

# How a European University Alliance stimulates recognition & mobility

*The case of Aurora*

# Programme of the session

- I. Introduction
- II. Kai Hockerts: Aurora Competence Framework
- III. Kees Kouwenaar: building on MasterMind Europe
- IV. Anne-May Janssen: the Aurora programme



# Introduction

- Aurora: 1 of (now) 41 European University Alliances
- Equip to meet the challenge
  - Skills & mind-sets beyond subject expertise
  - Social Entrepreneurship & Innovation



## Kai Hockerts

Social Entrepreneurship  
and Innovation Scales  
to Measure Impact  
Competence (SEISMIC)



# Social Entrepreneurship and Innovation Scales to Measure Impact Competence (SEISMIC)

## **Impact competence**

- Analytical competence to understand wicked problems
- Impact assessment competence
- Future thinking competence
- Normative competence
- Impact commitment

## **Entrepreneurship competence**

- Problem solving competence
- Opportunity creation competence
- Action competence under uncertainty
- Opportunity exploitation competence
- Innovation diffusion competence

## **Engagement competence**

- Perspective-taking competence
- Interpersonal communication competence
- Stakeholder commitment competence
- Participatory competence
- Tension management competence

# Impact Competences (5 min)

“Comprehend intricate societal problems”

## **Analytical competence to understand wicked problems**

Ability to use systems and critical thinking in problem formulation related to complex and interconnected societal issues.

## **Future thinking competence**

Ability to craft and evaluate multiple scenarios of the future appreciating the impact of short-term decisions on a long-term and global scale.

## **Impact assessment competence**

Ability to measure and evaluate the societal impact generated by an activity.

## **Normative competence**

Ability to identify ethical aspects of a decision, make a well-reasoned moral judgement, and articulate one's own values clearly.

## **Commitment competence**

Ability to commit to a collective purpose of creating significant societal impact

# Entrepreneurship Competences (5 Min)

“Create innovative  
solutions”

## **Problem solving competence**

Ability to handle difficult situations by creatively designing impactful solutions to wicked problems.

## **Opportunity creation competence**

Ability to generate economic viability for innovative solutions to wicked problems.

## **Action competence under uncertainty**

Ability to take action in an unpredictable context with a high likelihood that outcomes will differ from expectation.

## **Opportunity exploitation competence**

Ability to build efficient full-scale operations for an opportunity, while managing resource constraints.

## **Innovation diffusion competence**

Ability to initiate the scaling and replication of impactful solutions.

# Engagement Competence (5 Min)

“Secure Commitment  
from stakeholders”

## **Perspective-taking competence**

Ability to understand another person's point of view and to channel this understanding into empathetic compassion.

## **Interpersonal communication competence**

Ability to communicate complex messages accessible and convincingly to various people.

## **Stakeholder commitment competence**

Ability to develop support from and engage in co-creation with interested parties (e.g. beneficiaries, customers, staff, community, funders).

## **Participatory competence**

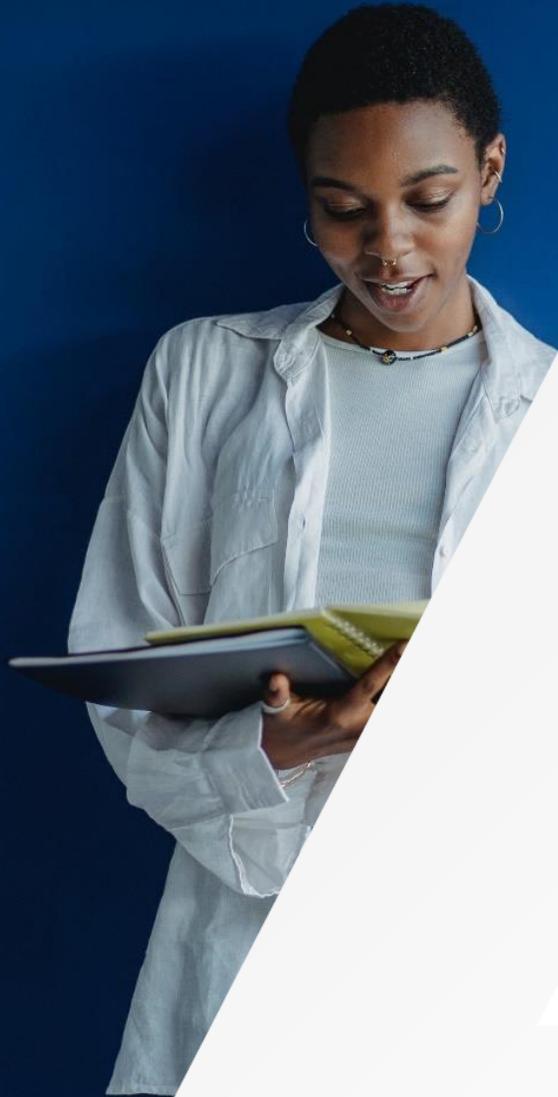
Ability to develop collaborative relations with stakeholders in a democratic, participatory, and inclusive manner.

## **Tensions management competence**

Ability to balance tensions arising from conflicting beliefs, values and interests among stakeholders.

## How can you get involved?

- Join our SEISMIC scale validation in spring with a class of your students
- If you are interested to join: please mail: [aurora@cbs.dk](mailto:aurora@cbs.dk)





# Intervention Example: International Summer University Programme (ISUP) Courses on **Social Entrepreneurship** at CBS

- **3 weeks** (end of June to middle of July)
- One course each for Bachelor and Graduates (7.5 ECTS)
- **Application** February 17 to 28, 2022
- More info: [aurora@cbs.dk](mailto:aurora@cbs.dk)



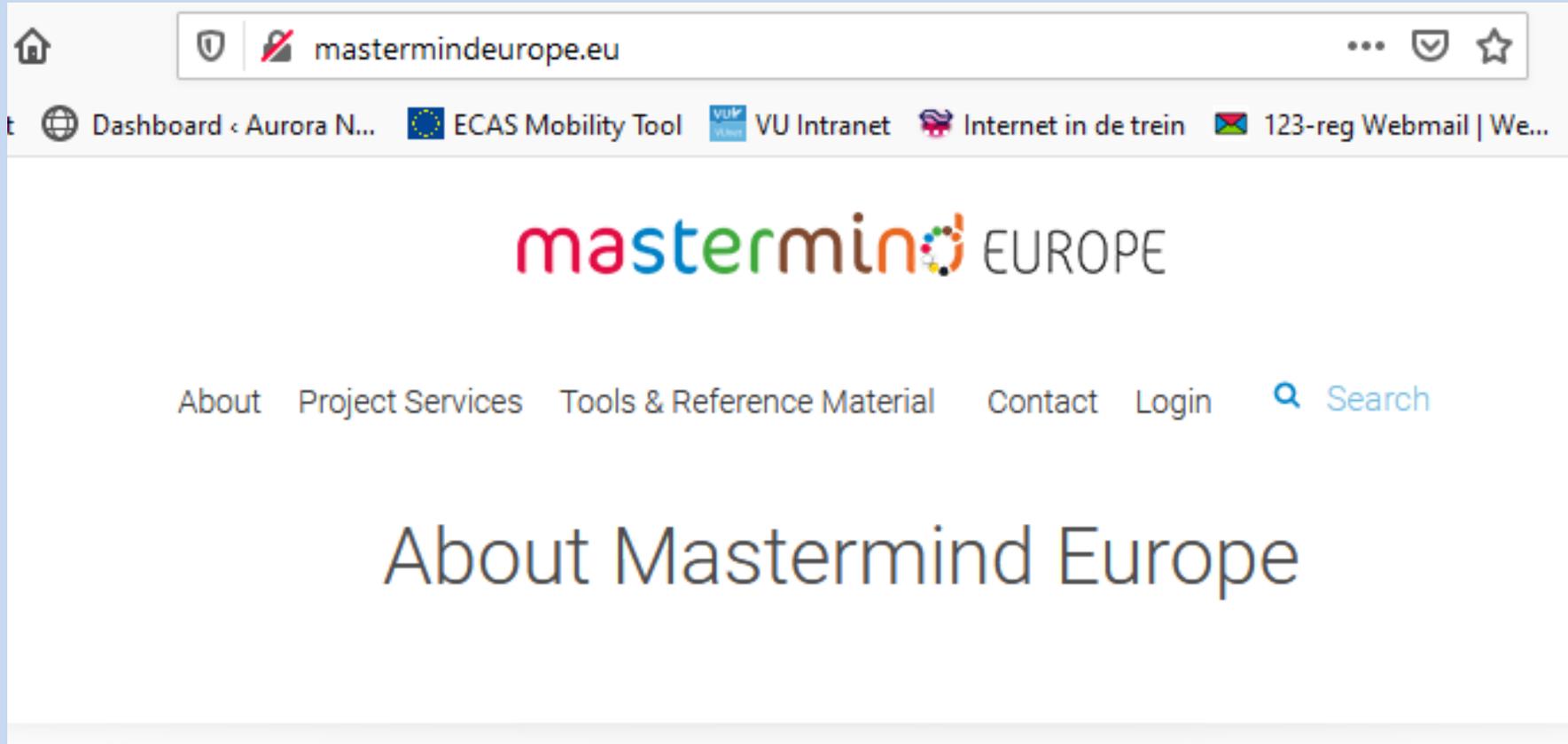
/ COURSES AT CBS /



**AURORA**

**Kees Kouwenaar**





# About “Looking at & Looking for”

**Looking at**: Transcripts, Grades, Test scores,  
Motivation Letters, Interviews, Statements, etc.

**Looking for**: the knowledge, understanding,  
ability, that students need to have in order to be  
successful in your programme

Looking for: the learning outcomes

# Introduction: learning incomes

Definition of Learning Outcomes → Learning Incomes:

*Learning Incomes are statements of what students need to know, understand, and be able to do at the **beginning** of a learning process*

# Coherent Admission Framework

	1 Criteria	2 Norms / levels	3 Assessment mechanisms (and scores)
	What you are looking for?		What you are looking at?
Subject Knowledge & Skills			
General academic competencies			
Personal competencies & traits			
Linguistic competencies			

**Civic engagement:**

- Diversity of communities & cultures
- Analysis of knowledge
- Civic identity & commitment
- Civic Communication
- Civic action & Reflection
- Civic contexts / structures

**Creative thinking:**

- Acquiring competencies
- Taking Risks
- Solving Problems
- Embracing Contradictions
- Innovative Thinking
- Connecting, Synthesizing, Transforming

**Critical thinking:**

- Explanation of issues
- Evidence
- Influence of context and assumptions
- Student's position (perspective, thesis/hypothesis)
- Conclusions and related outcomes

**Ethical reasoning:**

- Ethical self-awareness
- Understanding different ethical perspectives / concepts
- Ethical issue recognition
- Application of ethical perspectives / concepts
- Evaluation of different ethical perspectives / concepts

**Global learning:**

- Global self-awareness
- Perspective taking
- Cultural diversity
- Personal and social responsibility
- Understanding global issues
- Applying knowledge to contemporary global contexts

**Information literacy:**

- Determine the extent of information needed
- Access the needed information
- Evaluate information and its sources critically
- Use information effectively to accomplish a specific purpose
- Access and use information ethically and legally

**Inquiry and analysis:**

- Topic selection
- Existing knowledge, research and/or views
- Design process
- Analysis
- Conclusions
- Limitations and implications

**Integrative learning:**

- Connections to experience
- Connections to discipline
- Transfer
- Integrated communication
- Reflection and self-assessment

**Intercultural knowledge and competence:**

- Knowledge: cultural self-awareness
- Knowledge of cultural worldview frameworks
- Skills: empathy
- Skills: Verbal and non-verbal communication
- Attitudes: 1 curiosity & 2 openness

**Foundations for life-long learning:**

- Curiosity
- Initiative
- Independence
- Transfer
- Reflection

**Oral communication:**

- Organisation
- Language
- Delivery
- Supporting material
- Central message

**Problem solving:**

- Define problem
- Identify strategies
- Propose solutions / hypotheses
- Evaluate potential solutions
- Implement solution
- Evaluate outcomes

**Quantitative literacy:**

- Interpretation
- Representation
- Calculation
- Application / analysis
- Assumptions
- Communication

**Reading:**

- Comprehension
- Genres
- Relationship to text
- Analysis
- Interpretation
- Reader's voice

**Teamwork:**

- Contributes to team meetings
- Facilitates contributions of team members
- Individual contributions outside of team meetings
- Fosters constructive team climate
- Responds to conflict

**Written communication:**

- Context and purpose of writing
- Content development
- Genre and disciplinary conventions
- Sources and evidence
- Control of syntax and mechanics

[Home](#)

## VALUE Rubrics

Below is a list of the VALUE rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

- [Download Instructions \(pdf\)](#).
- [Obtain All 16 Rubrics \(pdf\)](#).

If you experience any difficulty downloading the rubrics, please contact [support@aacu.org](mailto:support@aacu.org)

**Intellectual and Practical Skills**

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### ABOUT VALUE

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[VALUE Overview](#)

[VALUE FAQ](#)

[VALUE Webinars](#)

[Parts of a VALUE Rubric](#)

[Access Rubrics](#)

[The VALUE Institute](#)

[Current VALUE Project Staff](#)

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### VALUE RESEARCH

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[Current VALUE Research](#)

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# In conclusion

## Learning incomes

- Are a bit more work at first
- But improve recognition and mobility
- And improve education more generally



**AURORA**

**Anne-May Janssen**

**Aurora**

European University

# Contents

- Who we are
- What we do
- How recognition and mobility fit within our programme of work



# AURORA

## We are Aurora.

We educate  
and research.

We influence  
societal change.



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

[About](#)

[Education](#)

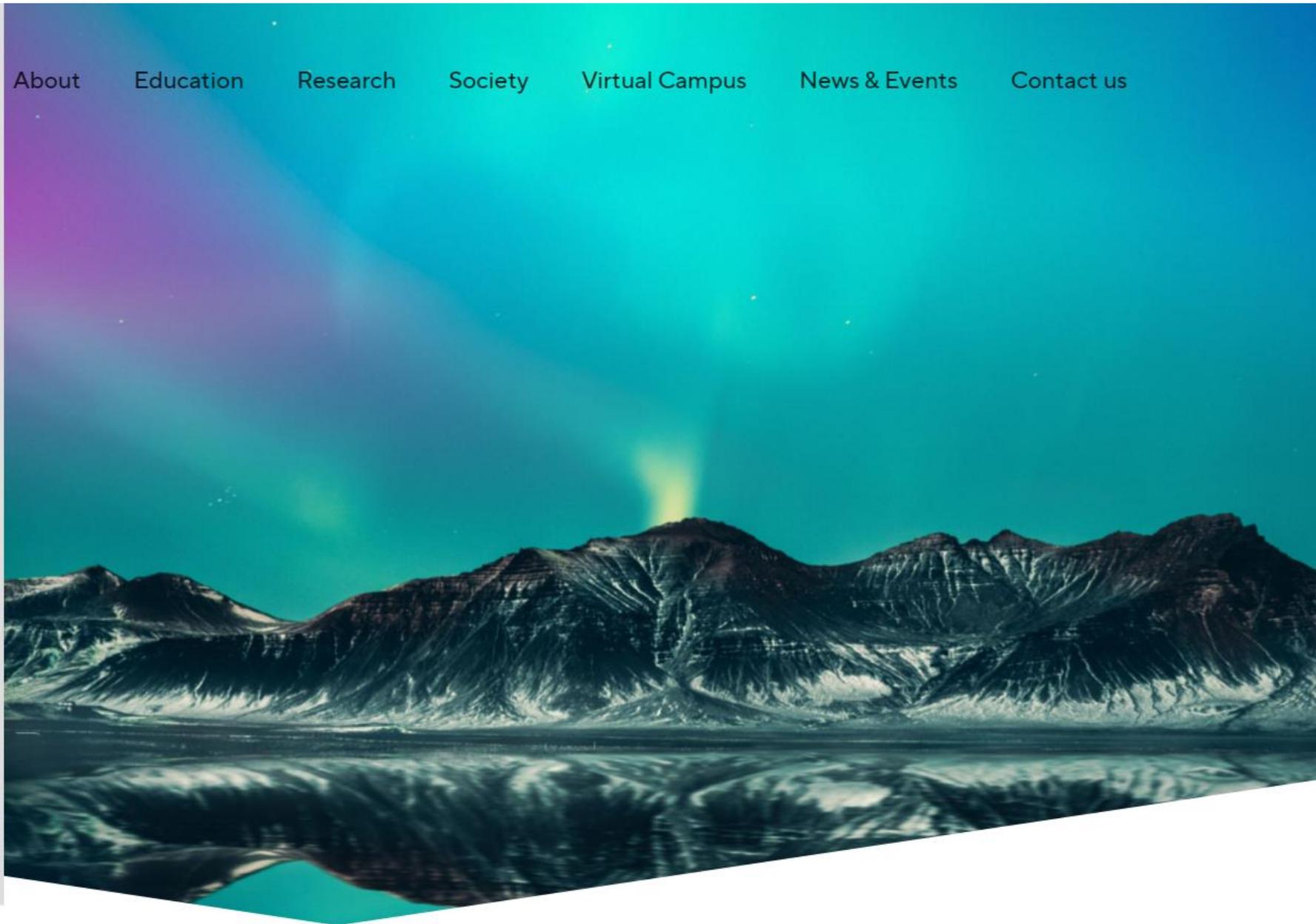
[Research](#)

[Society](#)

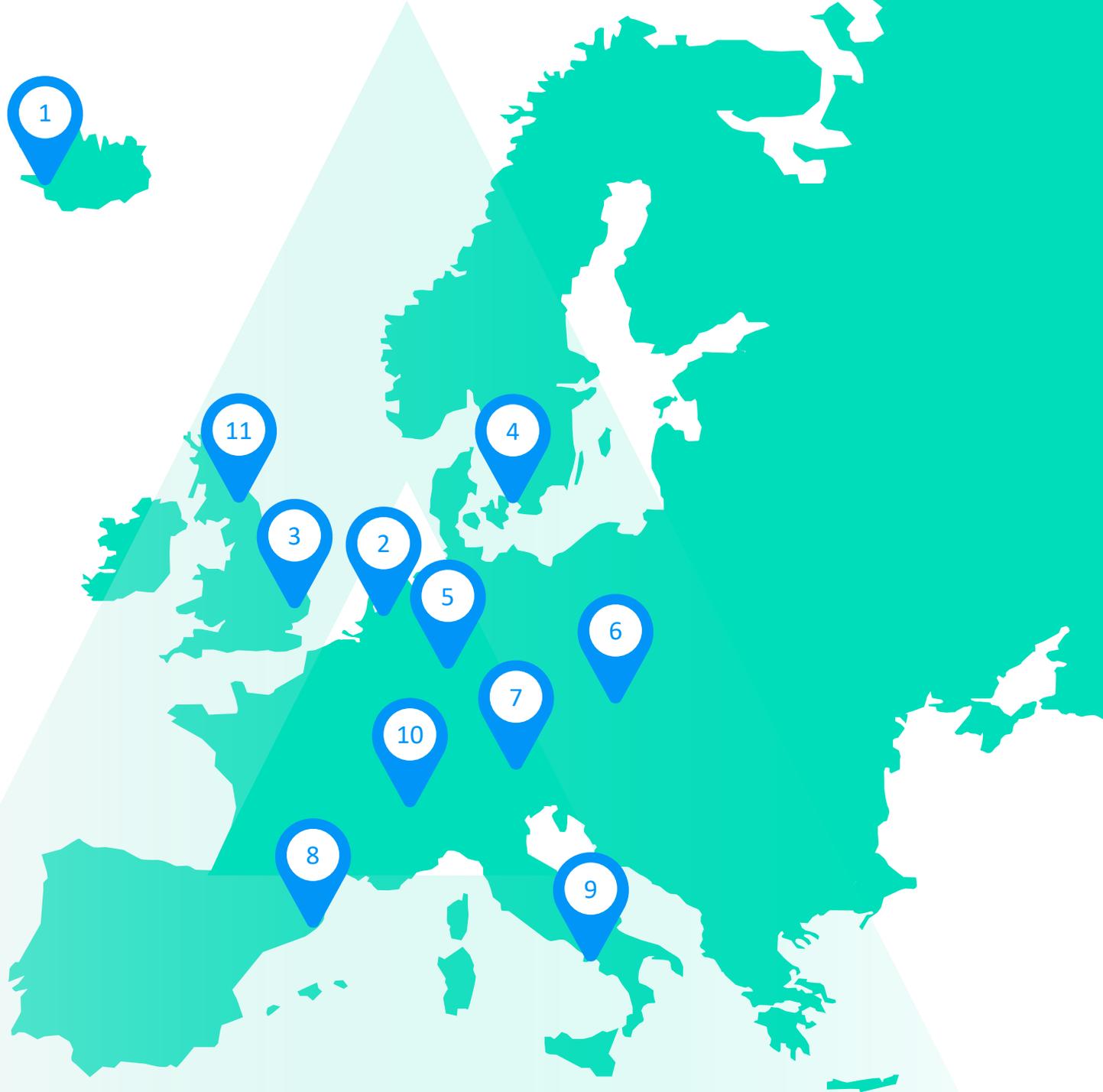
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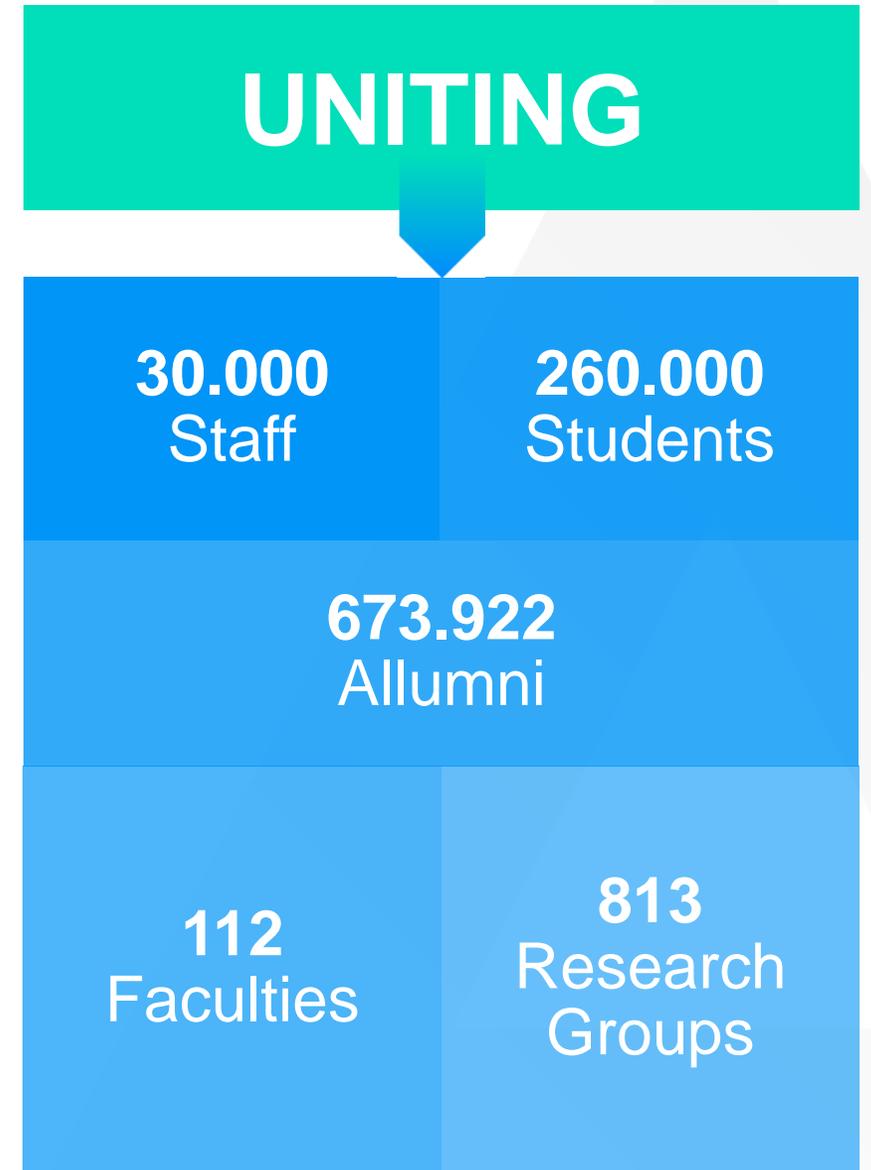


# Aurora Universities

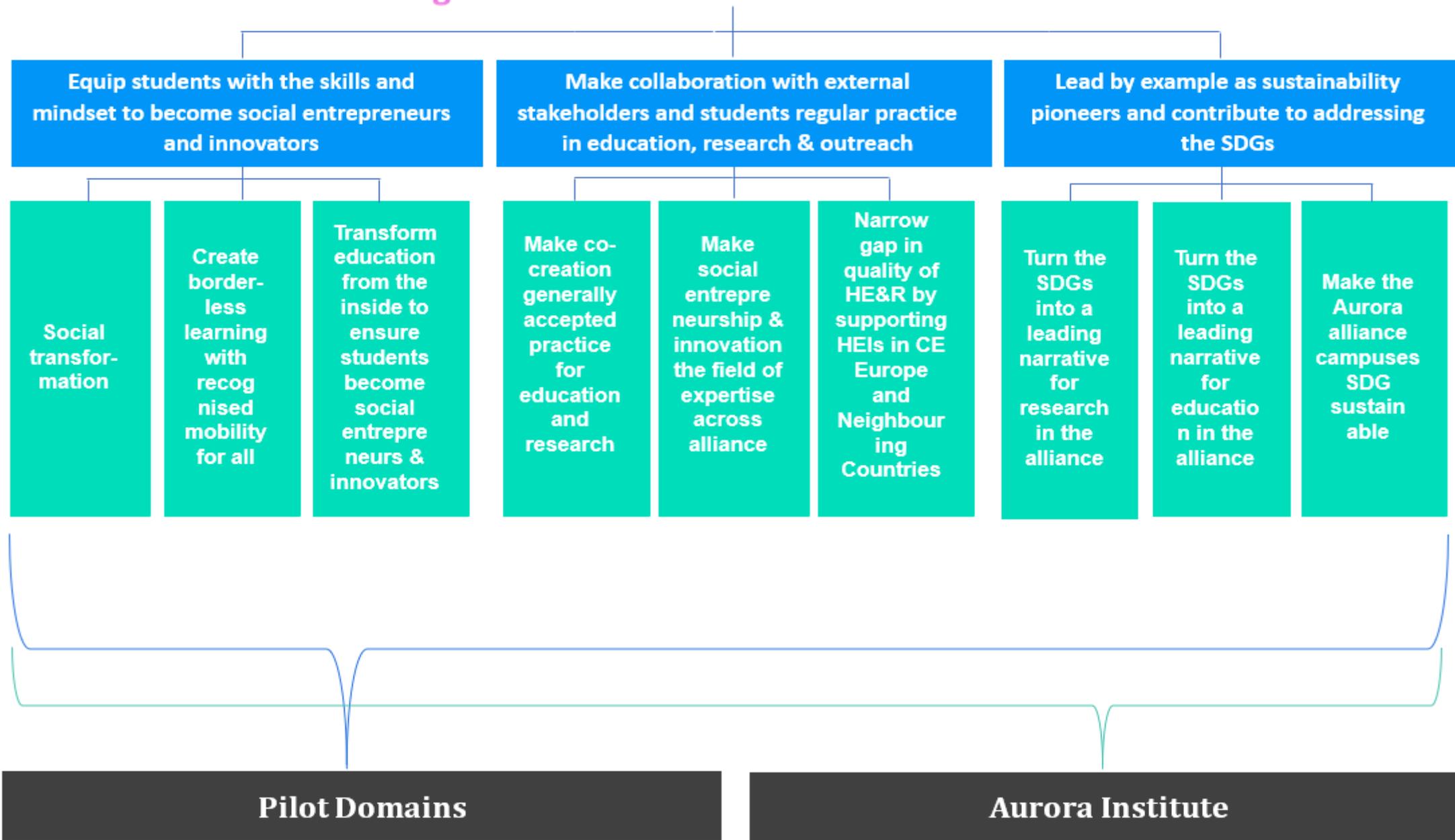


1. University of Iceland
2. Vrije Universiteit Amsterdam
3. University of East Anglia
4. Copenhagen Business School
5. Universität Duisburg-Essen
6. Univerzita Palackého Olomouci
7. Universität Innsbruck
8. Universitat Rovira I Virgili
9. Università di Napoli Federico II
10. Université Grenoble Alpes
11. University of Aberdeen

# Aurora across universities



## Matching academic excellence with societal relevance



**Equip students with the skills and mindset to become social entrepreneurs and innovators**

**Social transformation**

**Create borderless learning with recognised mobility for all**

**Transform education from the inside**

Aurora Social Transformation

Aurora Learning Analytics

Aurora Education Area

Aurora Competence Framework

Aurora Teaching for Societal Impact

Make sure our student population reflects the talent in the communities we serve

Strengthen the evidence base of Aurora education with big data analysis

Systematically equip and support academic teachers to teach for societal impact

Framework of general academic and personal competences

+

Service learning and international internship for skills and values development

Focus on learners that do not consider university

Learner Analytics Community

Recognition & Mobility

Plurilingualism

IT supported International Student Services

ACF : Draft, test, monitor, roll-out

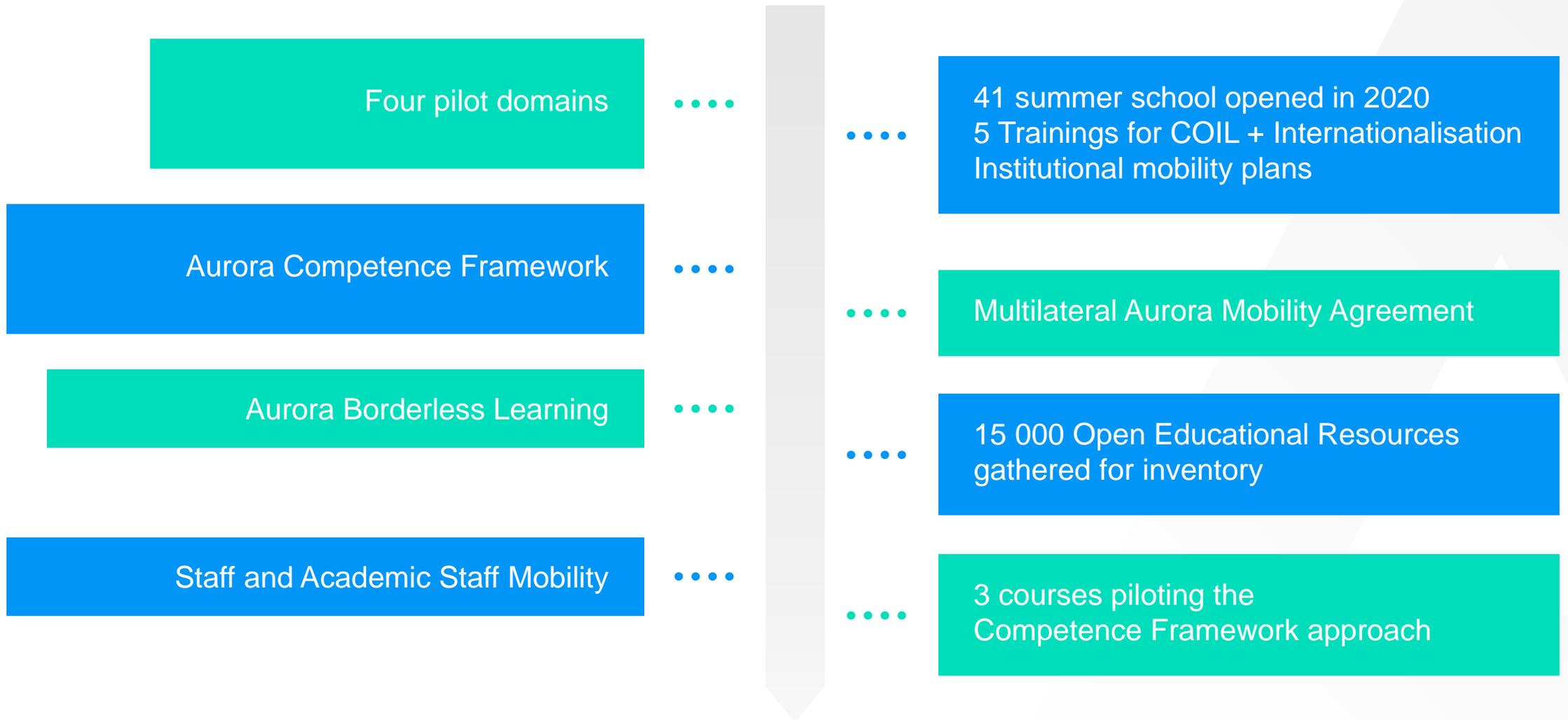
Internship programme  
Service learning training

Teaching Competences Framework

Obstacles in admission & enrolment

Obstacles to successful completion of studies

# A meaningful international experience



# Concluding

- Most, if not all, element of the Aurora programme of work are interlinked and work toward matching excellence with societal relevance
- We are just starting our second year of funding: a lot of work ahead of us
- Covid has impacted our activities and requires us to readjust our goals

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# Questions