

The background of the slide is a composite image. The top half shows a dark night sky with vibrant green aurora borealis. The bottom half shows a calm body of water with several large, white icebergs floating on it. A large, light gray triangle is superimposed over the right side of the image, pointing downwards.

# How a European University Alliance stimulates recognition & mobility

*The case of Aurora*

A woman with dark hair tied back, wearing a purple top, is looking down at a book she is holding. She is also carrying a large stack of books under her arm. The background shows a library with bookshelves.

# 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)

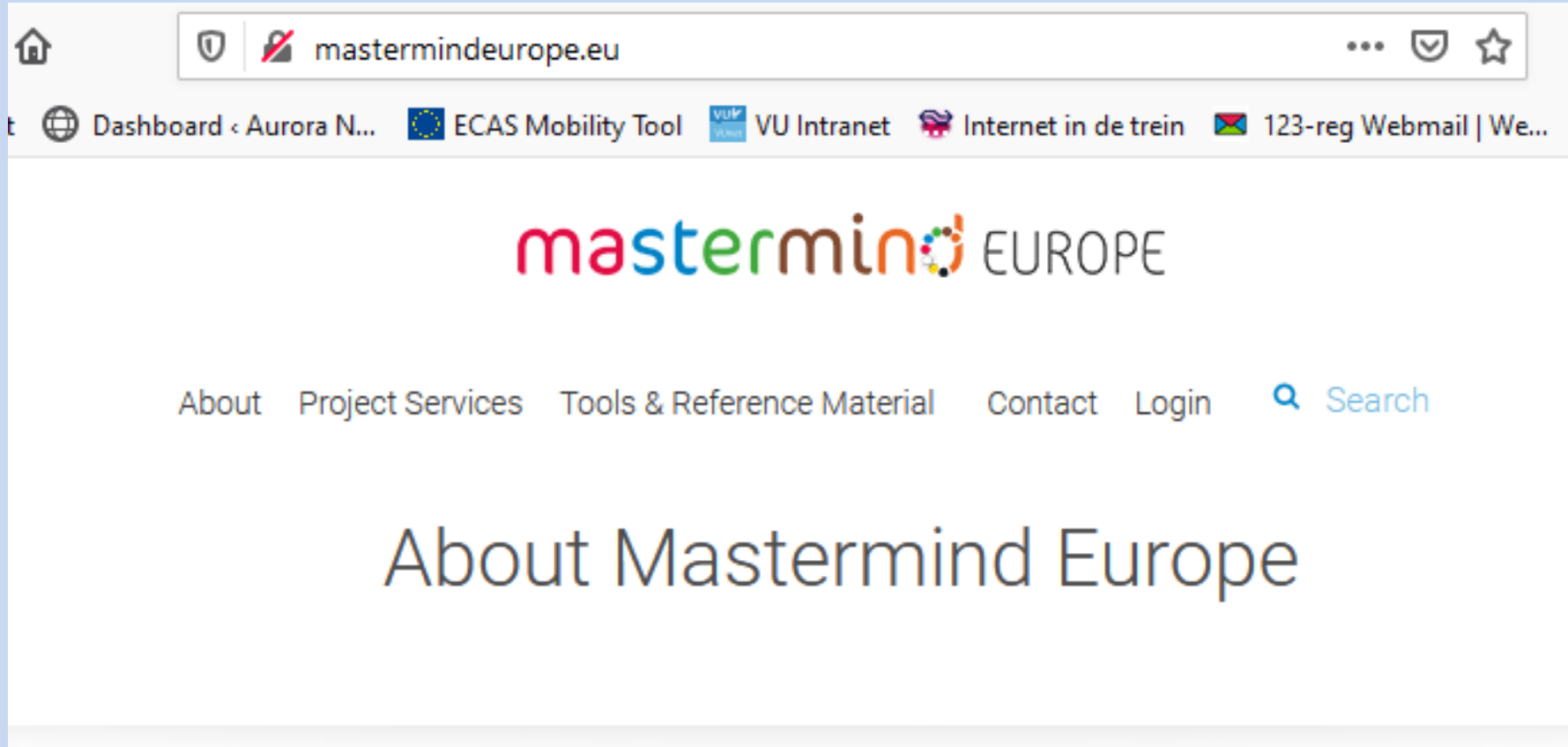


/ COURSES AT CBS /



# Kees Kouwenaar





**mastermind** EUROPE  
Master's admission  
for a diverse international classroom

# 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**

### ABOUT VALUE

[VALUE Overview](#)[VALUE FAQ](#)[VALUE Webinars](#)[Parts of a VALUE Rubric](#)[Access Rubrics](#)[The VALUE Institute](#)[Current VALUE Project Staff](#)

### VALUE RESEARCH

[Current VALUE Research](#)

# 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

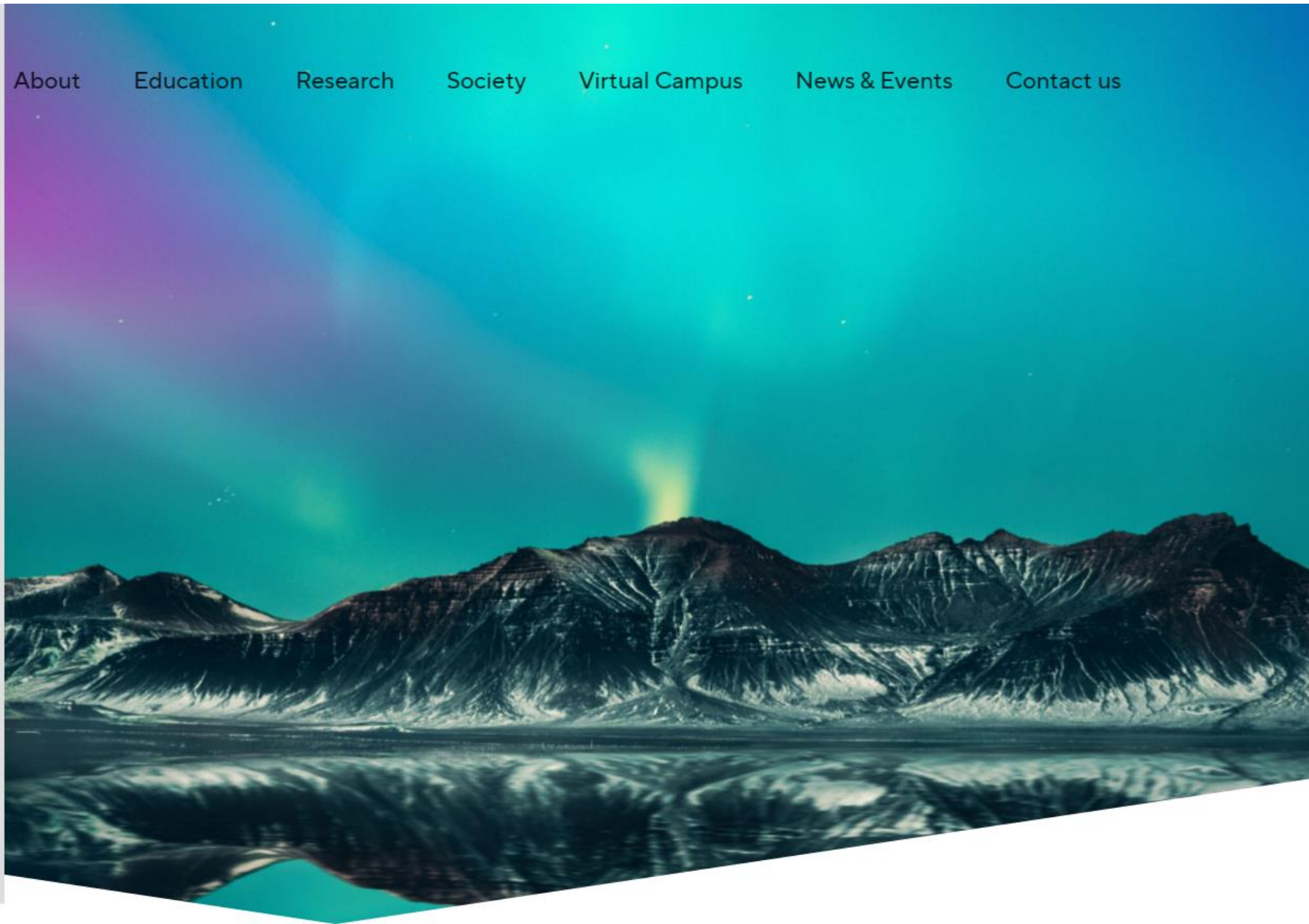
## We are Aurora.

We educate  
and research.

We influence  
societal change.

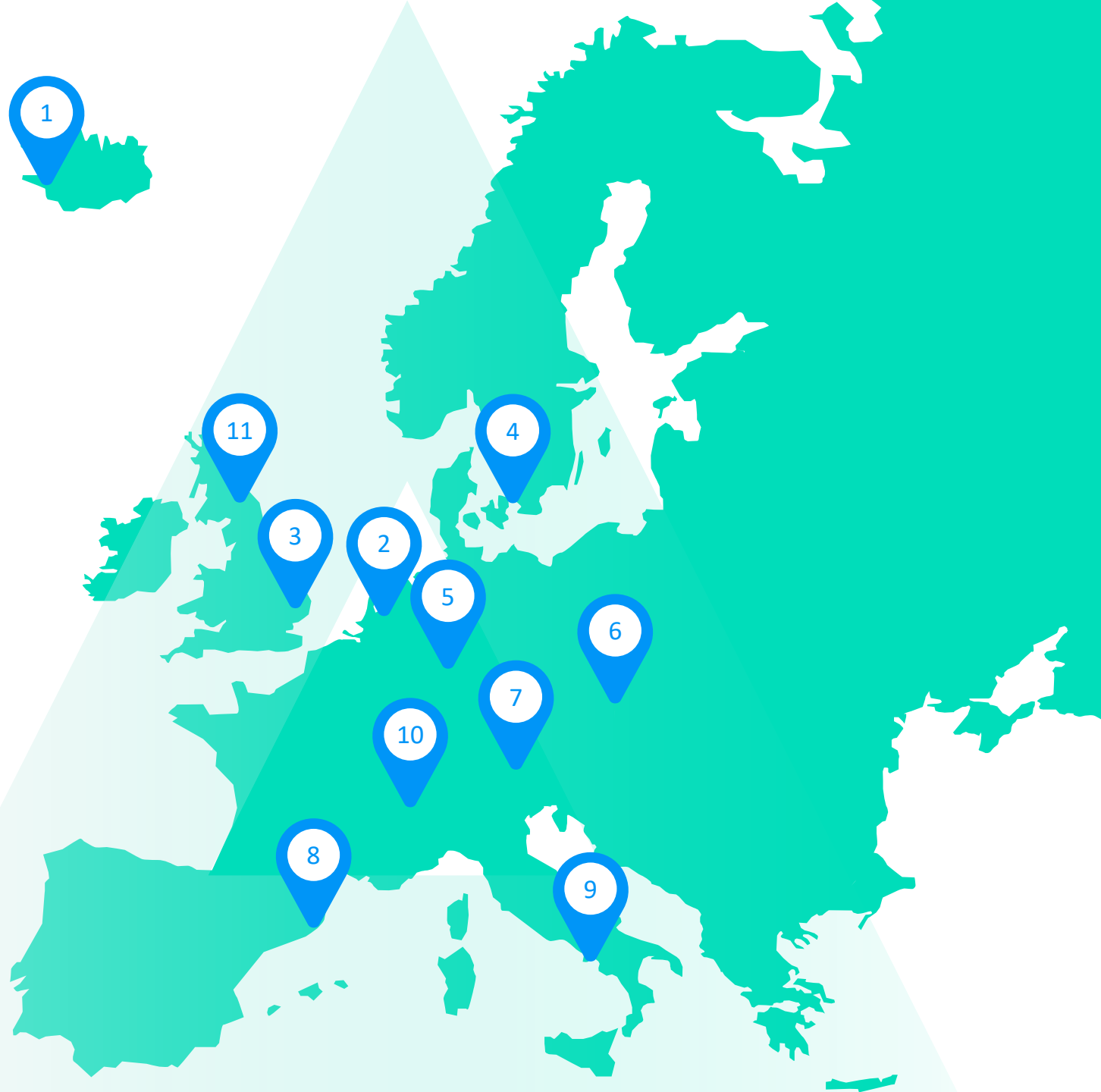


Co-funded by the Erasmus+  
Programme of the European  
Union

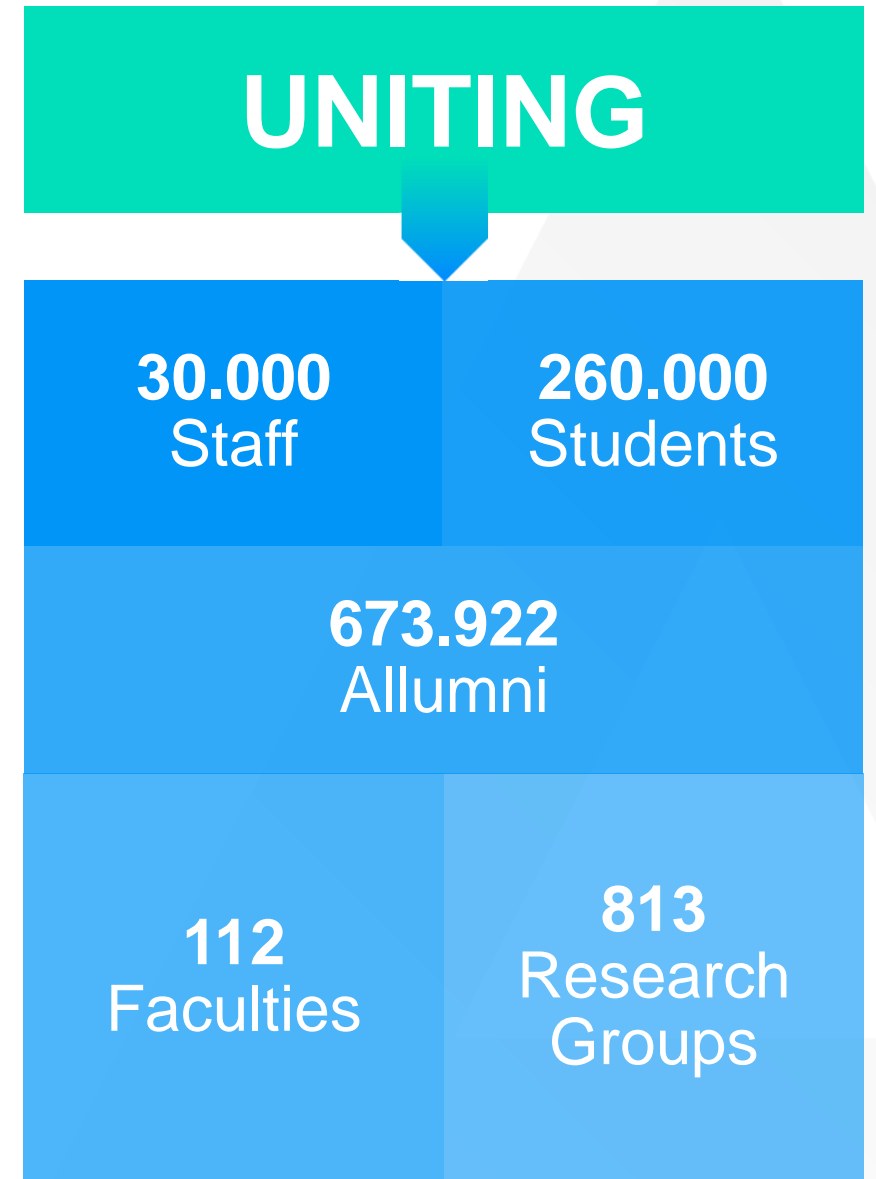
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# Aurora Universities

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

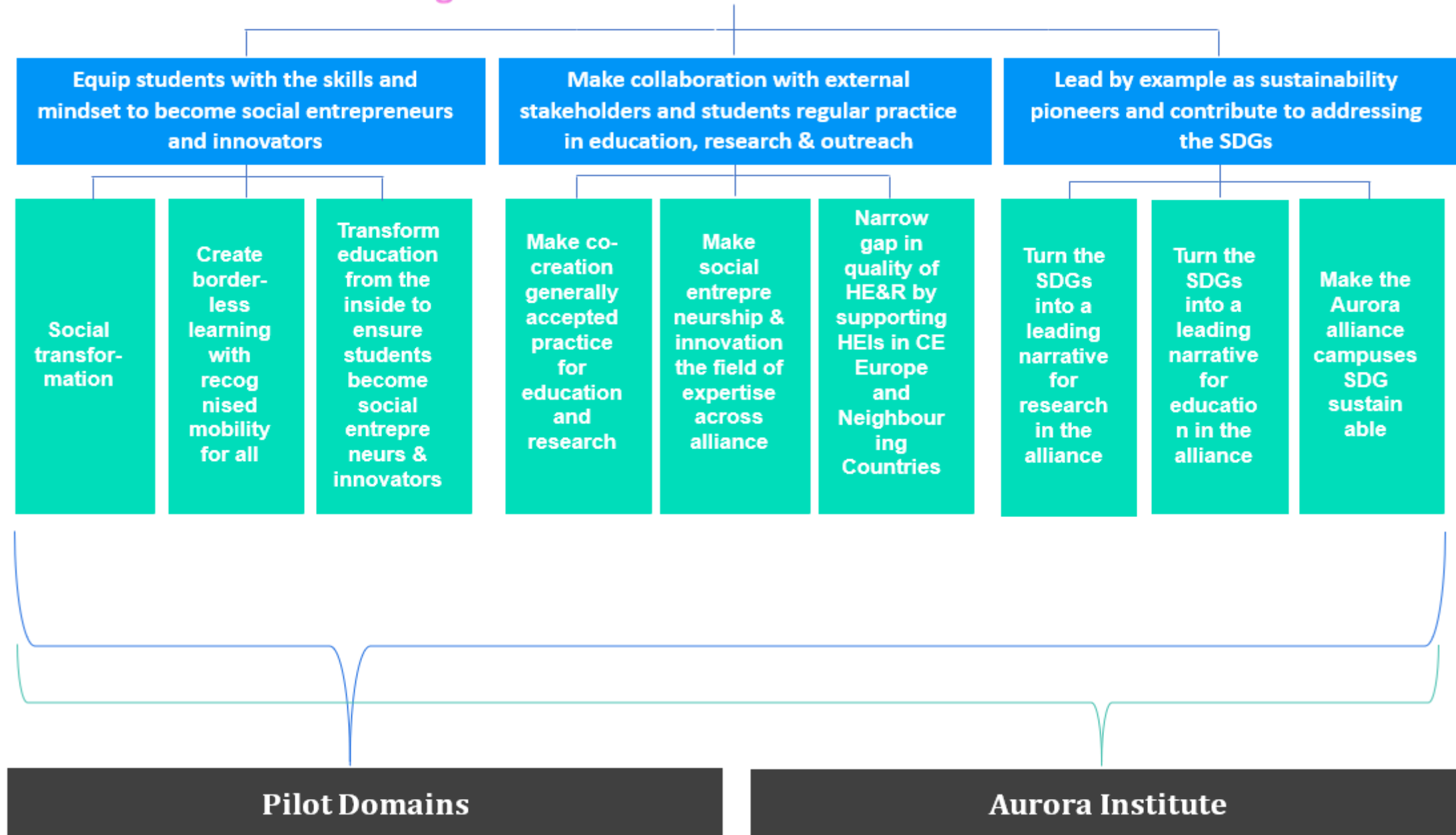


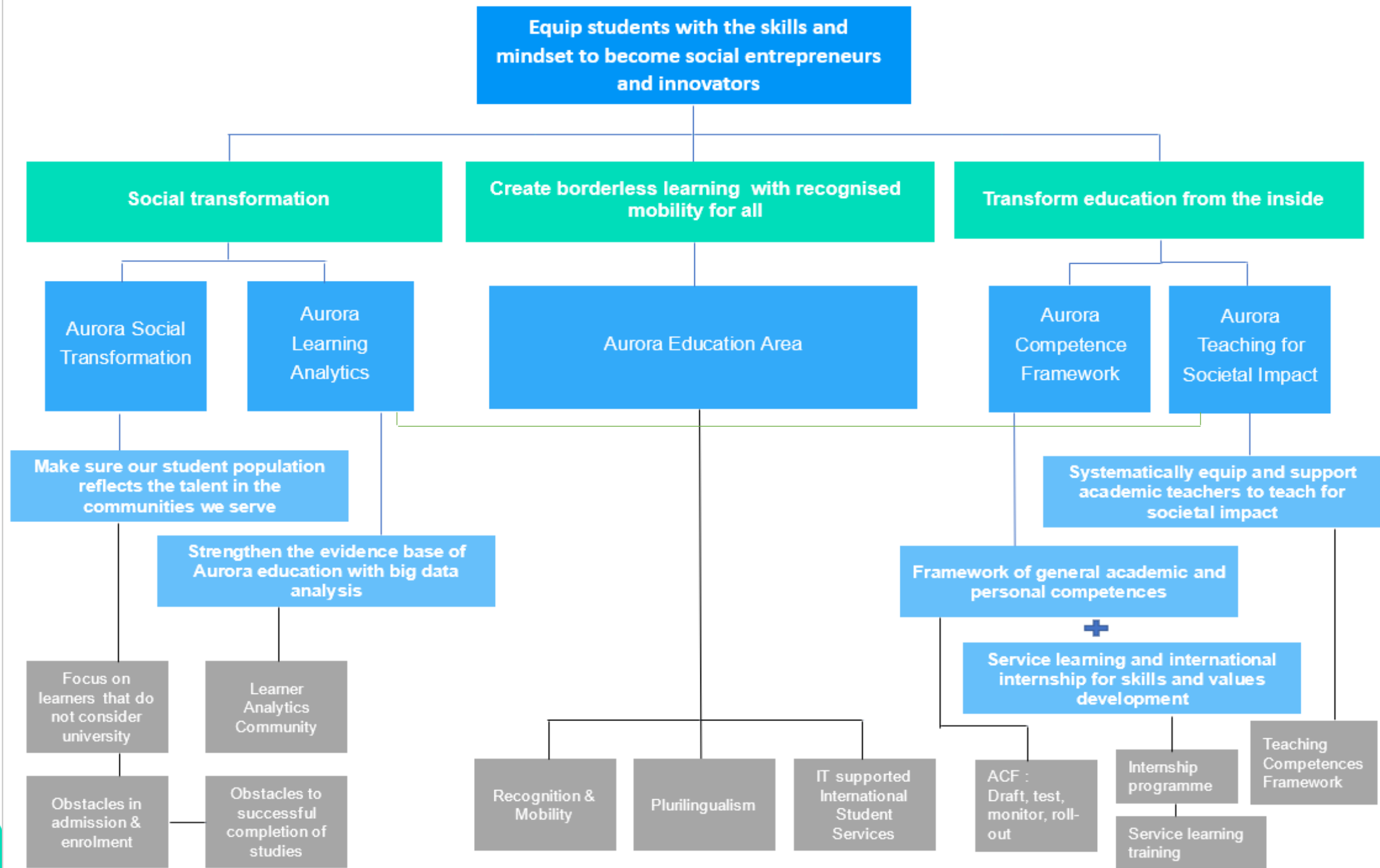
# Aurora across universities



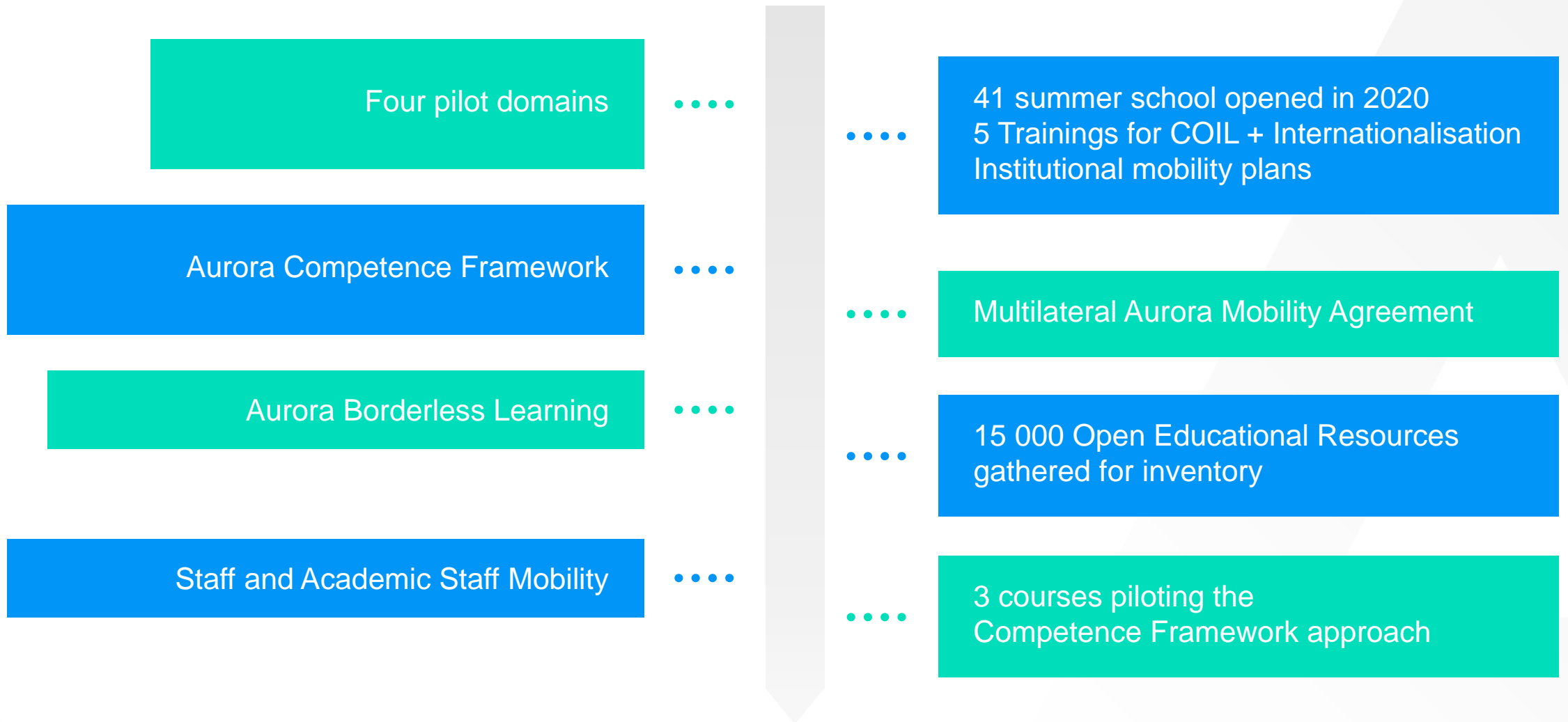


## Matching academic excellence with societal relevance





# 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

Contact info: Anne-May Janssen - [A.M.J.P.Janssen@vu.nl](mailto:A.M.J.P.Janssen@vu.nl)



# Questions

