

DELIVERABLES REPORT

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<b>Public/Confidential</b>	Public
<b>Content</b>	The report provides information regarding workshop on teaching collaboration with industry.

**Workshop objectives**

The aim was that partners shared their experiences, best practices and methods and based on that knowledge, TLU teaching staff together with the local industry will develop their own strategy for collaboration.

**Meeting /workshop outcomes and comments**

From the discussions and presentations, it emerged that network strategies can range from personal contacts to specialized units or staff within the university to foster and document collaborations with industry. Stakeholder engagement manifests in the form of guest lectures and seminar series, company presentations of projects and challenges and committee participation. This engagement transfers into teaching in the form of innovation projects with local SMEs, interdisciplinary

projects, work placements and European exchange programmes. Examples of these are presented throughout this report.

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## Introduction

This report summarizes the proceedings of a 4-hour workshop held online on Friday 12<sup>th</sup> of November 2021 as part of Work package 2 (WP2) of ScreenMe-Net. Work package 2 is about teaching excellence including mentoring and research supervision with 3 main tasks:

**T2.1** Building networks and methods of stakeholder engagement in teaching.

**T2.2** Designing and piloting the syllabus of Screen Media Entrepreneurship Course

**T2.3** Activities to ensure high quality teaching – 2 short term visits from MTU to TLU.

This report is primarily aimed at task T2.1. The objectives of the meeting were:

- To exchange knowledge, experience, research results, ideas, needs and best practices with teaching staff and industry.
- To exchange knowledge on methodology based on partners' expertise in participatory action research and stakeholder engagement.
- On the above knowledge, TLU teaching staff together with the local industry will develop their own strategy for collaboration.

While not all the discussed examples focus on screen media disciplines, they develop innovative initiatives for networking and stakeholder engagement in teaching that can be applied to most disciplines. Prior to the meeting participants were requested to complete a short survey to prepare them for the event and to provide context and starting points for discussion. In May 2021 two further surveys were conducted with some focus on stakeholder engagement and these findings are also included in the next section. One was among ScreenMe partners and the other included ScreenMe partners but also members of another innovation project involving Tallinn University and 4 other universities. The project is called 'Fostering Knowledge Transfer from Universities to Business – Innovation to Unicorn' and it aims at strengthening the consortium universities' capacity and governance of research commercialisation and innovation. The funding of €400,00.00 comes from the EIT's HEI Initiative: Innovation Capacity Building for Higher Education.

## Survey results highlights and interpretation

The surveys included questions about the type of stakeholder involved and their contribution to teaching in partners' institutions, methods of stakeholder identification and challenges. The main highlights are:

- The type of stakeholder involved in teaching included industry participants, graduates, and policy makers.
- Stakeholders mostly contribute to guest lectures and mentoring with a smaller proportion also partaking in boards and committees and hosting work placements and interns.
- Stakeholders were mostly identified through personal contact and networks.

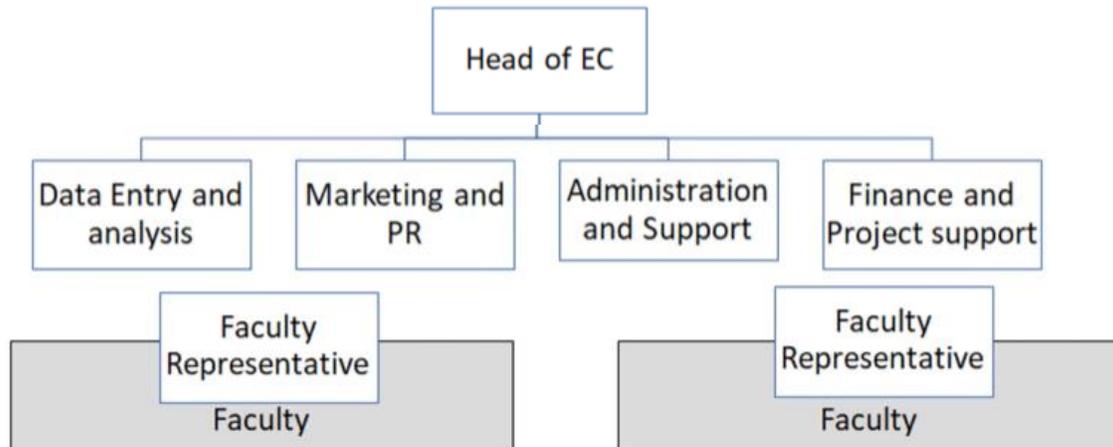
- In most partners' institutions there are specialized staff that facilitate stakeholder engagement, but most partners do not avail of these services and they employ their own personal contacts and networks.
- The challenges in including stakeholders included (i) to get external people for long term commitments (including supervision or mentoring); (ii) to formulate problems with appropriate level of difficulty for students to solve; administration and paperwork; (iii) remuneration (monetary or otherwise) and (iv) stakeholders' content matching module requirements and learning outcomes.
- Recommendations for stakeholder engagement in teaching:
  - o Use of personal persuasion policies or strategies to incentivize stakeholder engagement
  - o Involvement of graduates inspired to run their own business because of their entrepreneurial education.
  - o The need to have a strong personal network beyond academia.
  - o Aim at long-term collaboration as it allows for easier planning and joint learning.
  - o Formation of an adjunct faculty whose members are involved in various aspects of screen media.
  - o Critical evaluation of the link between university and media industries. Universities need to be in close contact with media industries but they serve a different educational purpose.

## Workshop key themes and discussion points

### **1. Creation of a central unit to stimulate and support the engagement interactions of the university as a whole. Example of Extended campus (EC) in MTU.**

The message that EC wants to communicate is to stimulate new interactions with industry and other stakeholders, support existing ones, celebrate good practices and gather business intelligence that can be fed into the university's strategic direction. This is achieved through data driven decision making, managed through a customer relationship management system. Currently, there are 2,500 organizations on the system with active connections.

One key figure embedded in the structure of Extended Campus (see figure 1) is the faculty representative, who is generally appointed for a three-year term from each of the faculties. Half of their time is funded through the Extended Campus and half through their faculty.



**Figure 1. Structure of Extended Campus in MTU**

A lot of the activities with companies and organisations relate to problem-solving tasks, case studies, site visits, expert seminars and graduate hiring. In return, companies are asked to act as external examiners, to fund a scholarship, course monitoring activities, to place students on work placement or to guest lecture.

Work placement represents a crucial component of most degrees in MTU. It usually takes place in year 3 semester 2 for 13 weeks minimum. Each department/faculty has lecturers who would have all/some of their hours allocated to work placement coordination. It is not uncommon that these work placement coordinators will become faculty representatives in EC for the three-year term.

Furthermore, in MTU there is a work placement community of practice that links all work placement coordinators across all departments in MTU with Careers services in order to share best practices regarding work placement search and assessment and stakeholder attraction and engagement.

## **2. Stakeholder engagement in teaching related to entrepreneurship and innovation (examples from JIBS).**

1. Innovation projects with Regional SME linked to the Master in Engineering Management. Over the course of 10 weeks or more the students work with real life projects that are provided by companies and meet once a week with a team of business and academic coaches to come up with an innovation-based solution for these companies.
2. Innovation race on sustainability. In this hackathon, students work in teams to solve innovative sustainability challenges for regional SME's. It includes inspiration lectures, company presentations, academic coaching and best prize.
3. Entrepreneurship challenge (interdisciplinary). It is a hackathon. Students all work on the same business challenge with an entrepreneurship focus. Teams are made up of students from different disciplines from different schools.
4. Entrepreneur of the year award. This exercise has resulted in further engagement or networking, such as internships, supervision or further mentoring beyond university.

5. Seed funding for new venture ideas. Students develop and work on their own venture ideas and conclude the course with a chance of seed funding. There are external members in judging panels, and this has resulted into further networking with external stakeholders.
6. Internationalisation plans for regional SME's. Students are teamed up with internationally diverse teams to develop an internationalization plan for a regional SME.

Challenges to consider for some of the above initiatives: recruiting companies; coming up with projects of equal level of difficulty across all the companies; much higher teaching demands than running standard classes and therefore more resources, budget and higher level of commitment may be required; requirement for other forms of examination rather than normal, presentations, exams and reports.

### **3. Stakeholder engagement in teaching related to entrepreneurship and screen media courses (examples from VUB and MTU).**

1. Work Placement module (year 3) and Media Business and Enterprise module (year 4) in the Degree of Creative Digital Media (MTU). These two modules complement each other. In year 3 students spend from 13 weeks up to six months in unpaid placement in a variety of sectors. Originally more in the creative industry sector but now in all sectors, such as pharmaceutical, high-tech multinationals and including research.

This work placement period solidifies stakeholder engagement with industry. From a student's perspective, it also heightens the student's appreciation of the marketability of their own skills. It instills a sense of entrepreneurial mindset and potential in them.

This potential is put into practice in the year 4 module where the major final year project aims at revisiting past creative projects and ideas (many of which emanate from the student's industry engagement during work placement) and considering them through a commercial prism so to develop their entrepreneurial mindset and consider the area of self-employment once completed their studies.

2. Brussels Talking Lecture Series (VUB) within the Master of Media, Europe and Society. It is a series of 2-hour conferences on media and communications in Europe with prominent guest speakers from media, journalism, academia, NGO's and European institutions. Interactions between students and speakers occur through a list of questions students create and speakers answer often extensively.
3. Stars4Media Projects (VUB). First EU exchange programme for media professionals in Europe. It puts together media professionals from one country working in one media outlet with media professionals working in another media outlet. Team selection is based on how innovative and sustainable the idea is as well as on the collaborative dimension of the project. Apart from the professional collaborations, there are also coaches and judges that help students with idea generation and development, networking and cross-border cooperation.
4. European Creative Futures (MTU). A multi-disciplinary creative entrepreneurship module that includes creative students from media and arts working together with business students from five different countries. The aim is to apply artistic thinking and creative competencies to business planning and processes. Students leave with an entrepreneurial mindset and knowing all the

aspects to develop a venture. In this regard, fully formed businesses have been created out of European Creative Futures.

## **Recommendations for engaging stakeholders in teaching**

The following recommendations for engaging stakeholders in teaching revolve around networking strategy more generally and stakeholder engagement strategies more specifically. The following examples have proven to be successful in engaging industry partners into teaching:

- a. Explore the possibility of creating a central unit to stimulate and support the engagement interactions of the university, perhaps following the example of Extended Campus in MTU.
- b. Consider mandatory work placements for students. The role of a work placement coordinator and work placement community of practice can strengthen unity and consistency between industry and the university, reinforcing collaboration and networking.
- c. Academic staff should aim to nurture personal contacts and networks in the locality and region
- d. Consider a variety of initiatives to attract stakeholders: seminar series with industry experts and guest speakers; identification, research and presentation of role model entrepreneurs to students; engagement of industry panels in the allocation of seed funding for new venture ideas of students.
- e. Engage in interdisciplinary and intercultural projects in the area of screen media with an innovation, business and entrepreneurship focus.

## Appendixes

### Appendix 1: Survey questions and excerpts from responses

#### What type of stakeholders are involved in your teaching? E.g. industry, graduates, policy makers.

- Industry, policy makers, artists
- industry, policy makers, alumni, NGOs
- Graduates
- Industry, Graduates
- entrepreneurs, Science Park (accelerator; business development), policy makers (regional govt), associations, graduates
- industry, graduates
- I have only had a couple of guest lectures
- Industry, film artists, graduates
- public service television and radio

#### How do stakeholders contribute?

- Guest lectures;External examiners;Mentoring (e.g. project supervision);Boards / oversight committees ;
- Guest lectures;Mentoring (e.g. project supervision);Boards / oversight committees ;Host work placements / interns;
- Mentoring (e.g. project supervision);Guest lectures;
- Guest lectures;
- Guest lectures;Mentoring (e.g. project supervision);Boards / oversight committees ;Host work placements / interns;life cases; hackathons;
- Guest lectures;Mentoring (e.g. project supervision);Boards / oversight committees ;
- Guest lectures;
- Guest lectures;Host work placements / interns;Mentoring (e.g. project supervision);
- Guest lectures;the stakeholders are co-formulating research assignments for the students;Mentoring (e.g. project supervision);

#### How were the stakeholders identified?

- Personal networks, Industry panels, employer panels (i.e. people at companies who will employ our students), alumni contacts, local public and business contacts
- Personal valuation by lecturers
- A bit by chance, during a conversation.
- Mainly with own network, in line with tasks of study program
- personal contacts

- personal networks, research project collaboration, science park
- I knew them from when I organised an academic conference and I had invited them as plenary speakers from the industry
- Personal contact with industry and networking at film festivals and industry events
- the ones with public service obligations -I have tried to engage the press/news industry as well as magazine industry with no luck because of competition issues between the participants.

#### **Does your institution have specialized staff that facilitate stakeholder engagement?**

- Yes, but I don't use their services
- Yes, and I use their services
- No
- No
- Yes, but I don't use their services
- Yes, but I don't use their services
- Yes, and I use their services
- Yes, but I don't use their services

#### **What challenges have you faced including stakeholders?**

- As a colleague coming from the outside and a different language, it has sometimes been hard to identify, find and contact suitable stakeholders for teaching activities. I had to rely on tapping into the contact pools of colleagues. During Covid-lockdowns contacting stakeholders in the creative industries sometimes felt indecent since we are well aware of and indeed also studying their existential struggles.
- To get external people involved for a longer periods. It is quite easy to have short term connection, but it is harder to get long term commitment (for example supervision of master thesis etc)
- Not many apart from university administration. There were just sometimes problems to find dates for appointments.
- Pandemic was somehow helpful: Easy to embed stakeholders in digital talks & lectures. Usually no challenges, most stakeholders are happy to help!
- formulating problems for students to solve to make them equally easy/difficult to solve
- quality control; content matching the course; lack of time for in-depth discussion
- There is always the question: What is in there for them?
- Renumeration for their services
- we need to be very clear on the framing of the inclusion. The students have to meet exam requirements and can not be regarded as employees. The balance can be difficult to keep, but is important.

#### **What do you advise lecturers and universities do / don't do in their efforts to build stakeholder engagement with their screen media courses?**

- Use personal persuasion policies to engage stakeholders
- Ask graduates who were inspired to run their own business because of your entrepreneurial education whether they want to participate in your teaching.

- You need a strong personal network beyond academia, you need to be active in the region, in the praxis community e.g. via engagement / associations. This is a personal interest - not a working task, I guess.
- longer-term collaborations allow for easier planning and joint learning/improvement
- do: dare to include more guest speakers; dare to have stakeholders also run some workshops or seminars
- don't: replace input with guest speakers; delivering the content the students need is the teacher's responsibility
- The formation of an adjunct faculty whose members are involved in various aspects of screen media from pre-production to distribution and can contribute to modules throughout the year as their schedules allow.
- Be very aware of the political, democratic and institutional obligations of a university in society and avoid 'going native' because of the political and institutional pressures to argue impact and relevance. as well as employability of the students. The kind of 'product(s)' a university is able to produce needs to be in close contact with the media industries, and at the same time insist on the differences between doing consultancy work versus media research and educational work. The innovative power of media research and the educational efforts depends on keeping a balance like this, I think.

## Appendix 2: Speaker summaries

### Emmett Coffey

Media Communications Department in MTU has experience of introducing entrepreneurship, education into the department.

The Department is in the southwest region of Ireland and is the leading education provider of digital media design, media, E learning and visual communications and provides a range of third level degree programs at primary and postgraduate level. As well as offering a range of part time and professional development courses in areas such as digital design and TV production. The degree programs are creative digital media, photography with new media and BA in communications. There are a number of certificate programs, as well as post graduate programs.

The BA in creative digital media is a 4-year degree programme. The degree combines art and design education with the skills and knowledge of computer technologies and programming with a view to creating a range of interactive digital media products.

The graduates typically work in creative industries or digital media sector in the southwest region, nationally and internationally. The areas the students concentrate on are digital media design, video production, cinematography, music tech, sound engineering, sound design and coding animation, virtual reality and increasingly user interface design and E learning.

Typically, the careers that our graduates would pursue are web design and web development, ux, ui, vr design, gaming or sound broadcaster operators and digital, social media marketing, public relations and E learning. The type of student that would do this course would be one who would consider studies in fine art or someone who has artistic leanings and artistic aspirations, they would excel at in secondary school and in the course. The creative enterprise module gives students an understanding of marketing,

branding, an introduction to business and to business organizations, but through the prism of creative industries which they would not have had exposure to before.

#### Media Business and Enterprise Module (year 4)

By this stage the students have focused in on particular areas of specialty which they want to make the focus of their major final year projects. At this stage they may have decided on a career path and they are asked to outline the work they have completed to this point and previous work that they've done in previous projects throughout the three years. Then they are asked to re-look at these projects through a commercial prism so to develop business ideas, develop their entrepreneurial mindset and consider the area of self-employment once completed their studies.

#### Work Placement Module (Year 3)

Runs in semester 2 of year 3. It's a minimum of 13 weeks placement or can be up to six months placement, in a wide range of businesses from small digital local businesses to digital agencies, web design and for large multinationals in the area. Student work in industry sectors such as medical, pharmaceutical, tech, engineering, light, industrial. The placement is unpaid, but many students go on to get work for the summer after the placement before returning to college in August/September for year 4. There is a workplace co-ordinator in the department and he said that increasingly our students are being sought by a full spectrum of commercial and industrial sectors, including research. Initially it was seeing that the students would work in what we would call the creative industry sector but now there is a wide range of employers across all of the sectors.

Since the workplace started, there has been a huge change in the students. The work placement heightens their student's appreciation of their own marketability of their skills. It sharpens the students understanding of the range of possible career opportunities that are available to them once their studies are completed, the work placement is instilling a sense of entrepreneurial possibility and potential in them. The placement gives them exposure to a number of different work settings from which they get business ideas.

Students are far better at seeing opportunities, better at research and have the opportunity to win prizes which develops their confidence and thus improving the entrepreneurial mindset of the students.

#### **Irene Sheridan**

Extended campus is a novel concept, as it is a central unit and is there to stimulate and support the engagement interactions of university as a whole.

There was engagement happening everywhere in the college but there wasn't a single central point where one could access a set of information to know who the college was engaging with. We went out, we did some research with companies and what was found was that universities tended to operate as separate units, so the Department of physics does one thing and another department doing another thing. The company gets these interactions from these different places, which really don't make sense as one university and it's not always clear to companies or organizations who to connect with. These silos of information led to the establishment of the universities "Extended Campus". This would connect all of the different ways that organizations could interact with the university. The idea was to connect all of the different ways that organizations could interact with the university and to make it easier for companies and the university to ensure that those interactions are mutually beneficial and documented.

The message that the “Extended Campus” want to communicate in its role is three words, **stimulate** new interactions, **support** existing interactions and to **celebrate** good practice. The department acts as a front door for organizations, but also gather business intelligence, so that it can be fed into the university’s strategic direction, drive good practice by understanding what worked in one interaction and building it into a practice guide for future interactions, have a research group on engagement with enterprise and experiential learning. The department is 10 years old and are about data driven decision making that is managed through a customer relationship management system (CRM). There are 2,500 organizations on the system with active connections. The department is about evidencing and impacting, take stock of everything that happens, or can happen and have collated information that are divided into three pillars of activity.

Graduate Formation is one of the pillars and the one most interesting to this session.

The extended campus is intended to extend the workplace into the university, to support that formation piece for the graduates. There's a large piece of work around workforce development which develops workforces in existing organizations and there's a separate piece of work on research and innovation. The unique selling point is that nowhere else in the university has data sets on those different kinds of interactions completed and collected. There are also data driven sets that are tracked with what questions have been asked; workforce development, work placement, internships and which sectors those companies or organization come from. Having logged that kind of activity, the dept. can identify sectors that they are working very well with and the sectors that they are working less well with or have less data recorded on.

### Structure

Along with all the other roles there is a faculty representative embedded in each of the faculties and that faculty representative is generally appointed for a three year term from each of the faculties. Half of their time is funded through the extended campus and half through their faculty. They are the person to whom the query or question that's relevant to that particular faculty is directed, support the case and check lead interactions to make sure they are being followed up on. This role allows not only for the work sets and the queries to be driven in through the faculty, but it also allows the faculty to push out their strengths, their priorities, their needs eg. To push work placement. Extended campus helps to communicate this need through LinkedIn, Twitter, Newsletter to all contacts, highlight cases of good practice, articles. Graduate formation is extending the workplace into the campus making sure that those requirements are being heard and making sure to understand local, regional and national enterprise needs and embedding that into curriculum. Work placement and experiential learning is a really important part of the research and interactions.

There is a framework for guidelines and good practice for work placement that is supported through to doctoral level placements. Companies or organizations specify problems might have to seek solutions in the classroom. Use these for a bank of case studies pushed out through dissemination. There is a lot of activity around guest lecturing, site visits and expert seminars. The process is that a set of opportunities is laid out to companies who come to the university. These companies may be looking to hire graduates, looking for students to work on a case study however they are asked for something in return. They are given an opportunity to act as external examiner, to fund a scholarship, course monitoring activities, student on work placement or to guest lecture.

Engagement in practice case studies are conducted with companies that students are placed in for work placement and are disseminated through the website, newsletters, articles and social media.

### **Leona Achtenhagen**

Six examples of how to make use of different types of stakeholder engagement in different types of courses that all are linked to entrepreneurship and innovation.

6 examples of how they use stakeholder engagement;

1. Innovation projects with Regional SME's.

Partially funded project to develop an innovation ecosystem in the region with a focus on sustainability. Promotes innovation in the heavily manufacturing based region. Connects part of the project to teaching. Links the innovation project to the master's in engineering management. Over the course of 10 weeks or more the students work with real life projects that are provided by companies, meet once a week with a team of business coaches and academic coaches to come up with an innovation based solution for these companies and presented at the end of the course. The students, especially like that there are real-life challenges, that it increases their networks, and that they work in highly international teams. There are a number of challenges, these projects would not be able to run on their own, Science Park take charge of recruiting the companies and formulating the challenges that the students have to work on. It is also difficult to come up with equally challenging difficulties across all the companies. There are much higher teaching demands than running "normal" classes.

2. Innovation race on sustainability.

It's a hackathon. Students work in teams to solve innovative sustainability challenges for regional SME's. Concentrated into 3 days, starting with one inspiration lecture on sustainability, company presentations where company representatives present about their background, but also present about the challenge. Then students work for 24 hours on the challenges, receive coaching and student teams give presentations at the end. Best presentation prize and best solution prize are given to student. This challenge gives an insight into real life sustainability related innovation challenges, as well as developing solutions in a very intense timeframe and developing a team spirit around that. Recruiting the companies and formulating the tasks are demanding. This programme needs to be structured, needs resources, needs a project manager and needs high level of commitment as it is not included in the normal teaching load.

3. Entrepreneurship challenge

Based on a donation from a foundation formed by local entrepreneur to JIBS. It's a hackathon. Student teams compete against each other win best presentation and best solution. The students all work on the same business challenge with an entrepreneurship focus. Teams are made up of students from different disciplines from different schools. This element is hugely appreciated by the students. This is one of the few opportunities where students get to work with others from different backgrounds. Because of how the education system is so structured and regulated in Sweden it's an extreme challenge offering courses across different programs to people with different prerequisites, so these courses are not offered normally and needs to be outside the curriculum in order to satisfy this. This programme requires a lot of engagement, additional budget and additional resources. The entrepreneurial focus has sometimes been lost during the project.

#### 4. Entrepreneur of the year award.

Non-commercial award to promote entrepreneurial role models in Sweden to support entrepreneurship. Teams of two students identify a Swedish entrepreneur, do research on the entrepreneur, interview them and nominate them if they are a role model. They present on this person to other students so the other students can learn about them. Students have become inspired by the entrepreneur, can develop networks by doing this where they do internships or a Master's thesis the entrepreneur they have identified. Also, the entrepreneur acts as a mentor to support students throughout their journey beyond university.

#### 5. Seed funding for new venture ideas.

Students develop and work on their own venture ideas and conclude the course with a chance of students to receive some seed funding. 3 pots of seed funding are available. There has been a change in student attitudes over the years towards the pitches taking them seriously because of external members in the judging panel. Test pitches are used before actual pitches to see who gets to pitch for seed funding or not. External stakeholders' relationships are managed through this as only the best pitches go forward.

#### 6. Internationalisation plans for regional SME's.

Students are teamed up with internationally diverse teams to develop a plan to address a challenge. Usually, students develop an internationalization plan for a company and the idea is that in each of the teams, one person is either from the country that the company wants to move into or at least speaks the language, this does not always work out, but most of the time it does. This is not a company problem but a problem posed and judged by a set of groups that promote the internationalization of Swedish companies. Students compete for winning an award. The project is extremely appreciated by regional SME's even if they do not act on the project recommendations and this project comes up time and time again in conversations as a programme of interest. Can be inter-cultural clashes in the teams as teachers pick teams and the students do not get to pick their team.

External stakeholders have asked to be part of the grading for this programme. Having a stable network of consistent stakeholders makes it easier for personal engagement. The programme also demands more flexibility and more resources as it deviates from normal teaching set up. It requires other forms of examination rather than normal, presentations, exams and reports. This is an integrated part of the course and participation is part of the final grade, it is not a choice for the students.

### **Luciano Morganti**

#### 1. Media, Europe and Society - Brussels Talking Lecture Series (BTLS)

BTLS is a series of compact, 2 hour conferences on media and communications in Europe with prominent guest speakers, from media, journalism, academia, NGO's and European institutions.

Within the Master of Media, Europe and Society, there are lectures on specific topics and specific issues in new media, Europe and journalism media in Europe. The Brussels Talking Lecture Series conferences compliment the teaching. The Masters is a 1 academic year course.

In order to attract speakers for this course a website was created, logo, social media and blogs. This gives the speaker some resonance on a platform and the students create some reactions on the internet. What

also attracted the guest speakers is that the students conducted research on the speakers and created a Google form of questions for the speakers to answer. The students took interest in the Guest speaker by creating these questions and was found to be the best way to get the students interest and be involved. Each student asked 2 questions on a Google Form. Then there are approx. 250 questions created, filtered, grouped into categories and highlighted for the guest speaker to review. 9 out of 10 guest speakers wanted to elaborate on the questions asked by the students and this was surprising. The guest speakers take the time to go through the many, many questions asked by the students and not just satisfied to accept the filtered questions selected by the lecturers. The stakeholders spend time going through the questions to select more interesting questions and are given these questions 2-3 days prior to the event. 20-30% of guest speakers are changed each year to gain interest from alumni.

## 2. Stars4Media Projects

First EU exchange programme for media professionals in Europe.

- Promotion of media innovation; along three axes, editorial, technological, and marketing innovation.
- Build new media partnerships, support mobility and virtual cooperation across Europe.
- Foster an environment conducive to quality journalism and media pluralism.
- Boosting careers of future stars, notably by a lasting community of media innovators.

Select initiatives that try to put together media professional from one country working in one media outlet with another media professional working in another media outlet but in order to receive co-funding that is distributed, they need an innovative idea in which the collaborative dimension is clearly stated and gives an idea of the sustainability of the idea. Within the 2 years of this programme operating, there are more than 300 media professional collaborating with each other over 50 initiatives increasing the quality of the journalism and the media, innovating the media sector and building new media partnerships. The group of the partners is not enough, need to rely also on coaches and judges too. 15-24 judges are given a small fee for their time. The judges consult with the students on developing their idea to become more concrete. Coaches are trained, they help networking, they give high level mentoring and they get satisfaction through seeing the ideas from inception to completion. Coaches help with idea generation, pre selection and training. The coaches mentor and offer further evaluation, coaching, and cross-border cooperation. There are three types of coaches, in Journalism, in Media technology/innovation and in Other Media

Sometimes the guest speakers get ideas on ways to improve things from the questions they receive from the students.

### **Isabel Rossiter**

European Creative Futures (ECF) - multi disciplinary creative entrepreneurship program

Multidisciplinary, international teams work together on this programme and the programme partners with institutions in 5 different countries for cross cultural experience as well.

The OECD's cultural and creative sectors statement addresses what the ECF is trying to achieve as in MTU there are a large range of disciplines and trying to cater for people in the graphic design and media space,

public relations and also trying to cater for fine artists and musicians to make sure that they're all getting what they need from their education.

Cross sectoral contamination can spread in innovation into the economy, and we have found that through this program that people have left knowing how they're going to develop a venture and how they're going to view entrepreneurship going forward. The creative students learn from the business students and vice versa.

Over 500 students have participated in total over the 11 years of the programmes existence. There has been a countless amount of valuable discussions given by entrepreneurs even through informal discussions over dinners, coffee as well as structured talks.

The aims of the program is;

- To challenge learners from various diverse fields of study to work together pooling their individual, personal and professional resources to achieve a set goal
- To promote understanding and commonality purpose between learners from diverse academic disciplines through working in interdisciplinary clusters
- To promote the development of entrepreneurial attitudes and skills among learners and to widen their professional identity
- To apply artistic thinking and creative competencies to business planning and processes
- To create a new learning environment for teachers/mentors to test their pedagogical approaches
- To develop networking, negotiation and business presentation skills among learners

Students are placed in teams. These teams are extremely creative with varied skill sets and the programme aims to break the ice with a showcase of their skills eg. an art corner where they showcase any skills, play a musical instrument, showcase a piece of work, fundraising activities they participated in and by sharing anything increases their confidence.

Students also get practical exercises to complete to develop group dynamics, make and do with their hands. Fun, creative, get to know each other. Eg. Draw a pig competition.

Have site visits to an innovative company, real entrepreneurs visit and students go to visit entrepreneurs in action.

Round table discussions are held on a main idea and backup idea. Students are asked to narrow down their idea so the questions they asked the entrepreneurs are focused and specific, so it is a more beneficial use of time to develop their ideas.

Cross country cultural events are also part of the ECF to help them to get to know one another.

Students are shown Kickstarter programmes eg. Trendhunter - shows them the possibilities.

The use of private social media groups for the programme was great for communication, others got to know each other, ask questions, share information eg. Will I bring a suit? Etc.

ECF moved online in 2021 and this posed a challenge. It was ran over 8 weeks, as previously it was 7 intensive days. 9am to 12pm for online sessions. 1pm to 3pm was breakout rooms. The programme tried to replicate the face to face as much as possible with informal questions through breakout rooms, art corners and speed mentoring. Student teams presented their ideas online at the end of week 8. Over the course of the 8 weeks students were asked to complete assignments to do with marketing, finance, research etc. so when it came to doing a business plan, they already had the elements to plug into the plan. All participants had to have a role in the presentation to get engaged. There was best business plan, best idea, best presentation award for the student teams. Students got a certificate of participation and the programme coordinators collected feedback on the programme.

Key outputs from the programme were to develop a business plan, present their artistic profiles, collaborate with interdisciplinary, international student teams, and to develop their project planning, PR, marketing, finance and research skills. To build an understanding of the labour market and expand on their awareness of the practical elements of developing a business. Fully formed businesses have been created out of ECF. Students who have went on to work in industry have said it has been very beneficial for them and they utilise their skills now in an intrapreneurial way.

**Workshop Agenda**

Irish time (CET-1) 9.45-14.00, (CET) 10.45 -15.00, (CET+1) 11.45 – 16.00

9.45 – 9.55 Introduction & survey results

9.55 – 10.25 Emmett Coffey will discuss that students are increasing active commercially and so industry is increasingly in the classroom in the form of the students in MTU. Part of this may be attributable to the inclusion of a placement module which increases the student's commercial awareness.

10.30 – 11.00 Irene Sheridan from MTU's Extended campus which is a relatively unique approach to coordinating stakeholder engagement for a university. It includes staff being seconded to take up some stakeholder facing duties for 2-year periods.

Lunch 11.00 – 12.00

Sharing of partner experiences engaging stakeholders in teaching screen media entrepreneurship

12.00 -12.45 JIBs

13.00-13.20 VUB

13.20 -13.50 Presentation on project European Creative Futures by Isabel Rossiter

14.00 Close

**News piece <https://hincks.cit.ie/index.cfm/page/viewNews?id=645> Date: 12/11/2021**

Title: ScreenMe Net Stakeholder Engagement in Teaching WP2 T2.1 Meeting

The ScreenMe Net project partners met on Friday the 12th of November to discuss teaching excellence, building networks and methods of stakeholder engagement. The meeting was led by Dr. Niall O’Leary from the Hincks Centre for Entrepreneurship Excellence in MTU. 17 representatives from the project partners were present and 5 guest speakers were invited to present.

Prior to the project meeting, participants were requested to complete a short survey to prepare them for the event and to also provide context and a starting point for discussion. This survey yielded some interesting results which supported great discussions around stakeholder engagement in higher education. One interesting result from the survey showed that even though some institutions had specialised staff that supported stakeholder engagement it was found that the majority did not use this service. Some of the challenges faced for stakeholder engagement in higher education centred around securing guest speaker for long term engagement, this proved difficult as well as the lecturers relying on the networks of other colleagues to make connections on their behalf. These challenges were addressed through the panel of guest speakers organised by Dr. Niall O’Leary.

Colleagues from Munster Technological University, Jönköping International Business School and Vrije Universiteit Brussel all shared the ways in which they engage stakeholders in teaching in higher education. Guest speakers included Emmett Coffey, Lecturer In Public Relations & Media Communications, Munster Technological university (MTU), who spoke about the Media Communications Department in MTU and the experience of introducing entrepreneurship, education into the department through various modules and exercises. Professor Irene Sheridan, Head of Extended Campus MTU, spoke about the Extended Campus department as a central unit where the focus is to stimulate and support the engagement interactions of university as a whole including stakeholder engagement and management. Leona Achtenhagen, Professor of Entrepreneurship and Business Development, Jönköping International Business School (JIBS), gave 6 examples of how they make use of different types of stakeholder engagement in different types of courses that all are linked to entrepreneurship and innovation in JIBS. Luciano Morganti, Professor and Senior Researcher at the Vrije Universiteit Brussel (VUB) in the Communication Department spoke about 2 programmes offered at VUB and how they attract, retain and interact with guest speakers from industry and to wrap up Isabel Rossiter from the Faculty of Business & Humanities in MTU delivered a presentation on the European Creative Futures (ECF) where multidisciplinary, international teams of students work together to create entrepreneurial ventures with the help of 5 international partner universities.