, including policymakers, regulators, military, industrial customers, and even the public consumer.

Harvard University (USA)

Harvard University Commitment to Sustainability

Sustainability initiatives at the University focus on implementing energy conservation and waste

reduction, establishing best practices such as LEED certification, and encouraging individual behavior change. The University's Student Sustainability Associate (SSA) Program is the school's peer-to-peer education program that promotes sustainable living and working on campus. Ten SSAs are hired each year to connect with their peers and engage them in conserving energy and water, reducing waste and promoting health and well-being through activities and information sharing. They also suggest and pursue infrastructure and policy improvements that would remove barriers to student conservation. The Sustainability Club prepares MBA candidates to become better stewards of the natural and built environment. It provides a focused community for students and partners to explore the complexities of global sustainability challenges, gain exposure to emerging business solutions, and pursue professional opportunities.

University of California, Berkeley (USA)

The Fung Fellowship

The Fung Fellowship is a model of discovery education at the University—an immersive undergraduate learning experience that inspires students to become innovators for social good. Fellows work to address real-world public health challenges, engage with communities to understand needs, and develop viable solutions alongside industry partners. The Fellowship's learner-centered approach allows students to co-design their experience from crafting course content to sourcing future projects and collaborators. Alumni continue their engagement in the program as mentors, as they pursue higher education, enter the workforce, or launch their own venture. Fellow diversity spans across academic disciplines, life experiences, and career aspirations, providing an enriched learning environment, supporting students underserved in innovation programs. Fellows learn from one another as they participate in campus service projects, professional development, and peer-to-peer mentorship. They are offered space to explore new ideas while gaining valuable skills in leadership, teaming, emerging tech, storytelling, and inclusive design.

Princeton University (USA)

Andlinger Center for Energy and the Environment

The interdisciplinary approach to teaching and research is prevalent throughout Princeton University, mixing scientists and humanists, engineers and social scientists in a variety of ways to enhance discovery and better serve humanity. The Andlinger Center for Energy and the Environment at Princeton University is a multidisciplinary research and education center, whose singular mission is to develop technologies and solutions to secure our energy and environmental future. To this end, the center supports a vibrant and expanding program of research and teaching in the areas of sustainable energy-technology development, energy efficiency, and environmental protection and

remediation. Since it began operations, the center has grown rapidly, with eight faculty hired, high-risk/high-payoff research catalyzed, partnerships with industry forged, and unique educational programs launched. A chief goal of the center is to translate fundamental knowledge into practical solutions that enable sustainable energy production and the protection of the environment and global climate from energy-related anthropogenic change.

Boston University (USA)

Boston University Marine Semester

Boston University strives to prepare our graduates for top jobs in marine science and for positions in elite graduate programs. In Fall 2020, the university marked the 35th anniversary of the Marine Semester. This often transformative experience immerses students in faculty research and exposes them to pressing issues impacting marine ecosystems. Boston University aims to increase marine literacy and contribute to the worldwide effort to preserve and protect threatened marine ecosystems and sustainably manage critical marine resources. The BU Marine Program includes courses and faculty from both Biology and Earth & Environment. Coursework for the program will take students from the Boston waterfront to the deck of a NOAA research vessel plying the waters of Massachusetts Bay, from New England's urban wetlands to the crystal clear waters along the MesoAmerican Barrier Reef. As one of the premiere marine programs in the country, BU offers the chance to participate in an interdisciplinary hands-on curriculum taught by leading BU faculty and in collaboration with internationally renowned marine institutions with whom we are Academic Partners, including the New England Aquarium, the Stellwagen Bank National Marine Sanctuary, and the University of Belize. The Major curriculum is interdisciplinary, combining courses offered through the Marine Program, Biology, and Earth & Environment.

National University of Singapore (Singapore)

Innovative Program for Student Mobility and Openness

NUS' education is defined by its rigour and differentiated by its distinctive global programmes which aim to develop students into global citizens with an understanding of the multiplicities and complexities of the world, who appreciate and have empathy for others and their lives, and realize and celebrate the benefits of diversity and difference. There is evidence that a study abroad experience develops interpersonal skills, trans-national competencies and cultural intelligence, as well as improves employment prospects and outcomes. To enhance the transformative educational experience that will prepare NUS graduates for a fast changing, globalizing world, NUS also offers a myriad of long term and short term global programmes: Overseas colleges, Student Exchange Programme, joint degree programme, internships, research attachment, etc. Through collaborations with renowned partner universities to set up schools & programmes here, NUS students are

provided with opportunities for a global experience and exposure right here “at home”. Through strategic collaborations with our global partners and active participation in global networks, NUS is able to offer diverse and enriching global education, research and entrepreneurial programmes. Students have the opportunity to gain valuable cross cultural experience and develop a strong appreciation of global issues alongside perspectives from Asia. Faculty are well-connected with other globally-oriented colleagues around the world, collaborating in educational and research activities that cannot be achieved with the same effects in one location.

Tsinghua University (China)

Service Design Institution

Founded in 2012, Service Design Institution of Tsinghua University is devoted to establishing the professional field of service design, to advertising the importance of design, to exploring the innovative mode in public service and commercial design, and to constructing an international Internet platform for design education and researches based on international cooperation and research-sharing. Targeted at the service economy in the information society, service design is the study of theories concerning how interactive design extends to service innovation and provides trans-disciplinary solutions to complicated design problems in the IT service sectors including e-commerce, e-learning, e-healthcare, and e-government. Based on the core idea of user-centeredness, service design combines design mindset, community service, and business innovation. Comprehensively considering the appeals of stakeholders, it coordinates the relationship among corporations, citizens and the government, creates virtual service experience based on the user context, and establishes value and new business bode alongside.

Seoul National University (Korea, Rep.)

Student-directed Field Practice with Voluntary Activities

Hands-on training opportunity provided by the College was not sufficiently diverse to meet the needs of veterinary senior students. The College of Veterinary Medicine, Seoul National University (SNU CVM) learned that students could enhance and practice field skills through different voluntary activities. Thus, SNU CVM is continuing to expand voluntary activities of the SNU CVM with students to increase hands-on training opportunities. Consequently, in 2021, SNU CVM has made its own Veterinary Volunteer Corps (VVC). The clinical rotation is 52 weeks long training program offered to senior veterinary students. Out of the 52 weeks, students attend the core clinical training program of 26 weeks provided by the college. Students can choose to partake in different training opportunities in various fields such as clinical, research, industrial, and administrative programs, provided within and out of the College. Students can even partake in training opportunities in other countries. The student must apply for a self-directed field practice program held outside of the

College, in which the college board evaluates each training program and the ability of the supervising veterinarians before approving the course. Students develop their own curriculum by themselves for the field practice according to their career plan. The College plays as an interface between the students and the preceptors and supervisors for quality assurance. The key point is that the students of SNU CVM become skillful veterinarians when more students take part in the field practice and voluntary activities with more chances of clinical cases. Field training programs are usually developed and provided by professors but cannot meet all the needs for each student due to varied future career plan. In this system, students can design their own field practice programs according to their career plan.

University of Oxford (United Kingdom)

Oxford University Innovation

Since 1997, O University Innovation has been responsible for creating over 100 new technology companies based on academic research generated within and owned by the University, and has spun-out a new company every two months on average. The creation of these new companies channels millions of pounds back into University research, benefits local economic development and has created many new jobs in the region. The University Innovation is part of a strong network and infrastructure across the University which supports researchers, innovation and entrepreneurship. We all aim to work closely together, by providing various services including Support for Entrepreneurship, Research Services, Knowledge Exchange (KE), Business Development Team, Medical Science Division, and Industrial Research Partnerships Team. The University Innovation constantly offers investors the opportunity to finance new companies formed to develop and commercialize technology and intellectual property generated at the University – the biggest research-based university in the UK, with research expenditure of £542m in 2012.

Simon Fraser University (Canada)

4D LABS

Over the last 10 years, Simon Fraser University (SFU) has invested in core facilities, which are purpose-built to house and provide access to infrastructure shared across the whole SFU research community and beyond. After establishing our world-class research facility, 4D LABS over a decade ago, the success of the lab has helped launch a number of other facilities at the university and are now all a part of SFU's Core Facility Program. At 4D LABS, we focus on accelerating the design, development, demonstration and delivery of advanced functional materials and nanoscale devices. We are a one-stop shop for the materials science and engineering needs of our academic and industry clients. We help them develop products and solve problems at any scale. A key element for bolstering the science innovation pipeline for industry is SFU Innovates – the university's

innovation strategy – which is built on four pillars: Entrepreneurship; Social Innovation; Incubation and Acceleration; and Industry and Community Research Partnerships. Each pillar has its own support systems made up of SFU programs, services, facilities, faculties and people.

University of Cambridge (United Kingdom)

Institute for Manufacturing (IfM)

Manufacturing Engineering Tripos (MET) prepares students to be leaders of business and technology firms. It provides a thorough grounding in management and manufacturing technologies, together with an understanding of the full range of industrial activities: from product design, component manufacture, industrial engineering, factory and business management through to how firms work in the economy. A core message throughout the program is to understand how firms can grow sustainably. The MPhil in Industrial Systems, Manufacture and Management (ISMM) is a one-year postgraduate program designed to equip numerate graduates, primarily from Science, Technology, Engineering or Math backgrounds, with the skills, personal development and industrial experience to be immediately effective in their early careers in industry. The program is structured around taught modules, company visits and in-company projects solving live business or technical problems. An overseas study tour offers a broader international context and the individual research dissertation allows greater depth of study in a specific area of manufacturing.

Incheon National University (Korea, Rep.)

How we successfully supported inbound exchange students During COVID-19

Incheon National University campus was initially closed to students, but the staff remained operational on campus by supporting both faculty and students. The team had to continually conduct administrative activities, such as figuring out how to safely work meetings, run off-line events such as the graduation ceremony and the university entrance practical exam safely, and at the same time figure out how to reopen the campus safely.

Followings are some of the ways the Incheon University has curbed the spread of COVID-19: (1) Partially opening campus to staff and a limited number of students (2) Opening limited number of face-to-face lectures and labs (3) Running online events instead of face-to-face on campus events

The faculty was forced to experiment with new ways to interact with and teach students. Although most faculty members moved to the online platform with ease, some who were not tech-oriented initially had difficulties with the move but eventually adjusted and even developed creative ways to teach and assess student knowledge. It is in these times; the university has responded in accordance to protect the staff, faculty, and student's health as well as try and bring some normality to our lives while at the same time to help and assist students and faculty in continuing to educate

students and benefit from online learning.

Olin College of Engineering (USA)

Senior Capstone Program in Engineering (SCOPE)

SCOPE is a unique industry-university collaboration, and the culminating experience of an O college student's education. Over the course of a full academic year, seniors work in multi-disciplinary teams to provide innovative solutions to a company's real-world problems. Notably, sponsors retain full rights to all intellectual property developed by the team. It typically takes place over one academic year. Each team of four to six students is "built" through the diligent efforts of both students and faculty to meet the technical challenges of each project. O college has conducted SCOPE projects for organizations around the country, including Fortune 500 corporations, government research laboratories, product development companies and small businesses and startups. SCOPE teams have worked with major companies from both the public and private sectors to: expand the potential for applications of multi-function radar arrays by improving performance, create testing equipment for microfluidic drop technology to enhance accuracy and reduce cost, develop multi-vehicle coordination algorithms for teams of unmanned surface vessels and air vehicles, and improve migration resistance in esophageal stents for biomedical product development efforts.

Abdullah Gul University (Türkiye)

Kayseri Model Factory Project

Kayseri Model Factory Project includes the establishment of a MF (supported by UNDP and KfW) within the university to contribute to the achievement of UN Sustainable Development Goals. KMF is directly related to Sustainable Development goals of 4,8,9,11,12 and 17. As for SDG 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development), KMF has many local, national, and international partners. In order to contribute to SDG 12 (Responsible consumption and production), KMF provides non-profit applied training and consultancy services to SMEs on lean transformation (aimed at increasing operational efficiency) and digital transformation (aiming at the implementation of Industry 4.0 principles). The main purpose of KMF is planned in line with SDG 9 (Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation). AGU students and academics are included in KMF activities with activities such as training, projects, and graduation theses. Students gain practical experience and academics work on novel and innovative projects in this field. These activities of KMF are directly matched with SDG 4: Quality education. The KMF project also contributes significantly to the reduction of unemployment, particularly youth unemployment, through its activities.

Deggendorf Institute of Technology (Germany)

Technology Campuses - Strengthening Rural Industrial Development by Direct Knowledge Transfer

Since 2009, the Deggendorf Institute of Technology (DIT) has been establishing and running technology campuses (TCs) in structurally disadvantaged rural areas with a particular need for supporting measures. This model of technology transfer and regional collaborations meets the increasing need for research centers in rural areas outside urban centers, which, in most cases, have excellent research infrastructure at their disposal. Currently, 11 small, thematically focused research institutions are run by the DIT. The campuses focus on optical and high-frequency technology, glass melting and polymer technology as well as simulation processes, on mechatronics & cyberphysical systems, automation technology, digital production, embedded systems, geoinformatics, business data analytics & optimization, applied Artificial Intelligence, mobility and robotics as well as on health care. 10 Technology campuses and 1 health campus in different rural areas in Bavaria, each campus generates more than €1 Mio. third-party funding p. a. On average, in each campus, 6 – 8 researchers work in publicly funded research projects with local non-academic partners, do contract research and provide expert assessment. The campuses turned out to be an important driving force for the economic development of the respective rural regions.

University of California, Merced (USA)

CalTeach Program

CalTeach is a program for undergraduate science, technology, engineering, and mathematics (STEM) majors interested in exploring a career in education. Through our courses, students learn conceptual teaching skills and practice these methods in local K–12 classrooms. CalTeach offers the Science and Math Education minor as well as a unique opportunity for students to complete both a bachelor's degree and a California teaching credential as an undergraduate. The CalTeach program gives students majoring in science, technology, engineering and math (STEM) fields, as well as other subjects, the ability to explore teaching as a career option. Students who enroll in the program attend Natural Sciences Education (NSEd) classes that equip them with knowledge of best teaching practices and innovative learning strategies. These students also are paired with mentor teachers in area school districts. Each year, the students spend a combined 6,000 hours observing and teaching lessons in local schools.

University of Chicago (USA)

Rustandy Center - Social Entrepreneurship Program

The Rustandy Center for Social Sector Innovation integrates multidisciplinary approach to business education with experience-based learning and research. Through programs and events,

the center increases our community's odds of solving complex social and environmental problems. The Social Entrepreneurship Program jump-starts businesses and nonprofits built on social missions. Among them: solar-powered light company LuminAID, Nigeria-based tractor-leasing company Hello Tractor, and online voter guide Ballot Ready. The program is part of a powerful entrepreneurial support system at the University that provides the resources that startups need to succeed. The Social New Venture Challenge (SNVC) is open to for-profit and nonprofit startups. Successful applicants must have a plausible plan for financial sustainability—either through equity investment, direct revenue, grants from philanthropy, government funding, or some combination. Six to seven finalists compete every June for \$100,000 in prize money to further their social ventures. The Tarrson Social Venture Fellowship at the Rustandy Center for Social Sector Innovation is the capstone social entrepreneurship resource, providing funding and advising to graduating students or recent alumni of the University while they raise philanthropic or venture capital for their social enterprise.

Columbia University (USA)

Master of Science in Sustainability Management Degree Program

Sustainability Management students represent a cross-section of the industries and organizations currently incorporating sustainable initiatives into their day-to-day operations, as well as those who are looking to change careers. The program's students are passionate not only to learning the management and scientific principles of sustainability, but also to put their education into practice. Students must successfully complete 36 points or twelve courses. They have the flexibility to choose from some sixty courses designed especially for them, as well as from many other courses throughout the University. The curriculum emphasizes the physical dimensions of sustainability, general and financial management, economics, quantitative analysis, and policy so that students can thrive in the job market. There is a growing demand for sustainability professionals in a range of sectors, and many managers, engineers, lawyers, marketers, communications professionals, policymakers, and scientists now have some form of sustainability responsibility in their positions.

Northern Arizona University (USA)

Interdisciplinary Global Programs

The University's award-winning Interdisciplinary Global Programs combine a degree in a STEM field, business, or hospitality with language and culture studies to give a truly revolutionary education. Students will graduate with two degrees in five years, including a year abroad completely immersed in a culture. By incorporating an international element to studies, students will bring an important perspective to everything they do. IGP students study abroad in their fourth year of study in one of the following countries: Chile, Argentina, Japan, Germany, Morocco, Mexico, Spain, France,

China. IGP enables students to combine a degree with STEM or Business with one in language or cultural studies. Eligible STEM or Business degrees include any majors that can be found within the The College of Engineering, Informatics, and Applied Sciences, The College of the Environment, Forestry, and Natural Sciences, and The W. A. Franke College of Business. Global career starts in this program. Students will graduate with two degrees in five years, including a year abroad completely immersed in a culture. The graduates develop mastery in our 5 competency areas through a strategic combination of skills development workshops, events, and academics, then put it all together while abroad. The University's Interdisciplinary Global Programs students live our values everyday.

Florida State University (USA)

Student Resilience Project

After a successful soft launch earlier this summer, the University fully rolled out its Student Resilience Project fall, including more interactive videos, audios and resources for all students. The "Student Resilience Project" is an online, evidence-informed toolkit developed by the Institute for Family Violence Studies at the University College of Social Work. Each audio recording and video also comes with complete transcripts for the hearing impaired, ensuring that project resources are completely inclusive and accessible. The recordings are provided by expert faculty from across the university under the heading "Real Talk" and discuss topics such as grief, loss and depression. Students can listen to these audio recordings while they are walking around campus or listen in the privacy of their own residence halls or apartments. They can pick and choose what they want to learn more about the project.

Peking University (China)

Guanghua School of Management Exchange Program

The School of Management carries its rich legacy and tradition of academic excellence. The school will help students have an academically and personally rewarding experience in China and New York. The Education Abroad Program (EAP) of the University has been created to further the internationalization of the University. By providing opportunities of studies or research at foreign institutions, and by attracting international students from abroad, EAP enables both University students and foreign students to broaden their international horizons as they travel, study, research, or intern overseas. The Office of International Relations (OIR) is about to create a special Division responsible for all such programs very soon. Its ultimate goal is to contribute to the development of the University into a world-class university by implementing part of its internationalization strategy. Guanghua typically receives around 200 exchange students from our partner institutions every year. These students represent over 100 of the world's best business schools in 29 countries/

regions around the world. Through the exchange programs, people of different colors interact on our campus, exchanging ideas and learning different cultures. By hosting them, the campus becomes more internationalized. Being an important part of the overseas programs of the University, such programs help the students pursue academic excellence and broaden international horizons. By promoting the internationalization of academic exchanges, they also contribute to the University's internationalization, which helps it develop into a world-class university.

University of Twente (Netherlands)

Entrepreneurship, Innovation & Strategy, EIS

The specialization in Entrepreneurship, Innovation & Strategy is a part of the Master's program in Business Administration. Students will learn the core essentials of international entrepreneurial management and explore the areas of creativity and opportunity recognition/evaluation as well as conceptual business models, with a specific emphasis on the high-tech context. Emphasis is on how to implement such complex factors by considering the level of the individual, team, organization, network, ecosystem and society, incorporating responsible business practices. Through lectures, guest lectures, project work, case studies and real-world application in diverse organizations, students will learn the cross-disciplinary principles of innovation and entrepreneurship. Important topics studied in the EIS track include Entrepreneurial process of international new technology-based ventures, Creativity and innovation management from the individual to the societal level, Sustainable business models in dynamic environments, Partnerships and external environment roles in business development, Strategic technology management and innovation, and Entrepreneurial financing.

Franklin University Switzerland (Switzerland)

Sustainable Cities Program

The Sustainable Cities Program explores different facets of urban sustainability: heritage and culture, ideas and solutions for social justice, and urban nature. It is designed for ambitious mid-level Sophomores, Juniors and Seniors who are interested in a program that offers Zurich as a classroom and the opportunity for guided undergraduate research. Its modules draw from Art History, Urban Studies, Cultural Studies, Environmental Studies, Sustainability Studies and Social Justice Studies. Students can also take immersive German courses tailored to their level of competency. Zurich is considered one of the most sustainable-oriented cities of the world. With a zealously protected cultural heritage, urban planning that integrates nature into the city fabric, and a city governance that values the just distribution of resources among its citizenry, Zurich serves as a laboratory for challenges and solutions to urban sustainability. Not incidentally it also regularly ranks among the world's most livable cities.

Cheung Kong Graduate School of Business (China)

Customized Curriculum

Since our founding in November 2002, our mission has been to cultivate business leaders with a global vision, humanistic care, and an innovative mindset. The MBA core curriculum are a series of required courses intended to give students a firm grasp on business fundamentals. Joined by MBA students from world-renowned business schools outside China, our China Module offers MBA students the opportunity to gain cutting-edge insights into China's business and economy, as well as a greater understanding of the innovative business practices used in China, in addition to visiting some of the leading companies in the country. MBA students have the opportunity to participate in 3-4 month exchange programs at schools such as Cornell, Michigan among others. The EMBA Program offers the best practices and networks that you need to succeed in China and gain a competitive advantage in international business. The Programs for Individuals provide a comprehensive range of programs for executives at all career stages, whereas the Programs for Organizations provide custom-made programs for the company and its unique needs in China and worldwide.

Ohio State University (USA)

Industry Liaison Office & Discovery Theme Initiative

The ILO promotes Ohio's university-based research activities, professors and resources to a larger industry base, making it easier for businesses to find and partner with the state's leading academics. In 2012, Ohio State committed \$500 million over 10 years to promote a novel partnership model based on multidisciplinary collaboration. The intent is to maximize mutual value in research, education, recruitment, outreach and engagement, and responsible stewardship of human and natural resources. This new model termed the "Discovery Themes" initiative, supports the growth of seven program areas that address global problems through partnerships with the public and private sectors. The initiative incentivizes cross-disciplinary collaborations across the university to remove research silos and provide superlative teams of researchers, best positioned to provide solutions to our partners. The Discovery Themes initiative represents a fundamental change in culture at Ohio State and a significant shift in the traditional university-private sector relationship.

Flinders University (Australia)

Bachelor of International Relations and Political Science

International relations and political science are a degree for students with an interest in political and social questions that arise where they live and overseas. The degree provides the students with practical experience that prepares them for the workforce. Students will build international

professional network with overseas study. Students gain international perspectives first-hand through international exchange links and internship opportunities. Students get practical experience through industry placements and meet professionals working on current international ventures. They learn a new language by selecting language topics and undertake research training pathways. This degree provides students with skills which are in high demand across many sectors. Today's employers are seeking graduates who can lead, analyze and pre-empt movements within the political arena. As well as specific skills, the students will develop enhanced general skills relevant to many jobs. Our graduates are employed in areas including international government and non-government organizations, diplomacy, foreign affairs, social analysis, journalism, research, management, the parliamentary sector, defense, intelligence, foreign aid, humanitarian services, politics, education, language services and media. The program provides for work integrated learning, integrates industry into the teaching practice, enhances learning and application of discipline specific foreign policy knowledge, promotes the development of graduates' professional competencies and specific skills within a disciplinary context, and also creates the opportunity to experience a strategic recruitment method used by graduate recruiters relevant to this discipline.

Beijing Normal University (China)

Chinese Culture Studies Program for Global Young Scholar 2021

Beijing Normal University is a public research university located in Beijing, China, with a strong emphasis on humanities and sciences. Beijing Normal University has a program titled Chinese Culture Studies Program for Global Young Scholar 2021. The international Sinology Youth Workshop "The idea of communality in the perspective of Chinese philosophy" was held in the program.

The program includes following: (1) Academic lecture: Lectures delivered by experts, including Scholar comments and Q&A sessions (2) Academic dialogue: One scholar as the host, and a number of experts carry on a dialogue about the sub-theme of the program (3) Group discussion: Participants will be divided into study groups according to the study theme, and the academic tutor will provide specific guidance for the participants (4) Students debate: Participants will debate on two topics in groups on the last day of the course , and will be commented by experts at the end of the debate

Scholars in Beijing was invited to teach on-site, and international students from universities inside Beijing was also invited to participate on-site under the condition of complying with the pandemic prevention policy of Beijing. Members of International Confucian Association from BN University and other famous universities in China or abroad to form a professional team of teachers and tutors.

Hankuk University of Foreign Studies (Korea, Rep.)

Data Construction Project for Artificial Intelligence Learning

Hankuk University of Foreign Studies launched data Construction Project for Artificial Intelligence Learning on 1st July 2020. Background of this project is development of core technologies in the knowledge service industry. For the project, 12 researcher, 2 staffs in charge of administration of human resources was put on. The project is related to HUFs 2028 which is long-term university planning. Their sequences for execution are (1) data crawling (2) translation (3) Data preprocessing. The project aims to building data for development of an artificial intelligence chatbot that supports learning. Key point of the project is building data which includes emotional expression. The responsible organization of the project is Hankuk University of Foreign Studies (HDC [HUFs Data Center], University Knowledge Contents & Press). At the moment, the project is in its early stages of commercialization. If students worked as researcher, one can able to experience various translation (Post editing) experiences that cannot be learned at school. Professor who works as principal investigator (PI) makes an action-plan and works hard on contacting the companies. Measurable output is (1) building 40,000 chatting data, (2) 20,000 corpus translation pair data (3) 5,000 test (FLEX Indonesia) data.

University College Dublin (Ireland)

My World Survey: Improving Youth Mental Health in Ireland

My World Survey (MWS) is a cross-sectional study of youth mental health in Ireland. Before 2012, there were no national data in Ireland on youth mental health in the age range of 12-25. To address this gap, Professor Barbara Dooley and Associate Professor Amanda Fitzgerald devised My World Survey, and data were collected from over 14,000 young people on a range of risk and protective factors, such as social support, quality of relationships, experience of bullying etc. These data were analyzed to identify key factors that support or hinder psychological wellbeing. The My World Survey research was a collaboration between Jigsaw (the National Centre for Youth Mental Health) and the University School of Psychology. The first wave of research was published in 2012 and the second wave of data collection was published in November 2019, with data from over 19,000 young people. The findings from My World Survey have been shared online by many organizations working with young people, and those who support young people, such as Bodywhys, Gaelic Players Association and Psychological Counsellors in Higher Education in Ireland.

Yale University (USA)

Program for Biomedical Ethics

Program for Biomedical Ethics at the School of Medicine has served as a nexus for a community of individuals from throughout the medical campus and beyond who share a common interest in education, research, and clinical practice in the field of medical ethics. The Program for Biomedical

Ethics develops and presents various ethics-related educational programs throughout the academic year for medical, nursing and physician assistant students, the community, the University faculty as well as local, regional and national health care professionals. The program coordinates the ethics education of the medical students over the course of the four years, including assistance for those who choose to write their thesis in this area. In addition, educational programs are provided for other members of the medical community, such as journal clubs, working groups and special conferences.

Kyoto University (Japan)

Kyoto University Innovation Capital Co

The University is a comprehensive research institution dedicated to pursuing the development of science and scientific knowledge in a variety of fields including inter-disciplinary areas. As such, its 18 graduate schools and the numerous educational and research institutes and facilities (including the largest number of government-designated joint-usage research centers in Japan) serve as a platform for integrated basic and applied research in the fields of humanities as well as natural and social sciences. Two major forms of ventures are promoted in the program: 1) start-ups emerging as entrepreneurial activities where the University is the center of the start-up germination. And 2) the use of patient capital funds that address and support disruptive inventions; e.g., those taking too long to enter the market. Furthermore, K University-iCAP encourages cross-border connections among entrepreneurs and these funds in order to have those seed projects get started. As a wholly owned investment firm of the University, it mainly invests in start-ups and early-stage ventures seeking to commercialize knowledge generated by the University's researchers based on a "hands-on approach" that provides assistances in designing business and development plans.

Trinity College (USA)

Study Away in Cape Town

First established in 1998, Study Away in Cape Town provides students with the opportunity to spend a semester or year in this fascinating city while studying at prestigious local universities. Study Away in Cape Town is run in partnership with ISA. So, while there are typically 6-12 Trinity students each semester, there are around 20 other students from schools across the country who are studying abroad on the program through ISA. All students take a Trinity core course, "Imagining South Africa," complete a community engagement internship and take remaining courses at a prestigious South African university. This course is intended to provide an interdisciplinary context for your experience in South Africa. The goal is to systematically relate your personal experience in South Africa with your experiences in the United States in general and at the college in particular. The focus will therefore be comparative. While study abroad programs are great for gaining a global

education, few offer students the opportunity to acquire real-world work experience. For those looking to attain internship experience and make a difference in a local community, the Study Away in Cape Town study abroad program is a great fit. Trinity College believes that a meaningful education involves many perspectives. So, if students want to see the world from another angle—literally—the college will help students do just that. The college also connect students with a wide range of approved external programs to meet their educational interests in every corner of the globe.

University College London (United Kingdom)

University College London innovation hub aims to improve lives of disabled people around the world

The Global Disability Innovation (GDI) Hub, a collaboration of several institutions, is hosted by the University's Department of Computer Science and headquartered at Here East – part of the Queen Elizabeth Olympic Park. Born out of the legacy of the London 2012 Paralympic Games, it was launched by Mayor of London Sadiq Khan in 2016. Now, a £19.8 million project, funded by the UK's Department for International Development (DFID), will support the GDI in delivering a new program – AT 2030: Life Changing Assistive Technology for All. A University-hosted innovation hub is helping to accelerate the global development and provision of assistive technologies to improve the lives of all people with disabilities. The aim, over the next ten years, is for the GDI to become the leading place to research, study, practice and share disability innovation, globally.

Florida Gulf Coast University (USA)

FGCU Service Learning and the UN Sustainability Development Goals

Developing engaged citizens, through service-learning, became a central tenet in the founding Mission and Guiding Principles of Florida Gulf Coast University (FGCU) before its doors opened in 1997. Because service-learning is such a powerful teaching tool and because service-learning sets the stage for continued community involvement, University founders established service-learning as an undergraduate requirement. Students admitted to FGCU as first-year students or lower-level transfers complete a minimum of 80 hours of service-learning as part of their graduation requirement and students admitted as upper-level transfers complete a minimum of 40 hours of service-learning as part of their graduation requirement. The member states of the United Nations adopted the 2030 Agenda for Sustainable Development, in 2015. Among other things, this agenda provides a shared blueprint for the future of the planet, by articulating 17 Sustainable Development Goals (SDGs). The goals collectively aim to protect the environment, end poverty, reduce inequality, improve health and education, and spur economic growth.

Monash University (Australia)

Revitalising Informal Settlements and their Environments (RISE)

RISE is trialing the water-sensitive-cities approach in 24 informal settlements in Makassar, Indonesia and Suva, Fiji. The aim is to demonstrate that 'nature-based solutions' – such as constructed wetlands and bio-filtration gardens – can deliver sustainable, cost-effective health and environmental improvements. In the first phase of the trial, six settlements in each country are undergoing a water and sanitation upgrade with nature-based solutions and infrastructure. The impacts of the upgrades on the health of the environment and the health of the communities will be monitored, and compared against the other six settlements in each country. In the second phase of the trial, the other six settlements in each country will be upgraded.

University of Technology Sydney (Australia)

UTS Shopfront

UTS Shopfront was the first cross-faculty community programme of its kind at an Australian university. It has built up a strong reputation and established relationships with hundreds of local and national community organisations. Being situated in central Sydney, some of these organisations have a national remit. At the end of 2017, 1078 community research projects have been completed via its student community coursework programme. In 2013, Shopfront launched a new programme, UTS SOUL Award, an extra-curricular volunteering programme for students who complete 100 hours of volunteering and training during the course of their degrees. Shopfront also jointly runs a peer-reviewed e-journal Gateways: International Journal of Community Research and Engagement concerned with the practice and processes of community engagement. Each year, insights and lessons learned are used to develop further improvements to the programme. Quality and risk management procedures assist relationship management, ensuring that problems can be addressed as soon as they arise. Shopfront staff also actively keep an eye on new methods of community engagement.

Polytechnic Institute of Bragança (Portugal)

Innovation in Products and Processes

The Innovation in Products and Processes (IPP) offers an innovative hands-on, student centered and entrepreneurship project-oriented master to promote innovation, creativity, and entrepreneurship. The IPP master program is two years long (120 ECTS) and is designed towards graduates of science and engineering, offering them the opportunity of producing a real impact out of their scientific and technical knowledge. The real contribution to the region and society emerges when we enable students to generate opportunities, promoting the development of innovative and sustainable technology-based products and processes with business potential in competitive environments. The course structure includes a common base of skill development on

the areas of Prospecting and Transfer of Technology, Collaborative Work and International Relations, Business Development and Management, and a branch structure with three options. The profile of the program comprises the development of the technical-scientific knowledge and professional specialized skills in one of the three branches: Information Technology, Communications and Electronics; Chemical and Biological Technologies; or Agro-Environmental and Food Technologies. The selection of the branch is made by the students, considering their business idea.

Indira Gandhi Delhi Technical University for Women (India)

Entrepreneurial Spirit

Indira Gandhi Delhi Technical University for Women (IGDTUW) is the only Government Technical University for Women in India. The university offers technical programs at UG, PG and Doctorate Level in engineering & technology, management, architecture, and computer applications. The program has various contents in its 'Strategic Intent.' It motivates girls' students & scholars/ aspiring candidates towards entrepreneurship, develops creative, innovative and entrepreneurial thinking, develops innovating products, designs and services, provides Intellectual Property Rights (IPRs) facilitations through IPR cell, product commercialization, business growth and facilitation for investment through bank loan and alternate investment fund, provides master skills to manage time, network, health and stress, and boosts regionally towards achieved Sustainable Development Goals (SDGs) (Agenda 2030) set by United Nations. All of these contents are to be done in five different phases i.e. i) Pre-incubation, ii) Incubation, iii) Acceleration, iv) Post-incubation and v) Virtual Incubation.

University of Gothenburg (Sweden)

FRAM - Centre for Future Chemical Risk Assessment and Management Strategies

We are dependent on chemicals for our daily life. Industrially produced chemicals enable healthcare, food production, consumer products and infrastructure. The development goes fast, 40 new chemicals are registered every hour. The challenge is that chemicals also endanger human health and the environment. Unfortunately, no one today knows exactly how. Data on how toxic a chemical is, are in most cases missing. In addition, a mixture of chemicals is usually much more toxic than its individual ingredients. In order to ensure sustainable development in this area, FRAM focuses on chemical risk assessment and management of the combined effect of chemicals. FRAM works to provide policy instruments for the fair sharing of the common emission space, i.e. the total load of chemicals that can be emitted without causing harm to ecosystem services. FRAM also propose policy options for accounting for chemical mixture effects.

Dublin City University (Ireland)

Dublin City University Operations: Sustainable Practice

Efforts to achieve sustainability are driven by a special council. Identifying and repairing leaks on every campus has led to a 14% reduction in water consumption. It is the first Irish university to go 'plastic-free' and will phase out single-use plastics by 2020. The University is committed to placing sustainability at the core of all the University's activities. The University's sustainability program seeks to embed a sustainability ethos at the University that will underpin all our activities here. Our academics and researchers are working on many of the related issues from Education for Sustainable Development, Green Finance and Business models to Water, Waste and Energy research in our new Sustainable Economies and Societies Research Hub. Our Estates Office works hard to not only save financial resources but also to reduce our impact on the environment through energy efficiencies, greater waste management and enhancing the green environment on campus. Our An Taisce Green Campus Committee supports many initiatives across campus engaging both the students and staff in projects where we can together have an impact on increasing the sustainability of our campus.

Tampere University (Finland)

Science and Engineering - Computing and Electrical Engineering: Bachelor's and Master's degree

The Bachelor's Program in Science and Engineering is a cross-disciplinary program that gives students a solid grounding in several core fields of engineering. The major subjects available in the Computing and Electrical Engineering track are Signal Processing and Machine Learning, Software Development, Power Engineering, Communications Engineering, and Electronics and Embedded Systems. When first admitted to the Bachelor's Program in Science and Engineering students are granted the right to study towards a Bachelor's degree and a Master's degree at Tampere University. After completing the degree of Bachelor of Science in Technology, you will have multiple options to choose from among the Master's programs offered in English at Tampere University. We offer our students high-quality teaching in relatively small, multicultural study groups where teamwork is strongly supported. In addition to providing a sound theoretical basis for further studies in the field of technology, the program places special emphasis on internationality, employability and connections to industry. With this unique combination, our students are well-prepared for the international world of research and industry.

Badr University in Cairo (Egypt)

Student mobility and openness

In recent years, virtual mobility has emerged as an innovative way of connecting students in a multicultural, international learning environment without anyone having to go abroad. The primary benefit of virtual mobility is that because of its low cost compared with physical mobility, it is

accessible to more students. It also provides a classroom experience that sets students up for a job market in which companies are increasingly working in more global and virtual collaborative settings. For these reasons, virtual mobility has the potential to be an important aspect of the internationalization strategies of higher education institutions. BUC Schools has many programs in Virtual and Physical mobility. The most traditional mobility programs are inviting students to spend one semester or one month in one of the European Universities. Our new approach is the affiliation with international universities to have online lectures or mobility program then the student will be certified from both Universities (dual certificate). For example: they joined E-campus University in Italy through an online study in addition to their study in BUC (face-to-face lectures). New branch of BUC will be located in Badr City (2021-2024 under construction). It will offer innovative programs, which will enrich and extend the university curriculum to prepare students for the challenges of an increasingly complex world

Temple University (USA)

Master of Science in Innovation Management and Entrepreneurship

The Master of Science in Innovation Management and Entrepreneurship (IME MS) program teaches students to shift their perspectives to develop a deep understanding of strategy, innovation, creativity, and entrepreneurial thinking, as well as to develop relevant management skills necessary to effectively manage innovation in existing companies and/or to successfully found new entrepreneurial ventures. Because a diversity of perspectives and backgrounds enhance creativity and innovation, many of our students have 7 to 15 years of work experience and more, while students applying directly out of undergraduate programs are also welcomed. Transform students, students' company, and students' ideas with an M.S. in Innovation Management and Entrepreneurship. The program often works well for entrepreneurs looking to launch ventures that require specific expertise or skills taught in other schools and colleges across Temple.

Burapha University (Thailand)

weSAFE@Home: A HI/CI model to take care of COVID-19 patients

Home/Community Isolation (HI/CI) is an essential approach to reduce hospital workload during COVID-19 pandemic. The Faculty of Engineering has developed a platform called 'weSAFE@HOME' to help medical staff monitor a large number of patients more effectively. The platform has been used in many primary hospitals as well as many provincial and district hospitals in parts of Thailand. One of the key successes of this approach is an introduction of a Cloud Nurse concept, which relies on the use of 'hidden medical resources'. This refers to a group of nursing students and instructors who are currently unable to conduct normal training in the hospital due to safety precautions. Students and staff from the Faculty of Nursing become the first group of Cloud Nurses taking care

of HI/CI patients on weSAFE@HOME platform. They communicate with patients via LINE application or telephone, confirm their medical data, and write medical summary for later diagnosis. This considerably helps relieve the workload of frontier medical service providers.

Tra Vinh University (Vietnam)

Developing Innovative Entrepreneurship Ecosystem at Tra Vinh University

The University has connections with more than 150 partners outside the university, including incubators, accelerators, state sectors, sponsorship projects, investors, universities, colleges, and businesses to form an ecosystem for supporting students to start a business right at the university. In addition, the university has compiled and published 08 books on entrepreneurship and innovation for students. In addition, the University has delivered TOT training in entrepreneurship for more than 250 lecturers for the resources of teaching staff in entrepreneurship courses for students of the whole school. However, the University also has some limitations in supporting students to start a business, specifically: (1) The number of businesses ordering product research and development of new products is still limited, (2) Activities to connect and attract investment for students' start-up projects have not been as effective as expected. In the context that entrepreneurship is spreading strongly among young people, it is very necessary to develop an innovative startup ecosystem at Tra Vinh University.

George Mason University (USA)

Center for Innovation and Entrepreneurship, CIE

The Center for Innovation and Entrepreneurship (CIE) is an interdisciplinary hub in the School of Business that supports innovators and changemakers from all G University schools and programs. From innovative courses and clubs to startup trips and competitions, CIE offers participants opportunities to explore and learn about creativity, innovation and entrepreneurship, experiment with concepts and tools, and startup a venture or initiative. We work with a diverse set of collaborators on campus and off in our mission to help our students, alumni and community members realize their visions of the future. In addition to the three core elements of our mission, the Center has identified two high growth, innovation led areas of the economy to focus on: the business of well-being and the food and beverage industry. Both areas of the market are undergoing rapid change and full of opportunity. Student and alumni interest, regional importance and growth, and accessibility and the possibility for measurable impact are among the reasons these important social and economic sectors were chosen for programming, research and regional engagement.

IEDC-Bled School of Management (Slovenia)

Arts & Leadership

The objective of this course is to raise awareness among the participants of arts as source of reflection, inspiration, and motivation for management and creative leadership, as well as to offer fascinating parallels between the world of arts and world of leadership. As Peter Drucker noted: "the best way to predict the future is to create it." Pressing global trends and challenges require organizations to switch from managerial to leadership models supported by which, organizations can act responsible and emboldened by vision, imagination, enthusiasm and creativity. Like artists, leaders must draw on their unique personality, values and vision. Responsible leadership provides inspiration, supports self-expression, and evokes creativity. While traditional approaches in management and leadership development are focusing on developing skills and functional knowledge, the Arts & Leadership approach primarily aims at changing the mindset of students, and in this regard, IEDC is truly cutting edge on the world stage.

Northwestern University (USA)

Innovation and New Ventures Office, INVO

INVOForward is a The University mentorship program to accelerate biomedical commercialization, such as medical devices, therapeutics, and Health IT, on both Evanston and Chicago campuses. It is designed to increase entrepreneurship by helping potential or current biomedical entrepreneurship teams focus on the customer discovery process. Through their discovery, the teams test and identify their market fit and assess the level of impact of their business proposition. INVOForward is modeled after, and will expand upon programs like the NIH I-Corps and University of Michigan's Fast Forward Medical Innovation (FFMI). INVOForward is a 4-week program that includes: a kick-off session, office hour support, 3 weekly virtual classes for team reports, and a final presentation. Core to the program will be the expectation that the teams conduct 30 interviews over the 4-week period. Teams will fine-tune their value proposition and also build a venture pitch deck, while being trained and shepherded by subject matter experts (SMEs) in the field. The virtual classes will also focus on a variety of topics, including: Principles of Starting a New Venture; Basics on Commercializing Medical Devices; How to Conduct a Customer Discovery Interview; Business Strategy; Regulatory and Reimbursement Strategies; Competitive Analysis; Intellectual Property; and How to Pitch.

University of Oulu (Finland)

Entrepreneurship Program

University of Oulu offers programs for entrepreneur mindset and starting business. These programs are The Entrepreneur's Career Path 'Demola,' Polar Bear Pitching, Courses in entrepreneurship 'MindBusiness,' and Entrepreneurial ecosystems 'Tellus.' In Demola, the students will work in a multidisciplinary team solving real-life cases together with partner companies. During

an eight-week process, the team co-creates solutions to the challenge set by the company. In Polar Bear Pitching, an internationally acclaimed startup event, students are provided with a conference with world class workshops and the most inspiring keynotes. The MindBusiness project develops a new operational model to advance practices for entrepreneurship thinking in higher education. The core idea is to inspire students' entrepreneurial awareness, supporting their self-identification of their own potential and prompting their entrepreneurial capacity. Tellus spaces are open collaboration and working environments for all members of the university and its partners. Using the spaces is free of charge for the university staff and students.

Hamburger University (USA)

McDonald's University's global campuses

McDonald's University began as a small training seminar held within a McDonald's location in the early 1960s has grown to become the gold standard of corporate training facilities, headquartered in a sprawling campus outside Chicago. At the time of their establishment, McDonald's was the first restaurant company to offer a global training program in the world. After growing from humble beginnings, today, the University has eight international campuses. McDonald's maintains an array of working partnerships with accredited colleges and universities. In many countries, including the USA, attendance and completion of our curricula will translate into accreditation towards a higher education degree or a nationally recognized certification level. For example, our programs in the USA help managers receive college credits which are transferable for completion. In countries like the UK or Australia, they can receive certification towards a nationally recognized qualification. Not only did the University evolve far beyond its humble beginnings in a restaurant basement, the concept has also expanded into other parts of the world. In fact, a 2011 article in Bloomberg listed the various international University campuses, including one in Tokyo (which is housed within a skyscraper) that opened in 1972, and another in Munich, launched in 1982. Aside from Munich, there are also campuses in Tokyo, Illinois, London, Sydney, São Paulo, Shanghai, and Moscow.

Kansai University (Japan)

Institute for Innovative Global Education (IIGE) Platform as a Gateway to Global Careers for Students

Kansai University launches the Institute for Innovative Global Education (IIGE) platform to nurture students with global career mindsets to plan their own careers as active members of the global workforce of the 21st century. The IIGE platform evolved from the Collaborative Online International Learning (COIL) teaching method. In COIL-based teaching, students use information and communication technology to connect them with their counterparts in other countries. One of the ultimate goals of IIGE is to nurture students with global career mindsets. The experience with

COIL education has shown that many students who finish the COIL projects eventually plan their own career tracks with global perspectives. The IIGE is a gateway to global careers. In COIL-based teaching, we use information and communication technology to connect students at the University with their counterparts in other countries. COIL aims to encourage students to pursue collaborative projects that are designed to instill wide ranging skills such as management and international communication. Their COIL Plus program includes short visits abroad for students at partner universities. Notably, one of the strengths of the COIL approach is that students interact 'virtually' via the internet thereby giving thousands of students the opportunity to take part in projects. COIL is a cost-efficient way for many students to work on international projects and the approach overcomes differences in term times and curricula between universities in Japan and the US.

Cranfield University (United Kingdom)

The Game of Life 2050

The Game of Life 2050 is one of the examples of the activities that take place on the course for Management and Corporate Sustainability MSc students. It is an interactive board game developed as part of EU-InnovatE (an EU funded project in which the university collaborated) and ran for the first time this year. The players engaged, first-hand, with the waves of change that occur on the pathways to these sustainable future scenarios and imagined how they might respond. Students took on the role of a particular actor in society (an established business, a policymaker, a start-up business or an NGO) and made choices about how to respond to big changes that were occurring in the economy and society. They collaborated with other players and explored how they could use their influence to shape the future individually and collectively. Their objective was to attract as many resources as possible to realize their own vision. But, as they discovered, achieving that didn't necessarily make them a winner.

Telkom University (Indonesia)

International Photography and Short Movie Festival 2021 (IPSMF 2021)

Telkom University held International Photography and Short Movie Festival 2021 (IPSMF 2021). Telkom University is the committee for the International Photography and Short Movie Festival 2021 (IPSMF 2021), a photography competition and short film with international standards which is 6th, held regularly once a year by Telkom University. 224 participants registered for the Photography General category, 129 participants for Photography Student, 669 participants for Short Movie General, 217 participants for Short Movie Student, with a total of 1239 participants participated in the 2021 IPSMF competition. Participants came from within and outside the country including Indonesia, Iran, India, Italy, United State, Brazil, and 62 other countries according to data taken at August 25, 2021. As the pandemic hits, IPSMF switch from offline event to hybrid event. The

committee tried to incorporate multimedia element to enhance the experience for the virtual attendance. Students in the preparation committee will experience both national and international engagement. Students start from preparing the event basic theme and the overall flow for the event. Students then start promoting both locally and internationally to seek participants. Students also organize a multimedia event to showcase the winner. Professors and university involve with people that engage the photography and short movie industry and its workers. Also, more understanding in what going on in the field and industry.

Ajou University (Korea,Rep.)

Preparation for Shift in Educational Paradigm after COVID-19

It is important to widen the consensus across society that the time is ripe for a leap toward the future, based on fundamental changes in education in response to COVID-19. The openness toward remote classes has increased while expectations for an educational innovation based on new technology are rising as various experiments are underway in schools. A fundamental question is raised on the role of future schools and teachers as different classes are offered through the online infrastructure. Create a growth-oriented higher education ecosystem that shares information and knowhow based on digital technology with other universities in and outside the country as well as with local communities. Ajou University leads a paradigm change in education in terms of ways to enhance the quality of life for everyone, based on achievements of the Fourth Industrial Revolution and digital transformation with following programs: Virtual class model development program, Blended Learning, Adaptive Learning, Open Source Education. The university develops and distributes content that supports students in various environments so that they can learn whenever and wherever they want. The university implements custom-tailored education, such as providing content based on the needs of each learner depending on accumulated learning data (learner characteristics, learning hours, attendance, etc.) and provides customized services based on AI and big data, and upgrade the platform to enable various teaching methods (virtual practice, interactive learning, etc.); supports customized learning for each learner based on an analysis of the learner's aptitude, interest, and learning level.

Far Eastern University (Philippines)

TamBiz Forum 2021 | WSI Innovation Day with Partners

"Inspiring innovators, empowering entrepreneurs" is the main theme of TamBiz, with a different challenge selected each year to address one of the UN's Sustainable Development Goal(s). This year's challenge is incremental innovation. Given this sub-theme, students were asked to conceptualize any product, process, or service with low-cost improvements for their business plans. They will then transform existing ideas by identifying opportunities that will benefit both the

stakeholders and the enterprise. To better promote awareness of a global business program, TamBiz Forum 2021 launched its initial virtual discussion along with the series of co-curricular activities undertaken in TamBiz 2020. Hosted via MS Teams, the official conferencing platform of FEU, the said forum was successfully implemented during the 1st semester of school year 2021 to 2022. The TamBiz Forum 2021 served as the culminating activity of the TamBiz Expo which highlights students' awareness on sustainable education. This forum was facilitated by the Network for Teaching Entrepreneur's (NFTE) World Series of Innovation (WSI) student champions under Mary Kay's challenge.

Rensselaer Polytechnic Institute (USA)

Design, Innovation, and Society, DIS

Design, Innovation, and Society (DIS) offers a B.S. degree as well as dual major in Mechanical Engineering, Management or other curricula. The program prepares students to become innovative designers capable of developing and designing the advanced products and technologies for the 21st century. Built around a design studio during seven of eight semesters, DIS combines the technical sophistication of Rensselaer's engineering or management curricula with the aesthetic and cultural insights and vision of the humanities and social sciences disciplines in the DIS curriculum. Through the DIS core of design studios, students obtain a hands-on opportunity that brings together the major curricula. The accredited mechanical engineering curriculum can also provide a fundamental education in mechanical engineering with a focus on design methodology in general and mechanical design techniques in particular.

Beijing Technology and Business University (China)

The Innovation and Entrepreneurship Project of the Transformation from Knowledge Absorption Education to Knowledge Creativity Education

According to the characteristics of multi-disciplinary universities in our university, guided by social needs, and based on the platform of laboratories as well as innovation and entrepreneurship practice bases, the University has constructed the system framework for innovation ability cultivation which has strived to achieve thinking transformations in seven aspects from knowledge-oriented learning to situational-oriented learning, professional learning to cross-border learning, classroom learning to practical cognition, conclusion-oriented learning to problem-based learning, static learning to extensive learning, standardized learning to personalized learning, passive learning to active learning. These transformations have promoted the reformation of innovation training of undergraduate and graduate students, and improved the innovation spirit, entrepreneurship awareness as well as innovation and entrepreneurship ability of students, thus becoming important indexes to evaluate the quality of talent training in our university.

Belgorod State National Research University (Russia)

Organization of high-tech production of export-oriented medical devices based on innovative structural materials with the purpose of import substitution based on the technologies developed

To develop a full-cycle project, which involves not only the development of a technology, but also the introduction of the products to the market, that is, its commercialization, BelSU is collaborating with VladMiVa Experimental Plant JSC. The project involves three technological processes of producing medical devices: 1. The technological process of producing a dental alloy based on the Co-Cr system for manufacturing overdentures and fixed dentures. 2. Technological process for producing dental drills with mounted diamond points of improved quality for treating hard dental tissues and various dental materials and products when working with dental points in clinical settings, including the technology of producing semi-finished goods and the technology of applying functional coatings (polymer coating/ chemical nickel coating). 3. The technological process of producing dental metal powder, intended for manufacturing overdentures and fixed dentures by applying the method of additive technologies.

Northern Kentucky University (USA)

Center for Innovation and Entrepreneurship

The Center for Innovation and Entrepreneurship helps students from across campus acquire excellence by providing them with the resources, education, and opportunities to build relationships that will carry through both their academic and professional careers. Students are given many avenues to showcase themselves through our signature programs – whether it is jumpstarting an idea through the INKUREKA program, making an idea real through our INKUBATOR program, or moving ideas forward through our INKUBIZ program to name just a few. INKUREKA provides resources and expertise to all University students, of any major or minor, who have business ideas and want to turn those concepts into a reality. It connects students who have entrepreneurial ideas with coaches who can guide them through the process of starting a business. INKUBATOR offers services including Business Intelligence, Marketing, Design, and Investment Prep. INKUBIZ is an on-campus marketing and research agency that provides students with the ability to gain experience related to their majors.

Seoul School of Integrated Sciences and Technologies (Korea, Rep.)

First-mover in developing specialized MBA programs

Facing a fast-paced business environment, firms' demand grows rapidly for human resources that are dedicated to innovative and inter-disciplinary approaches and can demonstrate new methods in business planning. Furthermore, with the advent of Convergence Era, sustainable

business operations and management are playing a more important role. Business education has also begun to converge with other disciplines such as humanity, sociology, science and technology for synergy and sustainable growth. We have developed our specialized MBA programs by separate major based on the schools' philosophy of 4T (ethics, sTorytelling, Teamwork, and Technology) as well as its principles and vision toward being The First Mover. We have launched various new MBA programs such as Industrial Security MBA, Alternative Investment MBA, Leisure Management MBA, and AI-Strategic Management Master (former Crypto MBA), and they have been the pioneering programs in Korea's MBA education market. These MBA programs were first developed to satisfy firms' demand in the changing business environment.

Griffith University (Australia)

Community Internship

The Community Internship course (CI) has now been offered across 15 semester (three offering per year) and over 2,000 students have completed the course, providing over 100,000 hours of course-based service to around 190 community organizations, with 60% of students continuing to volunteer following the course. Between 150 and 250 students presently select the course in each trimester. To date, this course, as well as being offered centrally as a free-choice elective has been utilized as a listed elective in 17 different degree programs, including a Masters program, and is also a core unit in a Masters program, and undergraduate program. The assessment strategy is constructively aligned with the internship through three assessment tasks which support the students to be in control of their learning opportunities, with specific reflection points. The Masters Community Internship course provides students with an opportunity to combine their scholarly learning with real world experience in a community-based organization that supports their professional and personal development. The University will provide students with the opportunity to select a volunteer position of their choice from a range of community not-for-profit organizations.

Hanbat National University (Korea, Rep.)

Realization of an entrepreneurial university

Realization of an entrepreneurial university is Hanbat National University's independent program associated with segmented capstone design education, field exercise and startup education (3 or more capstone design credits + 3 or more field exercise credits + 6 or more startup education units = HBNU certification (12 or more units). Through online and offline simultaneous operation of test-bed campus pilot project, Startup Idea Campus Markets, students are provided with opportunities to experience business start-up education, idea creation, prototype production, publicity, and sales. Startup club business item trading, evaluation, and feedback using points* can be used in the campus market (*10,000 Point=1 Unit). Key points are that entrepreneurship is spread

through the creation of a whole-school entrepreneurial atmosphere, startups are inspired with entrepreneurial spirit through faculty startups, systematic startup education is provided based on the TEC algorithm, and systematic support is provided for startup clubs: balanced approach to startup and employment.

King Mongkut's Institute of Technology Ladkrabang Business School (Thailand)

How come Business students support Covid-19 Home isolation?

Home isolation system is ideal for covid-19 patients with mild symptom. The more patients choose to stay home, the more beds available for patients with severe symptoms. Instead of hospital, home isolation system is heavily promoted by the government as a key service for any people who get infected. At this juncture, KMITL Business School students feel that they must do something. To understand people's mind and make home isolation looks more attractive is in fact a challenging mission for any marketers. Why not listening to home-isolated patients, and find out rooms for improvement? Business students in Thailand commonly participate in business plan competition to build-up for profit ventures. Very few of them choose to apply management knowledge with social problems. Health Care crisis like Covid-19 pandemic needs collaboration from interdisciplinary areas of study, in addition to medical schools. As shown in figure, there is a call for more contributions from social science researchers during pandemic crisis. The project help fulfills such need with real impact. Business students should not limit themselves with only management research that targets at company's strategy. They can go further by forming interdisciplinary projects with other areas of study such as medical school for example. Another promising project which is concurrently started is to explore how to make telemedicine innovation be more impactful to people in Thai society.

Queen's University (Canada)

Interdisciplinary Programs

Interdisciplinary programs combine two or more academic disciplines leading to a degree plan. It is the creation of something new by crossing boundaries, and thinking across them. It is related to an interdisciplinary field, which is an organizational unit that crosses traditional boundaries between academic disciplines or schools of thought, as new needs and professions have emerged. The university provides nine interdisciplinary programs in total as follows: 1) Computing, 2) Cultural Studies, 3) Environmental Studies, 4) Film & Media, 5) Gender Studies, 6) Global Development Studies, 7) Employment Relations, 8) Languages, Literatures & Cultures, 9) Religious Studies. With these programs, students graduate with a unique set of skills which will enable them to transition seamlessly into a career or further studies. The graduates enter the work force with strong critical thinking, communication, and problem-solving skills. Students also develop a comprehensive understanding of the driving forces of social, economic, and environmental changes, while learning

to creatively search for innovative solutions.

Lac Hong University (Vietnam)

Using Blockchain for Origin Traceability of Agricultural Products

Consumers usually make their decisions based on the information provided on the packaging. However, for agricultural products, how to know what they get are exactly correct as what are mentioned on the packaging is a really thorny problem. In practice, several standards have been set up to help agricultural businesses and farmers to improve their operational efficiency and ensure their food hygiene and safety. Lac Hong University (LHU) proposed system uses blockchain to automatically collect and store the information for origin traceability. Typically, some devices integrated with proper sensors are used to monitor water supply and growth process while a terminal sensor is used to determine key parameters of the system. Blockchain technology brings transparency, clarity, trustworthiness to the data on the system. Moreover, the management software and customer care service applications built in this project are connected to the blockchain system through smart contracts. These systems are always updated and upgraded, creating convenience and efficiency for consumers, businesses, and managers. Currently the project has been successfully completed in 2020 and transferred to Truong Toan Fishery Group and others in fishery enterprises. It is highly appreciated and satisfied by the enterprises and consumers and transfers to more enterprises in agricultural products.

Chungwoon University (Korea, Rep.)

ISSUE COLLEGE

Industrial Support System for University Education (ISSUE) College is a planning and operating of Employment-Linkage industry-academic cooperation project by using TETRIS Method. Local companies and the university jointly plan and operate the industry-academic cooperation projects (extracurricular programs and regular curriculums for on-site practical lessons) to develop new businesses and solve the problems companies have by examining companies with TETRIS Method. Students choose and participate in the Employment-Linkage industry-government-academic cooperation projects (extracurricular programs and regular curriculums for on-site practical lessons) which can maximize their capabilities like playing TETRIS game. Chungwoon university (CWU) offers specialized industrial support education which works closely together as a three-in-one set: A professor as a project manager, students as team members and companies.

Chungbuk National University (Korea, Rep.)

Establishing an 'Intelligent Regional Innovation Symbiosis' that leads the 4th Industrial Revolution

There has been a demand for intelligent innovation research that can lead the innovative growth

of local industries by utilizing the university's intelligent technology capabilities. Chungbuk National university established symbiotic system(relationship) in intelligent regional innovation. Through the development of smart IT parts and system technology, Chungbuk National university provided humancentered AI convergence service, vitalized new form of intelligent industry with high value, and expanded its market. Chungbuk National university implemented AI Industrial Convergence Project. Chungbuk National university operated the graduate school master's and doctoral courses in the Department of Industrial Artificial Intelligence for incumbents in industries. In addition, infrastructure has been required to be constructed, such as spaces for research and education, and equipment and facilities for research in areas where companies are concentrated to lead regional industrial innovation. Through three programs (talents training, R&D, regional cooperation) to establish an intelligent regional innovation symbiosis system leading the 4th industrial revolution, it has nurtured cultivate high-quality talents with practical intelligent technology, promoted active technology development, and spread sustainable intelligent regional innovation.

University of Lincoln (United Kingdom)

University of Lincoln Operations: Sustainable Practice

The United Nations Sustainable Development Goals are an urgent call for action to tackle some of the world's most pressing problems. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. The University has been awarded Gold by EcoCampus for their work in driving more sustainable environmental management practices across their estate. The University declared a climate emergency and made a commitment to work pro-actively towards reducing carbon emissions that contribute towards global heating. Other initiatives include the specification of the new medical school building as a carbon neutral scheme and an increase in energy efficiency of buildings on the Estate. As part of the development of the University's EMS, waste management training has been given to staff and a rolling training programme will be established to raise awareness of environmental management across the University. Students are also given opportunities to volunteer in environmentally-focused roles such as the management of the Kitchen Garden on campus.

La Trobe University (Australia)

Upstart: The Magazine for Emerging Journalists

The Upstart Hub will be new home of upstart – the digital media network run by Journalism, Media and Communication students at the University. Live broadcasts, news and our online magazine will be produced there from 2017 onwards. The new facility and the Upstart Media

Network (UMN) position the University as a leader in the field of journalism education, further emphasising our department's dedication to practice-based teaching and learning. The venue is also an opportunity to showcase the whole university through programming on the UMN. It will provide a platform for our ground-breaking research, innovative projects and creative approaches to teaching and learning in live broadcasts and via the upstart website as well as the UMN's social and on-demand channels.

Dalian Neusoft University of Information (China)

Research on the Cultivation Path of Managerial Digital Talents in Universities under the Background of Integration of Digital Economy and Real Economy

As the product of the fourth industrial revolution, digital technology is the core driving force of economic development in various countries. The integration of digital economy and real economy has become a key factor in the quality and resilience of economic development in various countries. Under this background, the digitalization of industrial economic development puts forward new requirements for the cultivation of managerial talents in colleges and universities, that is, compound digital managerial talents. The cultivation of management talents is no longer limited to the specialization in a certain field, but also needs digital compound talents matching with business and strategy. This project mainly studies the path of higher education for the training of management-oriented digital talents, constructs the training mechanism of management-oriented digital talents, helps to improve the quality of talent output in colleges and universities, promotes the deep integration of production and education, and provides guarantee for the reserve of management-oriented digital talents. Starting from the realistic needs of the development of digital economy and the realistic situation of personnel training in colleges and universities, this project discusses a new mode of integration of production, education and research for business majors in the digital economy era, with a view to cultivating high-quality compound innovative talents that meet the market demand for the society.

Centrum PUCP Business School (India)

Periodismo Responsable (Responsible Journalism)

The "Responsible Journalism" training program is an initiative from Centrum PUCP aimed for journalists that has a dual purpose. The first purpose is to train our country's communicators on issues related to sustainability and social responsibility. The second purpose is to generate awareness on the importance of addressing issues of current and future interest from understanding and recognizing the fundamental role that journalists play in society, promoting culture and development in an ethical, responsible, clear and transparent way based on real facts, seeking objectivity and impartiality. To achieve these goals, we pursue to develop training programs for

journalists every six months, presenting a series of topics relevant to their professional development and the country's growth.

Seoul Institute of the Arts (Korea, Rep.)

Didida Project – A platform to develop New-Form Arts based on Korea's traditional Arts

Founded in 1962, the Seoul Institute of the Arts (SeoulArts) has served as a bastion of the arts and art education in Korea for more than half a century. Since its inception, SeoulArts has honored its long-standing tradition, exploring new forms of creative and artistic expression and offering hands-on learning opportunities to future artists, and emerged artists as a leading force in the Korean Wave. As part of its field-oriented art education, the school works with companies to jointly host auditions for students in a variety of majors, support workshops and projects, and serves as a stepping stone for the creative activities of students and their entry into the arts industry through the A-PRO Festival at its Arts Creation Center (ACC). So far, projects have focused on realizing the school's educational goals of developing independent cultural artists, creative experimental artists, and global cultural leaders through its experience and expertise. The projects were designed to develop the school's brand for its New-Form Art content. As of 2021, projects have been upgraded to a more business model, the Didida Project, enabling discovery of New-Form Art contents and construction of arts programs with a base in the school's founding philosophy.

National University of Management (Cambodia)

University reopening strategy during Covid-19 pandemic

NUM transformed its mode of teaching and learning from classroom contact to online to protect ourselves from Covid-19 virus and to follow the directions of the government. NUM family took strong collective efforts in sustaining the daily operation of the university and making improvement during that 360 degree change of higher education. After conducting online courses for almost two years, NUM has found in its survey that most students prefer to study on campus, even though they are satisfied with the online learning system. To fulfill the needs of the students and to join the government that is committed to open all economic activities, NUM has to carefully educate its students, teachers, and staff to be able to live and work in the new normal of Covid-19 context. As Covid-19 and its variants are still huge concern for the university because if they are not careful enough, they will get into tragedy. To overcome this global issue and to keep the university moving forwards, NUM management has gathered inputs from its internal stakeholders (students, teachers and staff) and consulted with the guidelines and directions on Covid-19 prevention from the government to develop a project namely "university reopening strategy during Covid-19 pandemic". The main aim of the project is to reopen the campus with safety from Covid-19, and to maintain and enhance the quality standard. As the main aim of the project is to reopen

the university campus with safety from Covid-19 and to gain trust from the government and the public, NUM has been taking tremendous efforts in getting all teachers, staff, students, and external stakeholders involved in the process of Covid-19 vaccination for herd immunity and the practice of health measure in order to successfully reopen the campus.

University of Liberal Arts Bangladesh (ULAB)

Digital Journalism: An Advanced Study Program for the Fourth Industrial Revolution

The mission of University of Liberal Arts Bangladesh is to developing young minds to their fullest potential through free and creative pursuit of knowledge. ULAB fulfils these aims by adopting an array of traditional and innovative academic and extracurricular programs and bringing to students the best that has been thought and accomplished in the arts and sciences throughout the world. Journalism is a profession with high moral standards and ethical codes. ULAB, while designing its Digital Journalism curriculum, focuses on students' growth and transformations as a journalist. They have designed various workshops, masterclasses, field works, and in-house reporting systems to get acquainted with the standard procedures while studying journalism. Besides that, ULAB also know that with the fourth industrial revolution the market is leaning on innovative technologies, and professional journalists have no other choice than to make the best out of it. Therefore, the journalism course module is based on the relationship between journalism education and journalistic practice that is innovation-focused. Digital Journalism is a comprehensive Study Concentration under the Department of Media Studies and Journalism of ULAB. This Study Concentration is the latest edition focusing on theoretical study with practical implementation. This module offers nine different courses that encourage the students to explore various aspects of journalism while experiencing it.

Athens University (Greece)

Athens Centre for Entrepreneurship and Innovation (ACEin)

The 'open innovation' model that structures the Innovation Design and Entrepreneurial Action (IDEA) UBC program at the Athens Centre for Entrepreneurship and Innovation (ACEin) was first put into practice through collaboration with Athens international airport and the scientific support of the ELTRUN e-Business research laboratory of AUER. The airport initially planned to run a corporate social responsibility activity supporting young entrepreneurs. They decided to devote some marketing budget to this strategy. ACEin issued an open call to young entrepreneurs, brought them together, facilitated the formation of interdisciplinary teams, presented them with specific problems the organization had and gave them time to work on these problems. The best proposals were presented to the organization, which decided to continue to work with seven teams. ACEin then supplied incubation support as the teams continued to work with the organization – right up to the point of signing a commercial agreement in some cases. The IDEA model that was developed

is nested within a range of other UBC activities provided by ACEin that enable teams to incubate their ideas to the fullest extent possible.

FEU Institute of Technology (Philippines)

MILES (Mastery-based Individualized Learning Enhancement System): Digital Transformation of Service Delivery in Academics as a Response to the COVID-19 Pandemic

As a quick response to the education crisis with the Covid-19, FEU Institute of Technology (FEU Tech) boldly took the lead in reimagining online learning for Filipino students by providing an innovative and flexible learning system called MILES (Mastery-based Individualized Learning Enhancement System) that remained anchored on FEU Tech's mission of delivering quality education but designed with the safety and learning capabilities of students in mind. MILES stands for Mastery-based Individualized Learning Enhancement System. It is a pioneering educational system that extends the capability of Canvas to ensure mastery and individualized learning. Mastery learning is an innovative strategy in education that emphasizes the need for students to achieve a level of mastery in prerequisite topics before moving on to learn subsequent topics. This helps build a solid foundation for present and future learning. The learning environment is enhanced further by individualized learning where faculty members provide mentoring and tutoring support to individual students. With MILES, students learn and practice their lessons using well designed content and assessments geared toward mastery of the lesson—encouraging students to reach higher levels of achievement and develop more confidence in their ability to learn. Virtual Campus allows students to socialize and interact with classmates and faculty members and serve as a touchpoint for mental health and wellness and learning progress. Committed to making online education more flexible, more accessible, and safer for students anywhere in the country, MILES was made available in Fully-Online and Blended Online options.

Kyushu University (Japan)

School of Interdisciplinary Science and Innovation

The rapid advance of globalization is creating problems that transcend regions and national borders to present common challenges for the whole of humanity worldwide, including issues relating to the environment, food, human rights, and economic disparities. To tackle challenges without an answer, we must first actively think for ourselves and plan solutions. In solving problems, it is vital to communicate with a variety of people and build up experience. Interdisciplinary science and innovation as defined by ISI means engaging in a repeated process of planning solutions, collaborating with others, and gaining experience to cultivate the attitude and intent to learn what is required of oneself for the problem faced, creating new knowledge that combines all the knowledge required, and putting it to use in the real world. ISI classifies the attitudes and abilities

required to identify problems and derive solutions into four types—active learning skills, creative task-framing skills, practical teamwork skills, and international communication skills—and, by cultivating these skills, aims to ensure that students acquire interdisciplinary problem-solving skills.