EUCEET Association

NEWSLETTER 3/2023

In this issue

FROM THE EUCEET ASSOCIATION

FROM MEMBERS

FROM THE EUCEET ASSOCIATION

2nd Joint conference EUCEET Association and AECEF

Joint Conference of EUCEET and AECEF, Autumn 2023

FINAL Announcement

2nd joint International Conference of EUCEET and AECEF 2J/23

EUCEET+AECEF

CONFERENCE WEBSITE

www.euceetaecef2023.unipi.it

19-20 October 2023
PISA – Le Benedettine – University of Pisa Congress Centre

<The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education>

Organized by:
University of Pisa
Dept. of Energy Engineering, Systems, Territory and Constructions
www.unipi.it

Under the auspices of:
EUCEET - European Civil Engineering Education and Training Association
www.euceet.eu
AECEF - The Association of European Civil Engineering Faculties
www.aecef.net

Mode of the Conference

The Conference will be a face-to-face event in Pisa.

About the Conference

The International Conference on "***The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education***" is organized under the joint auspices of the European Civil Engineering Education and Training Association (EUCEET) and the Association of European Civil Engineering Faculties (AECEF).

Since the Bologna Declaration the Student-Centred Approach has involved the development of Interactive Teaching/Learning methodologies. Actually, the need for a Green and Digital transition during COVID-years requires the development of appropriate soft skills and sensibility of future Civil Engineers with respect to so-called SDGs such as: Clean water and sanitation, Affordable and clean energy, Industry, Innovation, and infrastructures, Sustainable cities and communities, Climate change.

The Conference would offer a scientific base for discussing and comparing traditional and innovative Teaching/Learning approaches with special concern on soft skill development in the field of Civil Engineering.

1st Joint Conference of EUCEET and AECEF, The role of education for Civil Engineers in the implementation of the SDGs, Thessaloniki, Greece, November 12th 2021 (https://websites.auth.gr/euceetaecef2021/)

Conference topics

The following list of topics is not intended to be exhaustive, but rather to indicate topics that fall within the aim of the Conference:

       Topic 1- Future-oriented educational concepts in engineering
       Topic 2- Non-traditional laboratories for engineering education
       Topic 3- Impact of climate change in engineering education
       Topic 4- Student-centred learning environments
       Topic 5- The role of education for woman leadership in engineering
       Topic 6- Diversity and inclusion in engineering education

Conference details

Venue: the Conference will take place in Pisa (Italy) at "Le Benedettine"-University of Pisa Congress Centre from Thursday 19 to Friday 20, October 2023.
Official language: English

Conference Program

(Italian time/Pisa)

Thursday 19 October (morning)

8.30-9.00	Participants Registration 9.00-
9.30	Opening and welcome notes
Morning sessions	
9.30-10.15	Keynote lecture: "On the Challenge of Teaching Building Performance Simulation to Beginners: sharing experiences from Lund University", Prof. Niko Gentile (Lund University, Sweden)
10.15-10.30	Q/A
10.30-11.00	Coffee break
11.00-11.45	Keynote lecture: "Soft skills and competences as the key requirements for success in engineering profession", Prof. Roode Liias (Tallinn University of Technology, Estonia)
11.45-12.00	Q/A
12.00-13.30	Paper presentations
13.30-14.30	Lunch

Thursday 19 October (afternoon)
Afternoon sessions
14.30-15.15   Keynote lecture: "A time to think: teaching Structural Typology ", Prof. Juan José Jorquera Lucerga
                (Universidad Politécnica de Cartagena, Spain)
15.15-15.30   Q/A
15.30-16.15   Keynote lecture: "On the new Civil Engineering program at Charles Sturt University" Prof. Euan Lindsay
                (Charles Sturt University, Australia)
16.15-16.30   Q/A
16.30-17.00   EUCEET Educational award 2023
17.00-17:30   Tea break
17:30-18.30   Paper presentations
20.00   Conference Gala Dinner

Friday 20 October (morning)
8.30-9.00   Participants Registration
Morning sessions
9.00-9.45   Keynote lecture: "The Importance of Developing and Validating the Hidden Credentials of Engineers",
                Dr. Dirk Bochar (Engineers Europe, Belgium)
9.45-10.00   Q/A
10.00-10.30   Coffee break
10.30-11.15   Keynote lecture: "The role of Artificial Intelligence in Engineer Education and Training", Prof. Filippo
                Chiarello (University of Pisa, Italy)
11.15-11.30   Q/A
11.30-13.00   Paper presentations
13.00-13.30   Conference Closing
13.30-14.30   Lunch

Friday 20 October (afternoon)
15.00-17.00   EUCEET General Assembly
15:00-17:00   AECEF General Assembly

Conference registration fees

	Early	Late
EUCEET and AECEF members*	~~230 €~~	**280 €**
Other participants	~~280 €~~	**330 €**
Students, auditors, accompanying person	~~80 €~~	**80 €**
Virtual participants	~~50 €~~	**50 €**
Gala dinner (optional)	**70 €**	

Students, auditors, accompanying person, who intend to attend the Conference without submitting any paper.
At least one of the authors needs to be registered for the conference in order to their paper to be included in the proceedings. The payment of one registration fee is required for each accepted paper.
The deadline for the registration and payment is 10 October 2023, payment on-site is not permitted.

Conference fees include
Attendance to Conference sessions (keynotes, paper presentations, poster sessions). Official
certificate of Conference attendance/presentation.
Conference Welcome Pack (bag, conference badge, electronic book of abstracts, etc.). Coffee
breaks and lunches.

*The Gala dinner is included for EUCEET and for AECEF members.

Thanks to agreements established by the hosting Institution, for all the conference participants there is the possibility of free entry to the following important museums (located within a walking distance of the conference venue):

-   "San Matteo" museum (https://en.wikipedia.org/wiki/National_Museum_of_San_Matteo,_Pisa or https://en.wikipedia.org/wiki/National_Museum_of_San_Matteo,_Pisa);

-   "Botanic Garden and Museum" of the University of Pisa (https://www.ortomuseobot.sma.unipi.it/en/).

International Organizing Committee

Francesco LECCESE, School of Engineering, University of Pisa, Pisa, Italy (Conference Chair)

Jose TURMO, UPC Barcelona Tech, Barcelona, Spain (EUCEET President)

Nicolaos THEODOSSIOU, Aristotle University, Thessaloniki, Greece (AECEF President) Diego

Carlo LO PRESTI, University of Pisa, Pisa, Italy (EUCEET Secretary-General)

Alfredo SOEIRO, University of Porto, Porto, Portugal (AECEF Secretary-General)

Award 2023 EUCEET Association call for international research and educational projects funds

EUCEET

2023

Association support for international research and educational project applications

AIM

- Support the applicants of international research and educational projects, and foster the increase of partnership among EUCEET members

ELIGIBILITY

- Institution (university, institute), which is the main project applicant, must be a member of EUCEET association
- At least one other EUCEET member (institution) or EUCEET Association must be listed among the project partners (excl. applicant) and at least one of the partners should be from other country than the applicant
- The leader of the project must be full-time employee of the applicant institution
- The project must be submitted to national or international scientific or educational calls
- The scope of research or educational project must be within the civil engineering research field

APPLICATION AND EVALUATION

Project applicant must fill and send the standard application form to EUCEET Secretary General by e-mail (d.lopresti@ing.unipi.it) with a copy to the Secretary of EUCEET Association Eng. Mia Trifu (mia.trifu@utcb.ro)
- Application form will be evaluated by the Commission and awarded with scores
- The Commission is formed by three members of the EUCEET Administrative Council
- Applications could be sent at any time (no time restrictions apply)
- The final decision for support (or not) is taken by the Commission and approved by EUCEET Administrative Council
- The decision is based on meeting the eligibility criteria and score awarded for application form
- The maximum support for one project is 1000€ (tax will be deducted from this amount)
- No more than 3 project applications could be supported until the end of 2023
- The evaluation procedure must be carried within the 2 months counting from the date of application form submission
- The supported projects will be listed on EUCEET website
- The awarded financial support will be transferred by EUCEET association to the principal researcher
- Projects partners, whether they are EUCEET members or not, are not eligible to financial support
- In case of project application success (i.e. project is granted) – the leaders of the project should prepare the short information about the project for EUCEET website

APPLICATION FORM CONTENT

Applicants should send:

1) A data form with basic information (to be downloaded from http://www.euceet.eu/), which include:
- Project title (in English) and short description (up to 3000 characters)
- Scientific or relevant financial programme and fund (link to the official call)
- Project duration incl. starting date
- Total budget (incl. % for EUCEET members)
- Main applicant
- Partners
- Relevance of the project results to EUCEET association and members (possible impact, dissemination, continuity, etc.)

2) Proof of submission of the research project has to be also provided

3) A picture and short CV of the leader or of the group (for communication purposes)

4) A certificate of the fact that the candidate or leader of the candidate group is a member of the staff of a EUCEET member signed by directors or deans of the educational centers or by the directors of department.

EVALUATION SHEET

Criteria	Description	Max points
Project team (applicant and partners)	5 points for each EUCEET member	25
Scientific programme (fund)	International programmes (Horizon 2020 and similar) – 20 points; national programmes – 5 points	20
Total budget of the project	1 point for each 5'000€	25
Budget share for EUCEET members	1 point for each 10%	10
Relevance of the project outcomes to EUCEET association and members	1 to 10 points: the better the relevance – the higher the mark	10
	TOTAL:	100

Note: The highest total score is the sole decision factor in case of competition (more than one application for support within the same term). The financial
support could be divided in equal parts for more than one winner in case of even evaluation score.

EUCEET association (http://www.euceet.eu/) promotes cooperation between higher education institutions offering programs in civil engineering; contribute to the establishment of educational criteria in civil engineering, based on learning outcomes and competences; encourage the development of programs of education and training in civil engineering; operate as a consultant in programs concerning education and training in civil engineering; establish permanent links with the construction industry of Europe, ensuring that the point of views and needs of the industry concerning the educational programs become known by the academia; promote the mobility of students and teaching staff of the higher education institutions offering programs in civil engineering; cooperate with established professional or other associations in the furtherance of the objectives; promote continuing education as an indispensable mean for the professional development of civil engineers; participate to programs of the European Commission in the field of education; foster the cooperation of its members in the field of research; cooperate with other international organizations with related interests from Europe and outside Europe.

2023 EUCEET ASSOCIATION AWARD

FOR EXCELLENCE IN TEACHING CIVIL ENGINEERING

The winner for the 2nd EUCEET Educational award for research/educational projects 2023 is **Assoc. Prof. Gediminas BLAŽEVIČIUS** (Faculty of Civil Engineering, Department of Applied Mechanics, Vilnius Gediminas Technical University, Lithuania) for the teaching initiative "*Encouraging student creativity in structural dynamics course - A report on a modern engineering education method* ".

Short summary of the application:

In 2017, I introduced a new choice for my students in dynamics course – to make a creative project instead of taking the final exam. Encouraging creativity is a key to the contemporary student oriented education. Suggested open type project assignments allow students demonstrating their personal skills and following individualised learning path. Proposed teaching method has several main benefits:

1. Project diversity fosters student oriented learning and highlights individual talents

2. Projects allow engagement in the subject, which generally results in better grades

3. Advanced-level students can personalise their studies and find motivation to achieve even deeper knowledge

4. For less academically engaged students, hands-on DIY projects might be the only way to pass a difficult study subject

5. Spending time in working groups strengthen student social skills

6. Projects save time in the exam session, as students have one exam less to take

7. Engaged curiosity motivates students to learn skills beyond study course scope: coding, 3D printing, new software or even video making.

8. Studying peculiar structural dynamic behavior increases student interest in civil engineering field, motivates them for master studies

9. Interdisciplinary and cross-department projects involve students in the university community thus increasing their overall satisfaction with studies
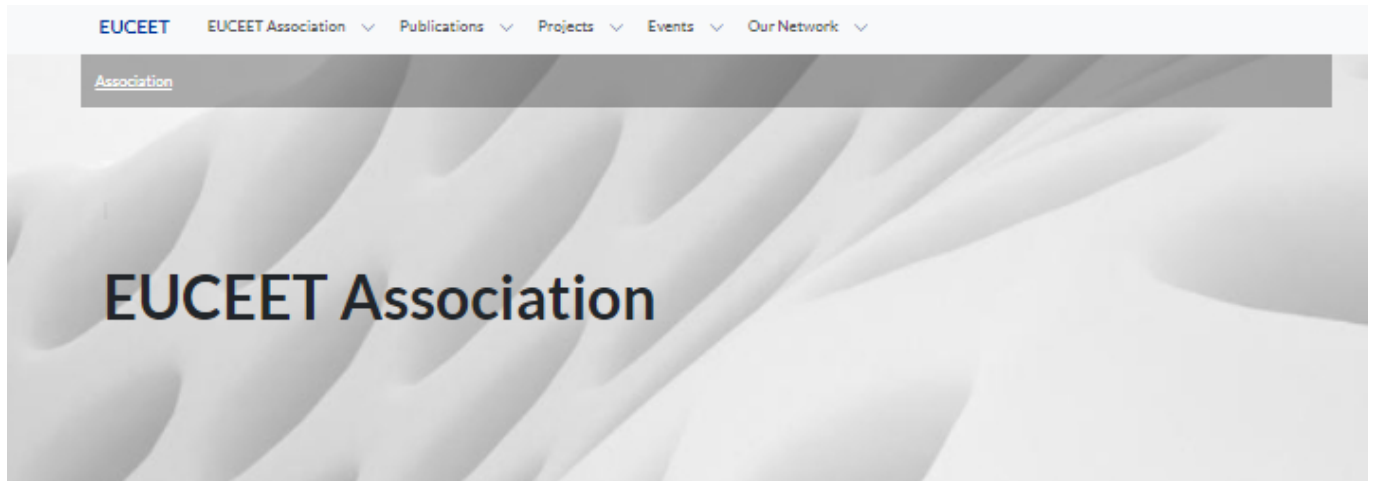
This learning method shows good results and becomes more and more popular among students in my course. In the future, this teaching method may change the classical lecturing approach entirely.

The framework of this project-based teaching is readily exportable to other study courses. Due to its empirical nature it is particularly suitable for engineering studies, where students tend to like practical assignments.

EUCEET Association - web site

EUCEET Association web site has a new look (https://www.euceet.eu/home).

EUCEET   EUCEET Association ∨   Publications ∨   Projects ∨   Events ∨   Our Network ∨

Association

EUCEET Association

EUCEET Association in brief

The EUCEET Association was founded on 12th March 2007, under Belgian Law, as an expression of the sustainability strategy promoted by the Thematic Network EUCEET (European Civil Engineering Education and Training). Between October 1998 and March 2010, the Thematic Network EUCEET run four projects with the support of grants received from the European Commission – Directorate General for education and Culture.

Members of the EUCEET Association can be higher education institutions, professional associations, companies.

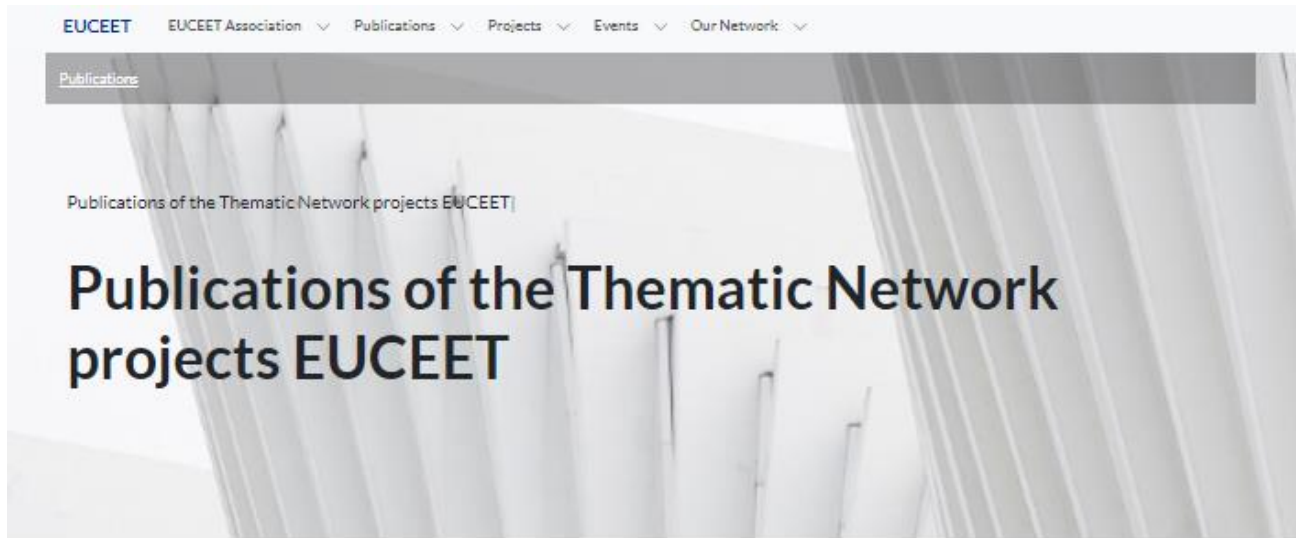|	
Objectives of the Association	+
Main activities	+
General Assemblies	+
Conferences	+

History

The EUCEET Association was founded on 12th March 2007, under the Belgian law. The founding members of the Association were: Prof. Marie-Ange Cammarota (Ecole Nationale des Ponts et Chaussées Paris), Prof. Iacint Manoliu (Technical University of Civil Engineering Bucharest), Prof. Jean Berlamont (Catholic University of Leuven), Prof. Laurie Boswell (City University London), Prof. Eivind Bratteland (Norwegian University of Science and Technology Trondheim), Prof. Gyorgy Farkas (Budapest University of Technology and Economics), Prof. Pericles Latinopoulos (Aristotle University Thessaloniki), Prof. David Lloyd Smith (Imperial College London).

OUR STORY

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Publications

Publications of the Thematic Network projects EUCEET|

Publications of the Thematic Network projects EUCEET

Publications of the Thematic Network projects

This is the first of a serie of volumes to be published within the frame of the Thematic Network project EUCEET (European Civil Engineering Education and Training), run on the basis of a grant of the European Commission under the auspices of the Erasmus component of the SOCRATES programme.

48 /Year | 10
Monthly | Issues
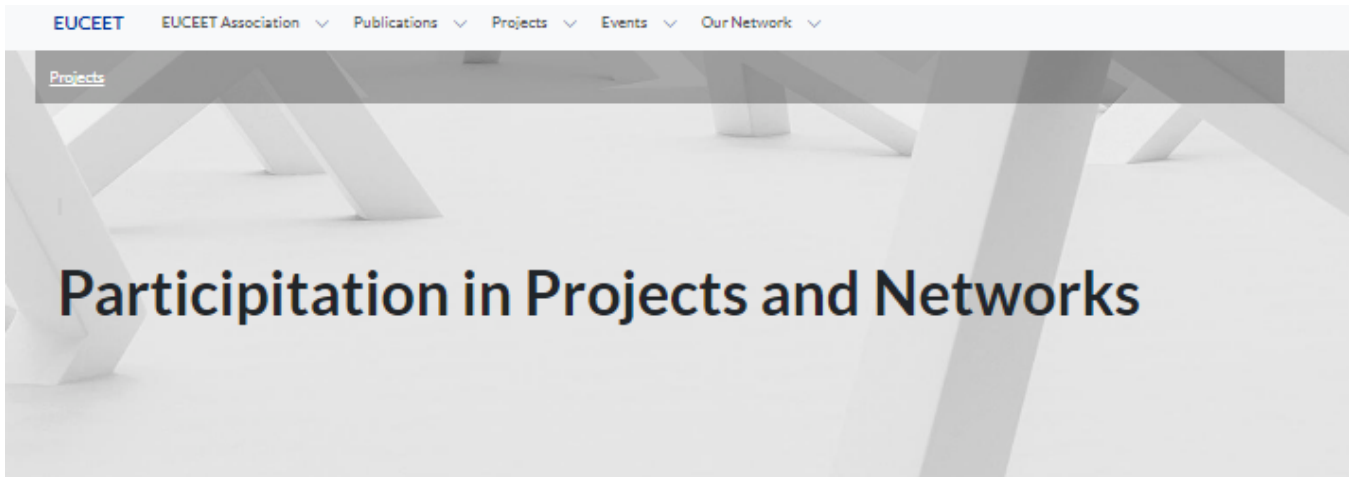
**Thematic
Network
Publications**

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Publications of the EUCEET Association

In the workplan for 2013 of the EUCEET Association, approved at the General Assembly which took place on 9th November 2012 in Pisa, was included the preparation of 4 newsletters, under the responsibility of the Secretariat and based primarily on contribution from members. As a result, contributions were asked from members of the Association.

48 /Year | 40
Monthly | Issues

**EUCEET
Publications**

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Projects

Participitation in Projects and Networks

2021 EUCEET Association call for research and educational projects funds

Support the applicants of international research and educational projects, and foster the increase of partnership among EUCEET members

DOWNLOAD   PREVIEW

MARUEEB

Erasmus+ project - Master Degree in Innovative Technologies in Energy Efficient Buildings for Russian & Armenian Universities and Stakeholders
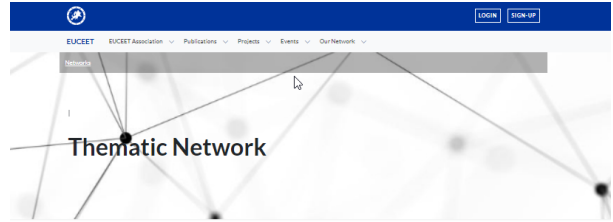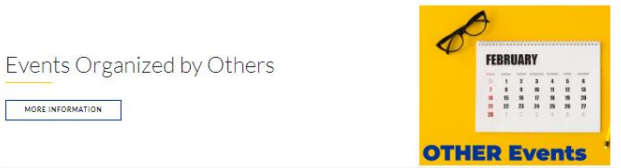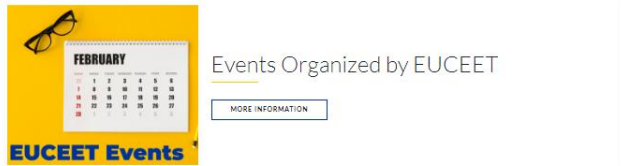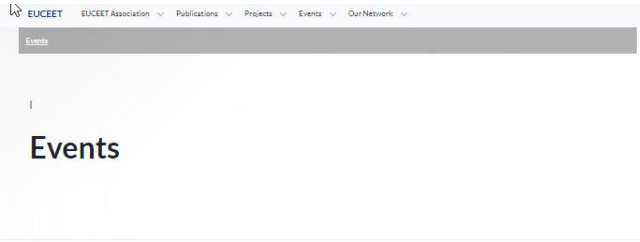
Erasmus+

PROJECT WEBSITE

EUGENE

EUGENE

EUROPEAN and Global ENgineering Education

PROJECT WEBSITE

Events

Events Organized by EUCEET

EUCEET Events

MORE INFORMATION

Events Organized by Others

MORE INFORMATION

OTHER Events

Thematic Network

About EUCEET Thematic Network

The Thematic Network EUCEET, initiated by the Technical University of Civil Engineering Bucharest, was established on 14th July 1997 in Barcelona, at a meeting of partners in a Tempus project, having as founding members universities from France, Germany, Italy, Portugal, Spain, Greece, U.K. and Romania.

Chronology and partnership

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EUCEET Dissemination

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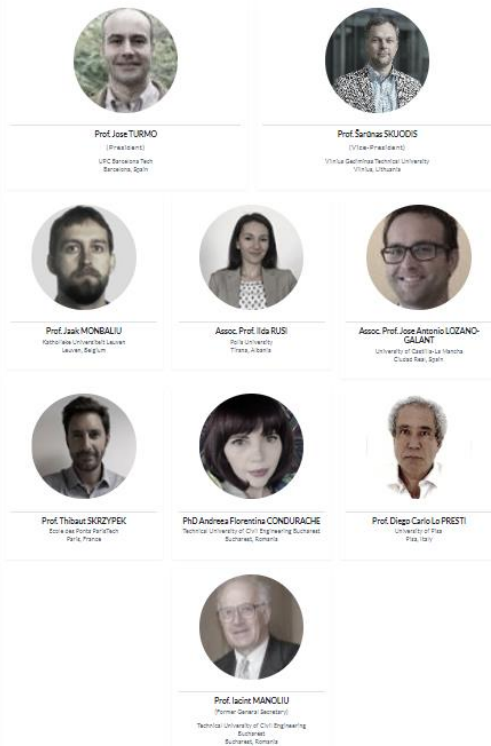
EUCEET II

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EUCEET III

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Barcelona, Spain

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Vilnius, Lithuania

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Prof. Diego Carlo Lo PRESTI
University of Pisa
Pisa, Italy

Prof. Iacint MANOLIU
(Former General Secretary)
Technical University of Civil Engineering
Bucharest
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Showing 1 to 8 of 30 results

‹ 1 2 3 4 ›

FROM MEMBERS

Brno University of Technology, Czech Republic

BUT becomes an European University through EULiST

The EULiST Alliance, of which Brno University of Technology (BUT) is a member, has succeeded in the European Commission's call for support for European University Alliances. Until now, the international network has only operated in the form of a consortium, but thanks to funding from the European Commission it has officially joined European Universities. This funding will significantly strengthen international cooperation with EULiST partners and therefore offer new opportunities.

In this year's call, a total of 65 project proposals were submitted to the European Commission, including over 500 higher education institutions across the European Union. The European Commission decided to approve a total of 30 projects. The selection of projects and their subsequent funding was divided into

two categories. The first focused on intensifying existing international cooperation between institutions, and the second on supporting new alliances which had previously operated within university networks but were not officially part of European Universities. This also applied to EULiST. A total of 39 consortia applied for this category and only 7 of them became European Universities. "I am proud that BUT has become a legal part of the European Universities and with the successful EULiST project it will add to the list of European Universities in the Czech Republic, which has increased from four to nine. I believe that a new stage of cooperation is opening up for us, not only within the EULiST network, but also between networks in the Czech Republic and the European Union," said Iveta Šimberová, Vice-Rector for Internationalisation of the BUT.

European Universities represent a unique form of international cooperation that leads to increased mobility of students and academics, the development of excellent science and research, and the overall increase of competitiveness in European higher education at the global level. "We are very pleased with the results of the call. The EULiST consortium has been in place for some time and the success of this application reflects the excellent collaboration, enthusiasm and commitment of all partner institutions involved. We are looking forward to further developing our joint activities," added Mariana Tesařová, International Cooperation Manager.

EULiST partners include Brno University of Technology, Slovak University of Technology in Bratislava, Mines-Télécom Institute, Jönköping University, Lappeenranta-Lahti University of Technology LUT, Leibniz University Hannover, National Technical University of Athens, Rey Juan Carlos University, University of L'Aquila and with TU Wien. Read more about the alliance here.

Author   Mgr. Jana Vyklická
Published   2023-07-03
Link   https://www.vut.cz/en/but/f19528/d243099

Information from: https://www.vut.cz/en/but/news-f19528/but-becomes-a-european-university-through-eulist-d243099

École des Ponts ParisTech, France

Professor Thibaut Skrzypek, member of Administrative Council of EUCEET Association sent the following news of interest for members of EUCEET Association:

LE CAHIER DES PONTS - PLASTIC POLLUTION

August 23, 2023

Plastic pollution, a major contemporary issue on a par with climate change and biodiversity, has long been a focus of the scientific community. While the natural sciences seek to identify its sources, flows, nature and environmental impact, the human and social sciences are probing its uses. Beyond this, the scale of production on a global scale invites us to question our daily lifestyles and adopt a global approach. Giving a voice to the many players involved, the 7th edition of the Cahier des Ponts focuses as much on the causes as on possible courses of action and solutions.

- Carte blanche: Bruno Tassin (LEESU)

- Researchers: Alexandra Ter Halle (CNRS), Denis Blot (Université de Picardie), Romain Tramoy (LEESU), Johnny Gasperi (Université Gustave Eiffel), Rachid Dris (Université Paris-Est Créteil), Christian Laforsch (University of Bayreuth)

- Doctoral students: Cleo Stratmann, Max Beaurepaire, Nadia Bouzid, Minh Trang Nguyen (LEESU)

- Lecturer: Bernard de Gouvello (VET/Cerema department)

- Student works: Milagros Amieva-Zucal, Guillaume Chazelle, Giovanna Fiorito-Franco-Pires, Sarah Araujo-Machado-De-Castro-Feitosa, Léo Guillotin, Mateus Haddad Marum, Justin Louazel, Théophane Hazoumé, Amaury Alloyer (VET department)

- Experts : Philippe-Marie Lacroix (MTES), Pierre-François Staub (OFB), Guillaume Duflos (ANSES), Laurent Calatayud (Métropole Nice Côte d'Azur), Dominique Laplace (SERAMM), Lila Durix (Ville de Paris), Véronique Heim, Sylvie Thibert (SEDIF), Vincent Rocher (SIAAP), Moïra Tourneur (Zero Waste France), Diane Beaumenay (Surfrider), Valérie Derrey (Eau de Paris), Yannick Ratte (Veolia), Xavier Litrico (SUEZ)

► View the Cahier des Ponts - Plastic pollution

► Consult previous issues

► Subscribe to receive future issues

ENPC RENEWS ITS PARTNERSHIP WITH EDF R&D AND SIGNS THE CONTINUATION OF LHSV RESEARCH ACTIVITIES

July 12, 2023

Building on the success of their collaboration, Anthony Briant, Director of École des Ponts ParisTech, and Etienne Brière, Scientific Director of EDF R&D, have just signed a 5-year renewal of their framework agreement. This agreement aims to expand research activities in 4 main areas:
- decarbonation (low-carbon energies, mobility, buildings and social science issues)
- hydraulic engineering and other fixed or floating structures (environmental impact, safety, performance and sustainability)
- applied mechanics (structures, solids, fluids and their interactions), applied mathematics (optimization, modeling, data science, probabilities, etc.)
- applied meteorology

This partnership includes the LHSV (Laboratoire d'Hydraulique Saint-Venant) agreement, which was renewed on the same occasion, and that of CEREA (Centre d'Enseignement et de Recherche en Environnement Atmosphérique), which will be renewed at the end of the year. The LHSV and CEREA are two reference laboratories, one in the field of hydraulics and the other on the atmospheric environment and air quality.

► Read the detailed press release

1ST INTERNATIONAL EELISA CONFERENCE

From October 04, 2023 09:00 to October 06, 2023

The European Engineering Learning Innovation and Science Alliance (EELISA) will celebrate its third anniversary in October 2023. This will also mark the end of the first phase of our alliance. Under the motto "becoming the engine that leads to a new future", and in order to celebrate achievements, share results and take stock of the impact of this learning journey, EELISA is organizing its first international conference. This conference will take place at the Universitatea Politehnica din București from October 4 to 6, 2023. It will bring together both those who have played an active role in building EELISA over the past three years (members of EELISA's governing bodies and operational teams, students, faculty, staff and external collaborators) and those who want to be part of this pioneering journey in the years to come. Join us in this remarkable event, open to all, which will also be an opportunity to analyze and reflect on key aspects related to the European Universities initiative and EELISA's mission and vision. Inspiring speakers, round tables, practical workshops, exchanges, presentations and exhibitions will be part of a unique program of activities aimed at strengthening cooperation, while developing a common understanding of the context and perspectives of EELISA 2.0.

► View the detailed program

► Find out more on the EELISA website

MOBILITY BEHAVIORS: BETWEEN PERMANENCE AND RENEWAL

October 18, 2023 The Territorial Mobility Chair, a partnership between Ile-de-France Mobilités and École des Ponts ParisTech, is devoting its 2023 annual seminar to mobility habits and the behaviors they reveal: Pavillon Indochine, Jardin Tropical de Paris, Nogent-sur-Marne

The current state of mobility is the result of both the technical capital invested in infrastructure, vehicles and corporate logistics schemes, and the social capital invested by individuals in organizing their day-to-day or more occasional mobility. These factors are long-lasting, and determine the permanence of mobility habits and services. In particular, journeys between home and work continue to play a key role in people's daily lives and in modal network traffic. However, these are fertile times for vehicle and service innovations: the spread of electric vehicles, the reinforcement of public transport under the MaaS banner, the sharing of two-wheelers and cars... Faced with the permanence of mobility systems, what role have these innovative solutions taken, or could they take?

TOPICS COVERED

- Is commuting a daily behaviour: a French evidence as of 2019 : Presentation by Kang LIANG (CIRED, École des Ponts ParisTech) of research co-authored with Fabien LEURENT and Rémy LE BOENNEC. The residential locations of workers attracted by jobs in the Paris region: their commuting practices, with a focus on workers living outside the region, and the consequences for the regional carbon footprint.

- Riding together: eliciting travelers' preferences for long-distance carpooling: Presentation by Nicolas ASTIER (PSE, École des Ponts ParisTech) of research co-authored with Pierre-François BOUQUET (Blablacar) and Xavier LAMBIN (ESSEC Business School and THEMA). The use of carpooling by Blablacar passengers: based on the different options offered by the platform, their trade-offs between time, price and comfort.

- For urban mobility, the renewal of modal uses, between the use of new vehicles and the adoption of shared services. A round table will look at new uses in French cities, thanks to Julie CHRETIEN of the 6T research firm, the development of intermodality in Ile-de-France, thanks to Armelle QUILLIEN of IDFM, as well as "informal" shared services in African countries, thanks to Nicolas JANEL of the SETEC engineering group.

► Registration

A buffet will be offered on site. It will be possible to continue exchanges with the research authors in the early afternoon. Registration is free but compulsory.

University of Trento, Italy

"Think Transversal", university orientation course – "*Climate, environment, energy and sustainability*"
1-2 December, 2023

Pensa Trasversale is an initiative of the University of Trento designed to guide a group of future students in the multidisciplinary and transversal exploration of various aspects of reality.

Teachers belonging to the different teaching structures of the University, thanks to the specific perspective deriving from their research activity, will propose different ways of describing a single theme.

A different way, therefore, of approaching the University: not through the presentation of its educational offer, but by experimenting with the methods, duration and terminology typical of university lessons, focused in this case on a transversal topic.

The theme of the 2023 edition is "**Climate, environment, energy and sustainability**".

Information from: https://event.unitn.it/pensatrasversale/

Vilnius Gediminas Technical University, Lithuania

Empowering future architects and engineers: VILNIUS TECH – CAL POLY 2023 international engineering summer school kicks off
Published: 2023-06-26

The "VILNIUS TECH – CAL POLY 2023" international engineering summer school, jointly organized by Vilnius Gediminas Technical University (VILNIUS TECH) and California State Polytechnic University (CalPoly), has officially commenced on June 26. During the event, Dean Liutauras Nekrošius from the Faculty of Architecture, Dean Remigijus Šalna from the Faculty of Civil Engineering, Director Aušra Pelėdienė from the International Relations Office, and professors Edmond Saliklis and Peter Laursen from

CalPoly warmly welcomed the students.

Over the course of six weeks, 11 students from CalPoly and 3 students from VILNIUS TECH Faculty of Civil Engineering will engage in intensive studies focused on architectural engineering subjects. Professors Edmond Saliklis and Peter Laursen will deliver lectures and practical sessions to the students. Throughout the summer school, students from California and VILNIUS TECH will acquire specific skills in using SAP2000 and Python program tools.

In addition to their rigorous academic pursuits, participants will also partake in cultural activities. They will have the opportunity to explore the city of Vilnius and visit the Baltic coast, with a three-day trip planned to Klaipėda, Palanga, and Cape Ventė. After the lectures, excursions around Vilnius will be

organized, and students will also have the chance to embark on a weekend trip to Trakai, engage in cycling and Nordic walking, and visit museums and cultural events during their free time.

Information from: https://vilniustech.lt/civil-engineering/faculty-of-civil-engineering/latest-news/empowering-future-architects-and-engineers-vilnius-tech-cal-poly-2023-international-engineering-summer-school-kicks-off/54776?nid=361102

University of Granada, Spain

ETS
ROADS,
CANALS AND PORTS ENGINEERING
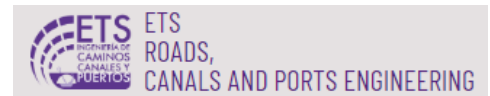
VI International Conference on Teaching Innovation in Technical Degrees - INDOTEC 2023

The VI International Conference on Teaching Innovation in Technical Degrees, it is an initiative of the Multidisciplinary Teaching Team of the Escuela Técnica Superior de Ingeniería de Caminos, Canales y Puertos (ETSICCP) of the University of Granada and will take place on 26-27 October, 2023 at the ETSICCP, a leading center for training in Civil Engineering.

After a short period of rest motivated by the pandemic, the VI International Conference on Educational Innovation in Technical Careers returns. A forum where university teaching and research staff can share experiences for the improvement of teaching thanks to innovation and technology.

One of the positive things that this crisis has brought about is the appearance of new methodological approaches whose success encourages us to incorporate them definitively in the classroom. These approaches, together with other studies and innovative practices of interest for improving the quality of teaching, are the objective of this new edition of the conference that will be organized around the following topics:

- Teaching and evaluation methodologies, tutoring and follow-up.
- End of degree projects in engineering.
- Training in transversal skills.
- Other topics of interest related to innovation and good teaching practices in technical education.

More information at: http://wpd.ugr.es/~indotec/es/

FROM PARTNERS

European Council of Civil Engineers (ECCE)

77th ECCE General Meeting
5 - 7 October, 2023
 Vilnius, Lithuania

The **77th ECCE General Meeting,** a prestigious gathering of civil engineers from across Europe, will take place from **October 5th to 7th, 2023, at the Artis Centrum Hotels in the beautiful city of Vilnius. This event is proudly hosted by the Lithuanian Association of Civil Engineers (LSIS).**

The meeting aims to foster collaboration, exchange knowledge, and address the challenges and opportunities facing our profession.

 Information from: http://www.ecceengineers.eu/news/2023/77_ecce_meeting.php

Erasmus Student Network (ESN)

Introducing the Section of ESN Vilnius Tech - Engaged and Committed!

Monday, 28 August, 2023

This amazing Section located in the capital of Lithuania has an average of 100 volunteers every year who are very committed to their exchange students as well as to the causes and values that ESN spreads. From thematic events to blood donation campaigns, visiting children in hospitals, and raising awareness for global issues, ESN Vilnius Tech has everything to offer for an awesome mobility experience.

For starters
When you ask ESN Vilnius Tech about the key to a committed and successful Section, their Vice-President responds clearly: **"It is teamwork and keeping our volunteers motivated"**.

The Section has three active working groups to cover different activities: Events Committee, Social Projects, and Media, each with their own head. Every member in the Section belongs to a maximum of two committees and the members' group. On top of this, they have temporary committees for specific activities, to give the opportunity to every member to be the head of their own working group. Good delegation skills are only the starting point of their success: in ESN Vilnius Tech, they emphasise valuing their volunteers' work. They meet very regularly to do **team-building activities** and carry out **training sessions** to motivate and encourage their volunteers. Something which never fails to motivate them is the "Members' Awards", celebrated at the end of the year.

There is something for every student

The Section's schedule is packed throughout the whole year with **activities that would make any student want to do an exchange in Vilnius**. The Social Projects Committee carries out **two visits to an animal shelter every semester** and takes the international students to **local schools** to present the Erasmus programme to kids in the community. They also have other events such as forest clean-ups and cultural

visits, quiz nights every Tuesday, and a recent project in collaboration with other Sections from Vilnius called "Erasmus Olympics".

The highlights of the Events Committee are the **Cultural Evenings**. In this event, incoming students get the opportunity to introduce their country's culture and history with a small presentation. This is one of the most successful activities, as it is carried out every other week and all nationalities get to be the main characters for at least one night. The students even bring typical food or do a showcase of their traditional dances.

At the end of the semester, they also have the "Erasmus Awards", which helps keep engagement and participation high and is a time of the year students wait for!

Legacy events

The two events the Section is most proud of are their legacy events. At the end of winter, they organise the **"Farewell Dine and Shine"** in a big ballroom in the city, where they also celebrate the "Erasmus Awards".

What keeps them busy for most of the second semester is the **"Wild Wild Fest"**. This summer event takes place during the first weekend of June and it is filled with a lot of activities, sports, team building, social plans during the night, and even barbecues. Students get to spend the best time of their exchange in the middle of nature in a forest for two days. But that is not all - to always ensure an eco-friendly and sustainable activity, the Section provides bio sinks and toilets as well as reusable cutlery and other utilities that will have another life and be reused for future events. Plus, as nature is the main character, the volunteers stay after the event to leave the place as clean as they found it.

External relationships

Being engaged in a community is also the Section's strong suit. They are part of the **Athena Alliance** with other ESN Sections of Europe, which is currently one of the most active alliances that has existed in ESN. They actively promote **cross-university mobility** and have a **buddy system** for the alliance that works during the summer months.

Their relationship with their university has gotten much better throughout the years. The financial support they receive allows them to organise a bigger number of activities. They also do regular collaborations with the other local Sections from the city and organise events together such as the "Erasmus Olympics'' or even the trip to Lapland, another highlight that attracts students every year.

ESN Vilnius Tech is a very active Section devoted to their incoming students - socially aware, united, and never failing to have fun with what they are doing. Their members show the true meaning of being a volunteer: **uniting people in diversity and breaking cultural barriers**.

 Information from: https://www.esn.org/news/esn-vilnius-tech-section-in-the-spotlight

The Erasmus Student Network at EAIE Rotterdam 2023

Tuesday, 5 September, 2023

The Erasmus Student Network is thrilled to take part in the Annual Conference of the **European Association of International Education, one of our long-standing partners** with whom we have collaborated for years to improve international education and raise the voice of the Erasmus Generation.

As the **biggest student association** working in the field of international student mobility and the **largest Erasmus alumni network** in the world, the Erasmus Student Network is delighted to join the International Education community to discuss **the most pressing issues in the internationalisation field.**

Additionally, **we are eager to showcase the results of the XV ESNsurvey**, whose preliminary findings are set to be published soon. We anticipate the opportunity to present these results to the members of the EAIE, **further enriching the conversations around international education**. The insights gathered from the survey will undoubtedly contribute to the collective understanding of the **current state and future trends in internationalisation**.

A delegation of ESN volunteers from across our network will also be part of the conference, supporting participants to make the most out of their conference experience. On top of that, representatives from our member organisations, **ESN Romania, ESN Switzerland, ESN Poland and ESN Austria**, will also take part in it.

We are pleased to **contribute to the content of the event** with a number of sessions and posters on topics such as barriers faced by students, widening participation in student mobility, making international student mobility more sustainable or digitalisation and simplification of procedures:

- **Using students as our compass to navigate the cross tides of sustainability and internationalisation** - Session 02.14 - Wednesday 27 Sept 09:00-10:00 Dock 15, Level 1, Rotterdam Ahoy;

- **Mobility Advising presents: Using data to inform strategic mobility support decisions** - Session 02.05 - Wednesday 27 Sept 09:00-10:30 Port 1C, Level 2, Rotterdam Ahoy;

- **Swimming upstream – understanding the barriers to going abroad for underrepresented students** - Session 03.13 - Wednesday 27 Sept 13:30-14:30 Dock 15, Level 1, Rotterdam Ahoy;

- **Erasmus+ services for students in the digital era** - Session 05.05 - Thursday 28 Sept 09:30-10:30 Rotterdam A, Level 2, Rotterdam Ahoy;

- **Encouraging green mobility practices in Erasmus+** - Session 05.07 - Thursday 28 Sept 09:30-10:30 Port 1C, Level 2, Rotterdam Ahoy;

- **Green Erasmus: Approaching sustainable mobility as a life cycle** - Poster 228 - Thursday 28 Sept 10:30-12:00 Level 2, Level 1, Rotterdam Ahoy;

- **Erasmus Without Paper: Connecting systems to connect cultures** - Session 06.01 - Thursday 28 Sept 11:30-12:30 Dock 10A, Level 1, Rotterdam Ahoy;

- **The confluence of competences gained abroad and the global world of work** - Session 06.07 - Thursday 28 Sept 11:30-12:30 Dock 1A, Level 1, Rotterdam Ahoy;

- **Erasmus+ Blended Intensive Programmes: Overcoming administrative challenges and focusing on student support** - Session 07.06 - Thursday 28 Sept 14:00-15:00 Port 1C, Level 2, Rotterdam Ahoy;

- **The Erasmus Generation Portal: A new home for all services provided by the Erasmus Student Network** - Poster 317 - Thursday 28 Sept 14:30-16:00 Level 2, Level 1, Rotterdam Ahoy;

- **From paperwork to people work: How to turn international officers from administrators to coaches** - Session 10.13 - Thursday 29 Sept 10:30-11:30 Dock 12, Level 1, Rotterdam Ahoy

More information: https://www.esn.org/news/erasmus-student-network-eaie-rotterdam-2023

EAIE- European Association for International Education

Rotterdam 2023: 33rd Annual EAIE Conference and Exhibition
26-29 September, 2023

This year's conference theme is 'Connecting currents' and the event will take place at Rotterdam Ahoy. Registered participants can access the virtual event platform for the most up-to-date programme, participants' list and messaging.

The 2023 EAIE Conference theme 'Connecting currents' celebrates the maritime history of Rotterdam and embodies the importance of water to the city, providing economic opportunities as well as existential threats. Rotterdam is a place where the river meets the sea. In similar ways, international education actively connects 'currents' of thought, areas of expertise, disciplines and cultures. From virtual learning to climate action, multilingualism to geopolitics, the currents we navigate as international educators are fast-moving and unpredictable, exciting and important.

Information from: https://www.eaie.org/rotterdam.html

Academic Cooperation Association

ACA Strategic Summit 2023 - Internationalisation of higher education in a changing context

Following the successful annual **Strategic Summits** of 2022 and 2021, ACA will host its third **Strategic Summit - *Internationalisation of higher education in a changing context,*** an invitation-only event**.** The aim of these distinct gatherings is to **connect the top leadership of the member organisations and selected guests** on an **annual basis**, around **key topics for international higher education**.

The panel discussions will focus on the current and prospective approaches of navigating the **policy and geopolitical changes and pressures** placed on ACA members and similar agencies, such as balancing regional priorities. The event also features discussion on **leadership approaches and organisational impact** of ACA members and other similar agencies. The exchanges will also highlight the different strategies that member organisations employ to stay relevant, influential, and impactful in national, European, and global arenas.

Information from: https://aca-secretariat.be/post_event/aca-strategic-summit-2023-internationalisation-of-higher-education-in-a-changing-context/?yearEvent=2023

EU-CONEXUS - European University for Smart Urban Coastal Sustainability

Conference "*Aquatic and Coastal Ecosystems: Challenges and Opportunities towards Sustainable Development*"

The alliance EU-CONEXUS it is a strong partnership between nine universities developing science and innovation into a hub of excellence on Smart Urban Coastal Sustainability (SmUCS).

From November 16th to 17th 2023, the EU-CONEXUS Research Conference on "Aquatic and Coastal Ecosystems: Challenges and Opportunities towards Sustainable Development" will be held in Rostock, Germany. This conference aims to facilitate the convergence of diverse research communities associated with our partner institutions.

The call for abstracts is open to researchers from EU-CONEXUS partner institutions and beyond to foster collaboration and exchange of knowledge on subjects related to the sustainability of coastal regions which are of mutual significance.

As the EUCEET Association signed at the 15 General Assembly in Tirana 2022 with the alliance EU-CONEXUS a *Memorandum of Understanding* the members of EUCEET Association are invited to participated at the conference which will be held in Rostock, Germany.

Important dates

8th of September 2023	Deadline of Abstracts' Submission
18th of September 2023	Abstracts Evaluation
19th of September 2023	Announcement of results (Oral – Poster) & Funding
16th of November 2023	Deadline of Presentations' & Posters' Submission
16th to 17th of November 2023	EU-CONEXUS Research Conference in Rostock

More information: https://www.eu-conexus.eu/en/aquatic-and-coastal-ecosystems-challenges-and-opportunities-towards-sustainable-development/

FROM THE EUROPEAN UNION

News from Education, Audiovisual and Culture Executive Agency (EACEA)

Share your views on Erasmus+ and help us evaluate it

Publication date: 15 September 2023

Author: European Education and Culture Executive Agency

The European Commission has launched a public consultation on Erasmus+, the European Union's flagship programme for education, training, youth, and sport. This initiative provides an opportunity for individuals and organisations to express their opinions and contribute to the evaluation of Erasmus+.

 Are you a student, an educator, a youth worker? Are you working in an NGO or civil society? **Anyone can contribute** - We are looking forward to hearing your views.

The consultation seeks feedback on various aspects of Erasmus+, including:

- Relevance: Do you believe the programme's objectives are relevant to today's current needs?
- Sustainability: how effectively is Erasmus+ working to reduce its carbon footprint?
- Inclusion: how inclusive and easy-to-grasp is the programme? Does it effectively reach out to people with fewer opportunities?

Participate in the Consultation

The consultation is available in all 24 EU languages. Send your input by **8 December 2023**.

Background

Building on the call for evidence conducted in 2022, this public consultation will feed into the assessment of the Erasmus+ programme's overall performance around five criteria (effectiveness, efficiency, relevance, coherence, EU added-value). The public consultation will help the Commission gather information and views on the delivery and results of the novelties introduced in this generation of the programme, such as European Universities, Centres of Vocational Excellence and Erasmus+ Teacher Academies.

Information from: https://www.eacea.ec.europa.eu/news-events/news/share-your-views-erasmus-and-help-us-evaluate-it-2023-09-15_en

Bologna process: How Erasmus + projects support its implementation – A cluster event tracking the impact

Publication date: 15 September 2023
Author: European Education and Culture Executive Agency

Did you know that for over a decade more than 80 Erasmus+ projects have been working on making the Bologna process a reality?

For about 25 years, 49 countries* inside and outside the EU have been working to bring their higher education systems closer to each other. How? By putting in place:

- the three-cycle structure – Bachelor's, Master's and Doctoral studies;
- mechanisms for mutual and more automatic recognition of diplomas and qualifications;
- measures to ensure the quality of their higher education systems.

With a high number of students and graduates moving abroad for their studies, these steps contribute to making the European Higher Education Area (EHEA) stronger and better. Erasmus+ has been supporting this process through grants offered to identified beneficiaries (mostly education ministries) amounting to about EUR 35 million for the 2014-2025 period.

As we get closer to the next Ministerial Conference on the Bologna process (planned for May/June 2024), it's important to assess what has been achieved by the previous generations of EHEA projects over the past 5 years.

This is why EACEA and EAC held a cluster meeting on 20 and 21 June 2023. The aim of the meeting was to assess the impact of 40 EHEA projects selected in 2018, 2019 and 2021. It focused on key implementation areas of the Bologna process, i.e. quality assurance and automatic recognition; better alignment of the National Qualifications Frameworks; the introduction of more flexible learning paths (e.g. micro-credentials); as well as the importance of upholding EU fundamental values in higher education. In addition, the event showcased the impact of the Bologna process on the higher education systems of Ukraine and Kazakhstan. The synergies with other actions funded under Erasmus+ were further highlighted (e.g. National Academic Recognition Information Centres and the European Universities Alliances).

Overall, the event demonstrated the added value of EU support for the Bologna process. It showed the tangible results produced by the EHEA projects, with high impact at institutional, national and European levels. The lively discussions, the exchanges and the networking among beneficiaries were highly appreciated and made this event a success. A report with the conclusions of the event will be published as a follow-up.

For more information please see:

The Bologna Process and the European Higher Education Area | European Education Area

European Higher Education Area and Bologna Process

* The rights of representation of the Russian Federation and Belarus have been suspended as of 11 April 2022. See statement of the Bologna Follow-Up Group on the consequences of the Russian Federation's invasion of Ukraine.

 Information from**:** https://www.eacea.ec.europa.eu/news-events/news/bologna-process-how-erasmus-projects-support-its-implementation-cluster-event-tracking-impact-2023-07-12_en

Erasmus+ World Wide Webinar 2023

Publication date: 19 September 2023
Author: European Education and Culture Executive Agency

A webinar on exchange and cooperation opportunities that are open to organisations and individuals across the globe.

© Shutterstock/sdecoret

The European Commission is organising a seminar on Erasmus+ opportunities for exchange and cooperation, from 17 to 19 October 2023. The event is open to organisations and individuals across the globe.

Erasmus+ is the European Union's programme supporting projects and exchange for education, training, and youth worldwide. The seminar offers a unique opportunity for participants to better understand all aspects and benefits of these programmes.

Who the event is for
Education organisations from across the globe interested in these opportunities.

What it covers
Explanations about the international dimension of the following opportunities
- academic exchange of students and staff
- cooperation projects for higher education and vocational education and training
- virtual exchange
- mobility for researchers

For more information on the programme and how to join the event, visit the event's website.

ARTICLES from journals, newspaper, magazines

Liberal arts universities in a ChatGPT era – How to adapt?
Author: Yojana Sharma

13 September 2023

A small liberal arts university in Asia appears an unlikely place for an engineering professor and data scientist. But Joe Qin, who took over as president of Lingnan University in Hong Kong on 1 September, may have arrived at an opportune time to steer the institution into an era of generative AI and ChatGPT.

Unlike some liberal arts university leaders, worried about declining enrolment as students become concerned about a future where many writing tasks are taken on by ChatGPT-like AI writing tools, Qin – who was previously dean of data science at City University of Hong Kong – is embracing generative AI.

Lingnan has purchased the licence for version 3.5 of ChatGPT for the whole university and Qin is intent on making sure it is used responsibly by all students and faculty.

After a period of initial caution earlier this year when Lingnan was among several universities in Hong Kong to restrict the use of ChatGPT, it now embraces the technology.

In August the University of Hong Kong (HKU) led the way among universities in the city by allowing the use of generative AI but with caveats.

However, Qin sees no need to restrict the number of questions individual students put to ChatGPT, which is something HKU has done. By granting students free usage Lingnan could emerge as a testbed for the liberal arts in the generative AI era.

"ChatGPT is going to transform the current way of doing things, not just in education but also in the workplace," he told University World News. His aim is to integrate digital learning and the use of data science tools in the liberal arts curriculum and in research as well as university governance.

"We want all faculty and students to be AI and data literate," he said. "We will be training faculty and students to use it and are figuring out new ways to assess assignments and support learning."

This clearly diverges from the emerging policy in mainland China, where a Draft Law was presented to the

National People's Congress in August on the use of generative AI technologies – ChatGPT is barred on the mainland. The draft stated that in academic settings the use of such AI-assisted technologies could lead to degrees being revoked.

Liberal arts is at a critical juncture

Qin said the implications of embracing generative AI go much further than its use in student assignments. For example, course content will have to be rethought. Liberal arts education, he said, is "at a critical juncture".

Unlike China, Hong Kong's universities have more freedom to develop the curriculum and can move much faster in revamping programmes to keep up with changes. They also have the freedom to try out innovative approaches that incorporate new technologies in higher education.

"Universities, including liberal arts universities like Lingnan, will have to move very fast into this digital era," Qin said.

"We are entering a transition phase where anything you want to create within the liberal arts is being revolutionised. [Whether] writing, creating a piece of art or music using generative AI, you can get a draft or a version in just a few seconds. But we [humans] are still at the centre of things," Qin said.

Part of the curriculum improvements he envisages is inculcating "a new mentality that we have to innovate continuously. Innovation must be in our system".

As Qin sees it, in an era of easier content generation, students need to be involved in research innovation activities. Innovation, he says, requires a change in mentality: "Students need to learn that knowledge is dynamic, it is changing." And students must learn how to find out at a time when everything is changing.

"We are moving from a liberal arts university to add research as a new dimension. So [we] would want to call ourselves a 'liberal arts research university'," Qin said.

"If we send our graduates into the workplace where one [graduate] knows how to use ChatGPT while another one still does things the old way, you can see a huge difference. We need our students to be the former, who know how to effectively and efficiently use these AI-driven generative technologies," Qin said.

With an eye to the future, he says the liberal arts university will need a new school of data science, more data-based courses and further opportunities for students to combine arts and sciences.

"We're going to establish a school of data science, in addition to our social sciences, arts and business

schools. The school of data science will bring in a new discipline and also make it easy for us to do interdisciplinary research and education," he explained.

Teaching students how to use generative AI

Qin, who holds a PhD from the University of Maryland in the United States, originally trained as an engineer specialising in automation and is an expert in data-driven fault diagnosis in the semiconductor industry.

As many industrial processes have made a successful transition to automation he sees the same happening with generative AI, describing generative AI tools "as automation for human beings".

He points to the industrial revolution where the steam engine liberated people from manual labour, followed by electrification and then the information revolution using computers that is moving towards the AI revolution, noting that each revolution increased efficiency by an order of magnitude.

"Some colleagues see this AI or 'big data' revolution as Industrial Revolution 4.0. But I see it as an intellectual revolution," he said.

Qin uses ChatGPT himself. He says it makes him think more critically, ensuring that ChatGPT gives him the kind of information he wants. "I think of AI as a tool, an assistant," he noted. "My hope is that students also become more discriminating and critical," he added.

"ChatGPT does not give one answer for one question, It depends on who uses it. So, the user does have a contribution to what is being generated. The ideas come from the prompts," Qin explained. "I don't think ChatGPT can do something that is ready for a student to turn in, even for a simple assignment."

He explained how using AI-assisted tools will be taught. "At Lingnan, we will give students the opportunity to do assignments using ChatGPT and we'll also give them opportunities to do the assignment [without] using ChatGPT, so they have to do it both ways. How each instructor or professor assigns that ratio of use or not use is up to the individual instructor," he said.

To back that up students would also be asked to summarise their own thinking and conclusions. In that way, the learning process can remain clear and coherent.

e certainly have to train students to be honest – you can plagiarise without ChatGPT, but you don't want them to think that's a proper thing to do," Qin emphasised.

"If you turn in your assignment using ChatGPT, even if only a paragraph is generated from ChatGPT, but you have not acknowledged it, then maybe there is an issue," he said. Students must be trained to acknowledge its use.

He believes that within 10 years generative AI tools will be even more powerful. Liberal arts students will have to be prepared to function well in such an environment.

*I*nformation from: https://www.universityworldnews.com/post.php?story=20230913131827867

Universities on alert over ChatGPT and other AI-assisted tools
Author: Mimi Leung and Shuriah Niazi

24 February 2023

Universities in Asia are on the alert over new generative artificial intelligence writing tools such as ChatGPT and other AI-assisted tools that can help students write text or code. Some universities moved early to ban their use while others have been more cautious.

Some institutions, such as the University of Hong Kong, have outlawed ChatGPT as a temporary measure until proper policies for their use can be worked out.

Other universities and colleges simply issued warnings, often likening the use of ChatGPT to plagiarism, while many have adopted a wait-and-see attitude. So far, few education authorities have issued specific guidelines.

The powerful language model can generate human-like text, write prose, poetry and essays etc for students, and replicate the style of an author. This could affect students' creative abilities, according to academics.

Hong Kong University has been among the most explicit in explaining its policy. An internal email to staff and students from the Vice-President for Teaching and Learning, Ian Holliday, banned ChatGPT and other AI tools for any "credit bearing activity" at the university including "classroom, coursework and assessment tasks".

The ban was described as an interim measure, with the university noting that it needed time to consider incorporating AI tools into learning and teaching. "Since the implications are certain to be significant … it will take a while for us to settle on a long-term policy," Holliday said.

In the meantime, unless a student has the course instructor's written permission, use of ChatGPT will be regarded as using other people's work and will be treated in the same way as plagiarism. Teachers can set supplementary oral or written exams, or adopt "other measures" if they suspect ChatGPT or another AI based tool has been used, added Holliday.

South Korea and Singapore

South Korea is a country of early adopters of new technologies, where use of ChatGPT is spreading fast. According to academics, universities have been criticised for not setting out effective countermeasures, particularly in a highly competitive education system where some students may use ChatGPT to simply gain an advantage over other students.

Sejong University, a private institution in Seoul, took a nuanced view, saying it would allow students to use ChatGPT as a reference tool, but using it to write assignments and reports would be prohibited, and students would receive a failing grade if caught.

South Korea's education ministry has already held meetings of officials to discuss the use of ChatGPT. Other education authorities in South Korea have said that rather than issuing specific directives to counter its use, the focus should be on teaching students digital ethics and how to use ChatGPT responsibly and wisely.

The country's top institution, Seoul National University, has reportedly started discussions with its AI research institute on developing new tools to prevent what it called 'illicit' activities using ChatGPT.

Singapore's education ministry is one of the few ministries to take a stand. The ministry said it supports the use of AI tools such as ChatGPT in schools and universities. Education Minister Chan Chun Sing said the ministry was already providing guidance and resources to schools and higher education institutions.

"As with any tech, ChatGPT and similar generative AI tools present both opportunities and challenges to users," Chan told the Singaporean parliament on 6 February in response to questions from parliamentarians.

The Singapore government, too, backs the use of AI and other technologies in education. Chan said ChatGPT was being explored in educational settings. "At the same time, our educators will still teach students to understand fundamental concepts and guide students against developing an over reliance on technological tools."

The case of India

In India the Central Board of Secondary Education (CBSE), which sets the school leaving exams, on 14 February included ChatGPT among its list of prohibited items in exams, which commenced last week.

"Mobile, ChatGPT and other electronic items will not be allowed in the examination hall," the Board's guidelines said, making it clear that AI-assisted tools were akin to cheating. CBSE controller Sanyam Bhardwaj described the ChatGPT as use of "unfair means".

Institutions based in Bengaluru (Bangalore), the technology capital of India in the southern state of Karnataka, were the first to prohibit the use not only of ChatGPT but also of other AI-assisted tools, as many students in the city tend to be early adopters of new technologies.

RV University in Bengaluru banned the use of AI based tools such as ChatGPT, GitHub Co-Pilot and Black Box, and said teachers would carry out "spot checks". If students are found using these tools, they will be required to redo their work on account of plagiarism.

GitHub Copilot is a tool co-developed by AI research firm OpenAI – creator of ChatGPT – and the Microsoft-owned code repository GitHub. It helps developers code faster by generating computer code from natural English language, or auto completing a block of code.

Teachers at various colleges in India are telling first-time coders and other students not to use AI powered tools that are capable of generating code or text.

College authorities say new programmers should not use tools like GitHub Copilot as it could hamper learning, describing it as suitable only for students fully conversant with programming, who can write the code without the help of the tool.

Bias and discrimination issues in some AI-assisted tools have already been highlighted in other countries.

Sanjay R Chitnis, founding dean of the school of computer science and engineering at RV University, said students should be allowed to use coding tools when they are working on a problem, to get the solution. "But if they are writing a code then these tools should not be allowed," he said, adding that in future it may become almost impossible to detect the use of AI code generation.

Other universities in India may soon totally ban, or at least strictly regulate or limit, the use of AI-based tools such as ChatGPT as they fear students will become dependent on them, which might in turn hamper the process of learning. It is believed that some students use these tools in academic activities, during exams, lab tests, and to complete assignments.

A teacher at a leading institute in Bengaluru, who is not authorised to speak on the issue, said the institution had caught assignments that had been completed using AI engines and had taken up the matter with students to dissuade them from using the tools.

However, Vidya Yeravdekar, pro chancellor at Symbiosis International University in Pune in the Western state of Maharashtra, was of the view that instead of banning them, institutions should frame policies to help students use AI tools, which she sees as the way ahead for learning.

Yeravdekar wrote in a recent blog that as an educationist, she and others were worried about the repercussions of such tools.

"My first concern is about students using the tool to do their homework, write their assignments, or even publish research papers based on the content generated by ChatGPT, though the creators of ChatGPT have also created the new AI classifier tool that will help users determine whether a block of text was written by a human or a computer."

She added that students will get "immense help in answering questions" but noted that teachers would have to leave it to their [students'] conscious judgement whether they want to grow their own intelligence or allow AI to override it."

Many believe, like Yeravdekar, that students should be taught to use AI tools in a responsible way so that the learning process is not affected.

A professor at the Indian Institute of Technology, Indore, requesting anonymity, said that it is too early to know how to restrict ChatGPT. "We have to carefully analyse the implications of such revolutionary tools for education and ensure their rational and restricted use in the interest of students."

Others in academia have said they will ask students to write a first draft of some assignments in class or under supervision and have stressed the importance of original content.

* *University World News* Asia Editor Yojana Sharma contributed to this article.

*I*nformation from: https://www.universityworldnews.com/post.php?story=20230222132357841

Engineering: A profession with the power to save our planet
Author: Karen MacGregor

08 August 2023

 'Peace engineering' is more about achieving peace, sustainability, and resilience than it is about pure engineering, says Professor Ramiro Jordan, associate dean at the University of New Mexico. It is part of an emerging global movement to transform engineering in order to save the planet, through academic volunteerism and expertise, curriculum tweaks and transdisciplinary cooperation.

"Peace engineering – or engineering peace – is about sustainability. You cannot have one without the other," Jordan told *University World News*. Peace engineering draws on many disciplines as well as engineering's rich toolbox to find new ways to solve problems.

Other initiatives in the United States with similar ideals are Engineering for One Planet and Engineers Without Borders.

These and other developments in engineering that support the United Nations Sustainable Development Goals (SDGs) and greater global resilience were debated at the recent 2023 symposium of **ABET**, the American quality assurance service provider that accredits more than 4,500 academic programmes in 895 institutions in 40 countries, in the STEM disciplines (science, technology, engineering and maths). They were further explored by *University World News*.

 This article is part of a series on **Education for Sustainable Development** published by *University World News* in partnership with **ABET**. *University World News* is solely responsible for the editorial content.

Pressure to change

The pressures for busy engineering academics and universities to stop for a while and listen to the buzz around sustainability come from multiple directions and sources.

Societies that regulate the profession are pushing for change. Sustainability and resilience are among ABET's accreditation criteria. Students are concerned and eager for change. Climate disaster is upon us and the world expects action. And actually, say some experts, embedding sustainability into curricula and academic activities is not that difficult; certainly it does not require an overhaul.

At the same time, there are pressure points, says Dr William Wepfer, professor emeritus in the George W Woodruff School of Mechanical Engineering at Georgia Tech, and a former president of ABET. At research universities, academics engaged in research must become ever more specialised in pursuit of excellence "while the world is getting more transdisciplinary. It is a dilemma", he said.

One task for ABET has been to amplify the feedback it has been getting around climate change, sustainability and resilience. "We've been hearing about these issues from more and more constituencies. The symposium was a way to integrate and share this with our broader audience," he told *University World* *News*.

ABET's **accreditation criteria and standards** are broadly written and consensual. "The philosophy is to allow programmes to innovate and to respond to what's happening in society." University curricula are jam-packed with content. When important new developments emerge, they can be tricky to integrate.

For its accreditation, ABET requires a certain amount of time for core subjects such as maths – about a year-and-a-half of pure engineering topics, said Wepfer. So programmes have flexibility to integrate other

criteria and topics, such as sustainability or interaction with the outside environment. "One of the challenges is that it's a slow process. And it's especially acute right now with the climate crisis," he said.

Not that engineering education is moribund. For instance, most engineering curricula have project courses where students work in teams and tackle contemporary issues. Also, engineering schools are becoming more transdisciplinary. "With more transdisciplinary faculty, it will become easier to make curricular changes and start to embed concepts such as sustainability and resilience into the curriculum," he said.

Peace engineering for sustainability

Jordan is an electrical engineer and associate dean of engineering for international programmes at the **University of New Mexico**. He is a leader in international engineering education research and a vice-president of the **International Federation of Engineering Education Societies**.

Jordan was the driving force behind the first global conference on peace engineering. It was held in November 2018 at the University of New Mexico in Albuquerque, in collaboration with the Ibero-American Science and Technology Education Consortium – **ISTEC**, which Jordan founded in 1990 – and the Global Innovation Network for Entrepreneurship and Technology.

"We wrote a thought-provoking paper to challenge every person who wanted to come to change their mindset," he told *University World News*.

Like all designers, engineers design solutions for specific problems. "We tend to ignore the unintended consequences. There are intended consequences that most of the time are clear. But there's always this fuzzy line; people do not have the whole story. We don't look at the impact on the planet," he said.

Time is running out. There are only 6.5 years left for the UN 2030 Agenda, the target date for achieving the 17 SDGs and the start of the decade in which scientists believe global warming will tip the world's climate system into multiple disasters.

"Can we educate people to meet the 2030 deadline? There are 76 months left to educate engineering professionals at the bachelor level," he said. The goal cannot be met for masters and PhD graduates. The need to change higher education is urgent, Jordan stressed.

An unintended consequence of the 2018 conference was a decision by participants that it should not just be another conference. It was decided to start meeting virtually once a week, with the meetings open to everybody, and the Peace Engineering Consortium was born, as described in a *Procedia Computer Science* **journal article**.

"It has grown tremendously. It's gone global," said Jordan. There are many universities involved – from New Mexico to universities such as Colorado, Georgia Tech, Drexel and Purdue in the United States, to institutions in Argentina, Colombia and more. "It keeps growing."

There are many ways that universities deal with sustainability issues, for instance in environmental engineering or biology, and civil engineering might have environmental studies.

The peace engineering concept has a different framework, among other reasons because it encompasses multiple disciplines and has a strong focus on context and on data." It is about thinking differently," Jordan told *University World News*. "We need to break the silos; we all need to work together. People from economics, health sciences, transportation, sociology.

"I tell my colleagues in the social sciences, use engineers as a toolbox. We have all these tools and we can help you address issues such as poverty, equity, air pollution or water contamination. We have the tools but you can do surveys to collect data that is not biased. You know the context. We have 24 ethnic groups in New Mexico and they are all different. We have to be cautious. We must talk to communities, learn from them, and develop trust."

Context is key but is often not an equation in engineering education. "It is all maths and physics. Content that we're developing has a lot to do with context." How to measure and analyse a local circumstance, do analytics, produce actionable knowledge, and do something with it.

Peace engineering is also about verifiable, trusted data, Jordan explained. Two words that define peace engineering are 'actionable knowledge'. "If you have data that you trust, you can verify it, and do something with it. This is science. We observe, we measure, and if we can replicate in different parts of the world, hey, that works. We need to get into this mentality," he said. He is deeply concerned about the growing problem of misinformation and disinformation.

Walking the talk

One of the outcomes of the 2018 conference, said Jordan, was the "need to walk the talk". The school of engineering at New Mexico created a peace engineering minor, with only 15 credits and a minimum of two classes. For the rest of the classes, students pick and choose from the core curriculum.

The imperative was to change the mindset of engineering students. The course deals with data analysis and other areas such as society, justice, accessibility, inclusion and equity. "This is new for a lot of engineers. What is great is that we also have people from other disciplines, such as psychology and health sciences. The minor is not for engineers, it's open to everybody," he said.

For a broader reach, Jordan and colleagues select a number of courses during a semester, from first to senior years. "We ask the instructor to lend us one class period, 50 minutes, and we bring in people to talk about different issues," he said. The idea is to get student engineers thinking differently, and to create a 'sprinkling effect'. "If students start hearing these things in different courses, throughout the four or five years, then bingo, we have made a difference," he noted.

To move from concept to action, the Peace Engineering Consortium teamed up with **Project Echo** – Extension for Community Healthcare Outcomes – which was launched in 2003 in the health sciences at the University of New Mexico. It uses technology to bring together healthcare providers and health experts, to transfer the benefits of expert health knowledge to local communities in order to save lives, and to make knowledge available to all.

"It's one of the largest networks in the world on health care. They change the way health is being dealt with worldwide," he said. The Centres for Disease Control and Prevention in the US and the World Health Organisation are part of Echo. A challenge for healthcare can be how to treat people if there is no water, electricity, communication and so on. "So we joined forces."

One of several projects has been in Sudan, developing community engineering response teams. "They quickly go and set up water treatment, basic energy so that people can plug in basic medical equipment, telecommunications. It was working great," he said. Then war broke out and now the project is in crisis.

"That is really trying to put peace engineering theories into practice. Walk the talk, right?" said Jordan.

Students – Concerned and keen to engage

As with its namesake in healthcare, Engineers Without Borders USA (EWB-USA) is all about action. It harnesses the skills of engineering student and professional volunteers to partner with underserved communities in the US and internationally, developing sustainable solutions to local problems.

Engineers can become fixated on finding technical solutions to problems and can lose sight of other impacts that a solution might cause, according to Duyen Nguyen, chair of the EWB-USA council of regional presidents and president of the Los Angeles professional chapter. She told the recent ABET symposium: "It is crucial to listen to voices that previously might not have been heard, but whose insights will help to build a more resilient world."

In an email interview with *University World News* she said student chapters of EWB-USA work with communities through engineering projects.

"The projects are a true partnership, where the students learn to listen to their communities' needs and don't just work on their own to provide a solution. Students empower and work alongside communities to find long-term solutions. The projects not only focus on addressing infrastructure needs but also on improving the overall quality of life for the communities," she said.

Limited time and energy are big obstacles to engagement for busy academics, she told the ABET symposium. "Fortunately, students have a lot more time than us, and they have energy and fire. We have the knowledge; we have the experience. We pass that along to students, who have the time, energy, passion, and drive, teaching them why it is so important to face these challenges," Nguyen said.

"Our biggest pain points can become our biggest sources of inspiration. Using that to have students help us move forward and drive change in this world is so important," she said. Students help to build a bigger team to work towards a better world.

EWB-USA's student chapters are very active. "Every time I get to spend time with them and provide mentorship, they inspire me and remind me of what our future looks like. That invigorates me to be able to put more time and energy into what I'm working towards as well. I highly encourage academics – any time you get a chance, mentor your students," she said.

Mentoring is the primary role of academics. EWB-USA student chapters are all required to have a faculty advisor, Nguyen told *University World News*. "The faculty advisor supports the chapter by acting as an advocate and serves as liaison between the students and university administration. The most successful chapters have advisors who offer clear guidance but allow the students to provide the main leadership to the chapter," she said.

Embedding sustainability, resilience in education

A key obstacle to infusing global imperatives such as sustainability and resilience into university learning, to better prepare students to create a better world, has been the basic question of how to do this.

For Jordan, sustainability understanding starts with the individual, and the first thing universities and academics can do is measure it – how much water do you waste, how much trash do you generate, how much electricity and bandwidth? A problem that is measured, can more easily be seen.

There are also major efforts underway to transform and integrate sustainability into engineering education, such as by the non-profit Engineering for One Planet or **EOP**. The **EOP Framework** is the first of its kind to guide coursework and provide teaching tools and student experiences that define what it means to be an engineer who is equipped to protect and improve the planet and people's lives.

"There is nothing in my world that's more important than thinking about how to train the next generation of engineers to be able to build a more resilient world," Cindy Anderson, a consultant and sustainability expert who played a primary role in working with the Lemelson Foundation to develop the EOP Framework, told the ABET symposium.

"That means building more resilient systems, services, products. Engineers can't do that alone. Faculty and administrators need to bring sustainability focused content, tools and methodologies into classrooms and programmes.

"The EOP Framework is the cornerstone of what we've been doing. It is a vetted menu of student learning outcomes that you can bring into your classroom today. Each one of those student learning outcomes is

aligned to ABET accreditation standards. We're trying to make your world and your lives really easy by helping you to achieve environmental and social sustainability efforts," she said.

Anderson said that in two decades of training academics in sustainability, one of the biggest challenges has been the fear factor: "I'm not an expert in this, how can I possibly teach it in my class? We're at the point in our planetary evolution that we have to give up on 'sage on stage'. We need to move to this idea that we can learn with students and encourage students to teach us, push us to grow, and leverage what's happening in the media and the news every single day."

Anderson's advice is to start small: "Start to have conversations in the classroom. Find other champions in your university – they will definitely be there. The EOP Framework was created with hundreds of stakeholders. There can also be great collaborations between institutions. You are absolutely not alone."

The EOP framework is free, and anybody can join. There are outcomes that can be deployed in class. There are companion teaching guides and a quick start guide with core learning outcomes from each of nine topic areas. There are lesson plans, teaching materials and examples of student work.

It was only a few years ago, Anderson said, that in every report she wrote and conversation she had, she had to convince people of the case for sustainability in engineering.

"I don't have to do that anymore. We're in a completely opposite situation where in five years there'll be more green jobs and there are engineers to fill them. This is an enormous problem when you think about the environmental and social issues that we are facing that engineers need to solve," she said.

To accelerate change, Anderson said: "we need to realise that time is running out rapidly. We have many fires burning right now, literally and figuratively. We need to change what we value and change how we behave and the actions we take on a personal level, in our classrooms and in the things we design.

"I don't know of any other profession that has so much power. Engineers design and create everything we consume or buy or dispose of. They have ultimate power over the planet."

Information from: **https://www.universityworldnews.com/post.php?story=20230808174318962**

Scorecard shows how research is helping change the world
Author: <u>Sharon Dell</u>

01 September 2023

For the first time, the annual *G20 Scorecard: Research performance 2023*, which examines research and innovation trends across all G20 member nations, includes data on how each nation's research base is contributing towards the United Nations Sustainable Development Goals.

Published ahead of the G20 summit in New Delhi, India, on 9-10 September, the **<u>report's new dynamic, online format</u>** allows for easy comparisons, giving professionals across academia, government and industry access to wide-ranging data to facilitate research, innovation, policy-making, education and international collaboration across various sectors.

Scorecard author and lead data analyst at the Institute for Scientific Information at Clarivate, Gordon Rogers, talks to *University World News* (*UWN*) special correspondent Sharon Dell about what the latest scorecard reveals about the changing patterns of worldwide scientific advancement and its value for G20 countries – and the world.

UWN: *The Annual G20 scorecard for 2023 offers a wealth of information and reflects a lot of thought on the part of the report designers. What do you consider to be its key value for universities and-or higher education sectors in individual countries?*

GR: The scorecard is based on Clarivate™ trusted and publisher-neutral data in the Web of Science and can therefore be relied upon to provide an accurate source of information about the state of the global research ecosystem. It can help to identify the strengths and weaknesses of each G20 member's higher education sector, both in terms of the headline data in Figure 1: Context but also, the trends in Figures 2: Impact, 3: Output, and 4: Disciplines.

For example, as policy changes are implemented – such as Plan S in 2018, aiming to increase open access (OA) publishing throughout Europe – the effect of such changes should be visible in the data. Indeed, we see a clear increase in open access output for both Germany and Italy in the following years.

And we can also see above-average rates of open access publishing in mathematics and physical sciences, life sciences, engineering and social sciences for both countries compared with the G20 average. This suggests work needs to be done to improve OA rates in the medical sciences.

Both on a university level and in the higher education sectors in individual countries, this kind of valuable information can be used to inform strategic decisions, foster international collaboration, secure research funding, enhance curriculum relevance, advocate for favourable policies, and position institutions as contributors to global challenges.

UWN: *What are the major differences in the way the 2022 data and the 2023 data has been presented? What were these changes responding to?*

GR: The most visible difference is the fact that this year's scorecard is now online and dynamic while last year's was constrained by the limitations of a static PDF. Given the nature of the data presented in the scorecard, we in the Institute for Scientific Information (ISI)™ had felt over the past few years that a dashboard format would make the data far more engaging and useful. We were pleased that we could take the opportunity to make the change for this year's report.

This means we have more space to present the data and can therefore present more data more effectively. For example, the contextual information that was presented as a simple row of numbers at the top of each two-page country scorecard in previous reports, has now been replaced by a map and bar chart and expanded to include far more data. And we've also added additional data in the disciplinary breakdowns.

UWN: *Is this the first year in which the United Nations Sustainable Development Goal (SDG) indicators were added? What was the thinking behind the addition of SDGs as a 'figure'?*

GR: Yes, the data on SDGs was added this year. At Clarivate, sustainability is at the heart of everything we do, and we help our customers solve some of the world's toughest challenges and achieve their sustainability goals through transformative intelligence and break-through innovations.

In 2015, the UN adopted their 2030 Agenda for Sustainable Development with a commitment to the 17 SDGs. As the G20 represents nearly two-thirds of the global population and spends more than 80% of its GDP, these countries and regions have a disproportionate influence on how likely we are to meet these goals. And much of that influence comes from academic research.

Using InCites Benchmarking & Analytics™ we can identify research articles associated with the SDGs (read our **blog** for more details).

With the new space available in this year's report due to the dynamic format, it seemed important to include a figure showing where and how effectively each member nation's research base is contributing to tackling these issues. This also ties in with the theme of India's presidency of the G20 this year, *Vasudhaiva Kutumbakam* or "One Earth, One Family, One Future", with a focus on sustainability.

We can therefore see, for example, that while Indonesia's total output is small, ending poverty is of major importance with more than four times the G20 average proportion of papers covering this topic.

On the other hand, India's focus is on clean water, clean energy and responsible consumption and production which makes perfect sense given its massive population.

UWN: *Why is international collaboration such a significant indicator in a report of this kind and what does it reflect about the condition of the individual research ecosystems?*

GR: In simple terms, papers that involve more collaboration tend to be more highly cited. Countries/regions with the highest levels of international collaboration – Saudi Arabia, and the United Kingdom, for instance – tend to have the highest levels of Category Normalised Citation Impact or CNCI (an unbiased indicator of impact irrespective of age, subject focus, or document type, allowing comparisons between entities of different sizes and different subject mixes).

Conversely, those collaborating the least – Russia, Türkiye, Japan and India – have the lowest CNCI. The message here is simple: the more you collaborate, the more likely it is that your research will be noticed by the rest of the world.

There are exceptions to this trend, however. Mainland China has the lowest level of international collaboration of all the G20 member nations, yet its average CNCI is above the world average. But its research base is now large enough that it can overcome this collaborative deficit.

UWN: *What are the biggest changes or shifts in the data coming through this year? What have been the biggest 'surprises' in the data?*

GR: That's an interesting question as something that at first glance seems surprising may have a more mundane explanation behind it.

In some respects, the fact that India has now overtaken Mainland China as the most populous country or region globally and yet its GDP and research output lag so far behind may be surprising. But India's population has grown more rapidly in recent years, while Mainland China's has levelled off.

This means India has a far younger population that will take time to realise its potential. Hopefully our annual G20 scorecards over the next 10 or 15 years will show the country's progress in doing so.

Indonesia and South Africa stand out as star performers when it comes to citation impact. Indonesia's CNCI is higher than any other G20 member nation in Asia, and South Africa's impact is even higher than Indonesia's.

Again, these statistics seem surprising, but the scorecard helps you to dig further into the data and see that these high CNCI values are driven by international collaboration.

Looking at their Collaborative CNCI values, which compare papers according to the nature of their collaboration, their performances are less impressive. This is why looking at citation impact alone can give an incomplete impression and it's important to look at a more complete picture to really understand the inherent quality in research.

UWN: *Generally speaking, is it possible to say what the scorecard says about the general state of global research performance?*

GR: The scorecard presents research data for the largest and most impactful nations, and therefore it gives an important overview of what works and what doesn't. Of course, there's a recurring theme here that international collaboration leads to higher citation impact.

But that picture is fairly simplistic: collaboration by researchers from the United States has increased over the past decade, and yet its citation impact has fallen. And Mainland China's collaboration has remained consistently low while its impact has increased. This suggests an evolving picture as Mainland China expands its research base and an ever-larger share of research output moves away from North America and Europe to the rest of the world.

The disciplinary picture, however, is more complex. Mainland China's output is focused more in the mathematical and physical sciences and engineering, while the United States publishes more papers in medicine. The impact of this medical research has remained more static over the past decade, while impact in other fields has fallen. It's therefore clear that this redistribution of research isn't happening in a consistent way.

UWN: *The data on female researchers is intriguing. In your view, why is this an important indicator? The summary highlights Japan's percentage of female researchers as being below one-fifth, yet the actual number of female researchers seems quite high – it is third after the UK and Germany. Why are these kinds of nuances in the data important when considering the health of research systems?*

GR: Diversity is an important feature of any successful group, with a variety of ideas helping to avoid the dangers of groupthink. While such diversity can come from a spectrum of different cultural backgrounds, it can also, of course, be provided by ensuring a strong mixture of male and female contributions.

This lack of diversity in Japan's research community is one of several symptoms of a wider problem this country has in terms of the health of its research system.

While Japan's gross national expenditure on R&D (GERD) to GDP ratio is high at 3.3% – many countries or regions in the G20 have figures below 3% – this isn't translating into productive research. They rank among the lowest of the nations in the scorecard for papers per researcher or papers per GERD, with below-average levels of international collaboration and consequently below-average impact, whether measured by CNCI or Collaborative CNCI.

While it's not possible to conclusively prove cause and effect here, South Korea has similar issues. Its percentage of female researchers is only just above one-fifth, and it also has low levels of productivity and a low level of international collaboration. However, the impact of its output has been improving over the last few years.

The data we've provided can therefore help to identify issues in each country or region's research ecosystem. While individual governments should have a more complete picture of their own economic health – the economic and population data we've used ultimately come from them – the research data we've provided will help to broaden that perspective and help them gain an overview of how their financial strengths and weaknesses are impacting on their research.

UWN: *Why is Saudi Arabia's CNCI so high?*

GR: This is a great example of how the array of data in the scorecard can be combined to help discover and then explain an interesting story. As mentioned earlier, Saudi Arabia's very high level of international collaboration has led to higher quality output that picks up more citations. This is partly due to the country making effective use of its wealth to attract some of the best researchers from elsewhere in the world to help improve its domestic research base.

However, the picture is slightly more complex than this. Figure 2: Impact in the scorecard shows that Saudi Arabia's CNCI has trended higher over the past decade – it's only in the last few years that its CNCI has been particularly high. However, Figure 3: Output shows that its output has also increased significantly over the decade, with output in 2022 three times higher than it was in 2016.

Consequently, its high CNCI is partly due to these recent papers that have so far performed much better than the world average. As more citations come in, it will remain to be seen whether these papers manage to maintain such a high level of impact.

UWN: *Finally, how will the scorecard data inform the G20 summit in India next month?*

GR: We released our annual G20 scorecard ahead of the G20 Summit in India to maximise the impact and usefulness of the insights and data it contains. The rich array of data we present in the scorecard has the potential to influence policy priorities, establish benchmarks and accountability, facilitate informed decision-making, identify best practices, guide discussions, promote global cooperation, and enhance public awareness.

This data will help G20 member nations focus on strengths and weaknesses, encourage competition and effective policy implementation, and foster collaboration while showcasing transparency and commitment to global challenges.

We do hope that those participating in the summit will take note of the scorecard data and that it will help them to make informed decisions that will ultimately transform our world for the betterment of society.
To access the scorecard, click here.

Information from: https://www.universityworldnews.com/post.php?story=20230901181706182

Educational tourism initiative lures international students
Author: Wagdy Sawahel

04 September 2023

Egypt has launched an educational tourism initiative that will provide scholarships and residency rights along with cultural support benefits to attract Arab, African and foreign students to study at its universities and higher education institutions for economic and educational gain.

The Egyptian Initiative for Scholarships and Educational Tourism – dubbed **EGYAID**, was **launched** by Ayman Ashour, the minister of higher education and scientific research, on 28 August 2023.

EGYAID is part of the larger **Study in Egypt** programme under the country's **National Strategy for Higher Education 2030** which promotes Egypt as a preferred study destination for international students.

The new initiative is managed by the Egyptian Ministry of Higher Education and Scientific Research in cooperation with the ministries of transport and civil aviation, and tourism and antiquities, and culture. These ministries will work together to support and provide services to international students.

The new initiative is in line with a December 2020 **study** titled, 'Origin and characteristics of educational tourism', that indicated that the development of educational tourism requires cooperation between the education and tourism sectors to combine the educational and tourism product of the destination to attract students, researchers and academic staff.

Tourism, education contribute to SDGs

Tourism and education are contributors to the Sustainable Development Goals (SDGs). Education promotes **SDG 4** ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'), and tourism promotes **SDGs 8, 12 and 14** ('Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all', 'Ensure sustainable consumption and production patterns' and 'Conserve and sustainably use the oceans, seas and marine resources for sustainable development').

More scholarships, better support

The number of international students applying for undergraduate programmes at Egyptian universities increased by 33% in the academic year 2022-23 compared to the previous year, with numbers up from 25,701 to 34,403, according to **figures** released by the higher education ministry.

To increase the number of international students at Egyptian universities, the new initiative will offer more scholarships to foreign students and provide comprehensive social, cultural, and medical support services.

Under the initiative, several new programmes of its kind will be developed at public, private, national, and technological universities that foreign students can enrol in, including in new fields and specialisations such as artificial intelligence and robotics and new and renewable energy.

An educational visa for international students will also be introduced, which grants foreign students all the rights associated with residency during their study period.

Besides providing a 25% discount for foreign students and their families travelling on EgyptAir and granting foreign students discounted subscription cards for domestic travel, full and partial scholarships for foreign students will be offered at the Egyptian Academy of Arts along with a 50% discount on all cultural creativity centres, and 50% on tickets for Egyptian concerts and operas.

Academic quality should improve first

Magdi Tawfik Abdelhamid, research professor of plant physiology at Cairo's National Research Centre, welcomed the new initiative. "Egypt and several countries in North Africa, including Morocco, have many advantages that could make them a hub for educational tourism," he told *University World News*.

"Besides the low cost of living for students in Egypt compared to Western countries and competitive tuition fees compared to the rest of the world, English is the language of instruction in scientific, medical, and allied medical faculties and in many other disciplines," Abdelhamid pointed out. "The new initiative will help Egypt get a higher share of the global educational tourism market."

The global educational tourism market was estimated at US$365.9 billion in 2022 and is expected to expand at a compound annual growth rate of 13.0% from 2023 to 2030, according to the 2023 Educational Tourism Market **report**.

To be an ideal hub for educational tourism, Egypt must improve the quality of academic education, universities, and accreditation of higher education programmes, Abdelhamid said. This is in line with **a research study** that showed educational tourism will grow due to the quality and segmentation of higher education based on the comparative advantages of each country.

The study stated that "government should take the quality of services for existing students, price decisions and quality of university into account to promote the country as a tertiary education hub and achieve sustainable development".

Information from: https://www.universityworldnews.com/post.php?story=20230903203547566

NEWS FROM THE WORLD

International Conference on Environmental Science and Technology ICEST 2023
23-25 November, 2023
Qingdao, China

The 14th International Conference on Environmental Science and Technology (ICEST 2023) will be held during November 23-25, 2023 in Shandong University, Qingdao, China. The conference is organized by Shandong University(Qingdao), CO-organized by Sino-French Research Institute for Ecology and Environment (ISFREE), Shandong University Weihai Industrial Technology Research Institute and Xiamen Ocean Vocational College. ICEST 2023 is to bring together innovative academics and industrial experts in the field of Environmental Science and Technology to a common forum.

2023 14th International Conference on Environmental Science and Technology (ICEST 2023) is the premier forum for the presentation of new advances and research results in the fields of theoretical, experimental, and applied Environmental Science and Technology. The conference will bring together leading researchers, engineers and scientists in the domain of interest from around the world. Topics of interest for submission include, but are not limited to:

Ecosystem Management and Sustainable Development

- Global environmental change and ecosystems management
- Integrated ecosystems management
- Environmental restoration and ecological engineering
- Habitat reconstruction
- Biodiversity conservation
- Deforestation
- Wetlands
- Landscape degradation and restoration
- Soil decontamination

Environmental Monitoring and Management

- Health and the Environment
- Health related organisms
- Hazardous substances and detection techniques
- Biodegradation of hazardous substances
- Toxicity assessment and epidemiological studies
- Management and regulation of point and diffuse pollution
- Monitoring and analysis of environmental contaminant
- Quality guidelines, environmental regulation and monitoring
- Public participation

- Eco-technology
- Bio-engineering
- Geophysics
- Satellite applications in the environment
- Environmental sustainability
- Life cycle analysis
- Environmental systems approach
- Renewable sources of energy-energy savings
- Clean technologies
- Sustainable cities

- Economic instruments
- Modeling and decision support tools
- Institutional development
- Transboundary cooperation

Water Resources Management and Water Pollution Control

- Hydrology
- Physical oceanography
- Ground water remediation
- Water resources and river basin management
- Regulatory practice, water quality objectives standard setting, water quality classification
- Ground water management
- Wastewater and sludge treatment
- Nutrients removal
- Suspended and fixed film biological processes
- Anaerobic treatment
- Process modelling
- Sludge treatment and reuse
- Fate of hazardous substances
- Industrial wastewater treatment
- Advances in biological, physical and chemical processes
- On site and small scale systems
- Storm-water management
- Water treatment and reclamation
- Advanced treatment of water and secondary effluents (membranes, adsorption, ion exchange, oxidation etc)
- Effect of distribution systems on potable water quality
- Reuse of reclaimed waters

Atmospheric science and air pollution control

- Atmospheric physics
- Meteorology
- Climate and climatic changes
- Global warming
- Ozone layer depletion
- Carbon capture and storage
- Biofuels
- Air pollution and control
- Emission sources
- Atmospheric modeling and numerical prediction
- Interaction between pollutants
- Control technologies
- Air emission trading
- Indoor air pollution

Solid Waste Pollution Control and Resource Utilization

- Solid waste management
- Waste minimization
- Optimization of collection systems
- Recycling and reuse
- Waste valorization
- Resource management
- Technical aspects of treatment and disposal methods (landfilling, thermal treatment etc)
- Leachate treatment
- Legal, economic and managerial aspects of solid waste management
- Management of hazardous solid waste

More information: http://www.icest.org/

ICTCS 2023: 17. International Conference on Theoretical and Computational Seismology
04-05 December, 2023
Auckland, New Zealand

International Conference on Theoretical and Computational Seismology aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Theoretical and Computational Seismology. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Theoretical and Computational Seismology.

Call for Contributions
Prospective authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Theoretical and Computational Seismology are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

VENUE
Digital Program consists of the e-proceedings book which is available online-only and includes the conference communications (proceedings abstracts and papers). Registered participants can access the digitally available conference proceedings (and certificates) by visiting their profile pages.

TOPICS

- Computational Earthquake Seismology
- Computational Geophysics
- Computational Seismology and Geodynamics
- Earth Structure
- Earthquake Physics
- Earthquakes
- Engineering Seismology
- Exploration Seismology
- Geodynamics
- Geophysical Imaging
- Global Shakemovie
- Helioseismology
- Seismic Imaging
- Marine Geophysics
- Mineral Physics
- Noise Tomography
- Numerical Wave Propagation
- Observational and Computational Seismology
- Real-time Computational Seismology
- Regional Seismology
- Seismic tomography
- Seismology and Computational Rock Physics
- Tectonics
- The Comprehensive Seismic Earth Model
- Theoretical and Computational Seismology
- Time-lapse Migration and CO_2 Sequestration Monitoring

IMPORTANT DATES:

Abstracts/Full-Text Paper Submission Deadline	October 03, 2023
Notification of Acceptance/Rejection	October 17, 2023
Final Paper (Camera Ready) Submission & Early Bird Registration Deadline	November 02, 2023
Conference Dates	December 04-05, 2023

More information: https://waset.org/theoretical-and-computational-seismology-conference-in-december-2023-in-auckland?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

ICTEE 2024: 18. International Conference on Technology and Engineering Education
18-19 January, 2024
Sydney, Australia

Aims and Objectives

International Conference on Technology and Engineering Education aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Technology and Engineering Education. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Technology and Engineering Education.

Call for Contributions

Prospective authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Technology and Engineering Education are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

TOPICS

Accreditation and evaluation

Engineering Education Reforms

International Recognition of Qualifications

New Technologies in Engineering Education

Industry and Education Collaboration

Globalisation in Education

Women in Engineering Education

Changes and Challenges in Engineering Education

Computer and Web based software

Distance learning: methods, technologies, and assessment

Outcome Based Education

Linking Academic Knowledge with the Industrial Needs

Research and development in Engineering Education

Quality Assurance in Engineering Education

Education in Applied Sciences

Education in Social Sciences

Education in Life Science

Important dates

Abstracts/Full-Text Paper Submission Deadline	October 03, 2023
Notification of Acceptance/Rejection	October 17, 2023
Final Paper (Camera Ready) Submission & Early Bird Registration Deadline	December 14, 2023
Conference Dates	January 18-19, 2024

More   information: https://waset.org/technology-and-engineering-education-conference-in-january-2024-in-sydney?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

ICCEETM 2024: 18. International Conference on Civil Engineering Education and Teaching Methods

14-15 June, 2024
Montreal, Canada

International Conference on Civil Engineering Education and Teaching Methods aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Civil Engineering Education and Teaching Methods. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Civil Engineering Education and Teaching Methods.

Call for Contributions

Prospective authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Civil Engineering Education and Teaching Methods are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

TOPICS

- Civil engineering education
- Advances in civil engineering education
- Innovations in civil engineering education
- Activities and programs for students with special needs
- Analysis of uses of technology in the learning of civil engineering
- Analysis of uses of technology in the teaching of civil engineering
- Assessment and testing in civil engineering education
- Gender and civil engineering education
- In-services education, professional development of civil engineering teachers
- Language and communication in civil engineering education
- Mathematical applications and modeling in the teaching and learning of civil engineering
- Civil engineering curriculum development
- Civil engineering education in a multilingual and multicultural environment
- Civil engineering education in and for work
- Motivation, beliefs and attitudes towards civil engineering and its teaching
- Problem solving in civil engineering education
- Reasoning, proof and proving in civil engineering education
- Theoretical issues in civil engineering education
- Visualization in the teaching and learning of civil engineering

IMPORTANT DATES:

Abstracts/Full-Text Paper Submission Deadline	October 03, 2023
Notification of Acceptance/Rejection	October 17, 2023
Final Paper (Camera Ready) Submission & Early Bird Registration Deadline	May 14, 2024
Conference Dates	June 14-15, 2024

More information: https://waset.org/civil-engineering-education-and-teaching-methods-conference-in-june-2024-in-montreal?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

ICEET 2024: 18. International Conference on Engineering Education and Teaching
07-08 October, 2024
Tokyo, Japan

International Conference on Engineering Education and Teaching aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Engineering Education and Teaching. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Engineering Education and Teaching.

Call for Contributions

Prospective authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Engineering Education and Teaching are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

TOPICS

- Accreditation and evaluation

- Engineering Education Reforms

- International Recognition of Qualifications

- New Technologies in Engineering Education

- Industry and Education Collaboration

- Globalisation in Education

- Women in Engineering Education

- Changes and Challenges in Engineering Education

- Computer and Web based software

- Distance learning: methods, technologies, and assessment

- Outcome Based Education

- Linking Academic Knowledge with the Industrial Needs

- Research and development in Engineering Education

- Quality Assurance in Engineering Education

- Education in Applied Sciences

- Education in Social Sciences

- Education in Life Science

IMPORTANT DATES:

Abstracts/Full-Text Paper Submission Deadline	October 03, 2023
Notification of Acceptance/Rejection	October 17, 2023
Final Paper (Camera Ready) Submission & Early Bird Registration Deadline	September 07, 2024
Conference Dates	October 07-08, 2024

More information: https://waset.org/engineering-education-and-teaching-conference-in-october-2024-in-tokyo?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

XL SOUTH AMERICAN STRUCTURAL ENGINEERING CONFERENCE
23-25 October, 2024
Bucaramanga, Colombia

The **Industrial University of Santander (UIS) ,** in Bucaramanga (Colombia), with the support of the **South American Association of Structural Engineering (ASAEE)** is organizing the XL South American Structural Engineering Conference for October 23, 24 and 25, 2024.

The event will feature renowned international guest speakers, among whom we can mention those who have already accepted the invitation:

- Leonardo Massone (University of Chile – Chile).

- Javier Muñoz-Rojas Fernández (Carlos Fernández Casado SL – Spain).

- Julio Timerman (Brazilian Concrete Institute – Brazil).

- Antonio Martínez Cutillas (Polytechnic University of Madrid – Spain).

CALL FOR THOSE INTERESTED IN PARTICIPATING IN THE EVENT

Additionally, it is intended to provide a space for researchers, professionals and other members of the Structural Engineering community (analytical models, computational and experimental methods,

materials and durability, safety and structural reliability, design and construction of structures, structural wood, analysis of life cycle and performance evaluation, structural damage, instrumentation, monitoring and control of structures, maintenance, reinforcement and structural rehabilitation), can disseminate their progress and interact with international peers.

THEMATIC AREAS

- Analytical Models, Computational and Experimental Methods

- Materials and Durability

- Safety and Structural Reliability

- Projects and Construction of Structures

- Structural Wood

- Life cycle analysis and performance evaluation

- Structural Damage

- Instrumentation, Monitoring and Control of Structures

- Maintenance, Reinforcement and Structural Rehabilitation

IMPORTANT DATES

Reception of abstracts   03 November 2023

Notification and acceptance   22 January 2024

Reception and full article   05 April 2024

Information from: https://eventos.uis.edu.co/jsie2024/

CALENDAR

Date	Event	Place
19-20.10.2023	**2nd Joint International Conference of EUCEET and AECEF** *The role of interactive teaching/learning approaches in the development of soft skills for Civil Engineering Education*	**Pisa, ITALY**

https://euceetaecef2023.unipi.it/

20.10.2023	**16th EUCEET Association General Assembly**	**Pisa, ITALY**

http://www.euceet.eu/events/euceet.php?id=8

25-26.10. 2023	**International Conference on Coastal Structures and Civil Engineering**	**Bali, INDONESIA**

https://waset.org/coastal-structures-and-civil-engineering-conference-in-october-2023-in-bali

Date	Event	Place
30-31.10.2023 DIGITAL	**ICCEE 2023: 17. International Conference on Civil and Environmental Engineering**	**Los Angeles, UNITED STATES**

https://waset.org/civil-and-environmental-engineering-conference-in-october-2023-in-los-angeles?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

01- 03.11.2023	**International Conference on Aspects of Language Teaching and Learning ICALTL**	**Ipoh, MALAYSIA**

https://researchsociety.co/event/index.php?id=2010760

11-12.12.2023	**ICCEEEP 2023: 17. International Conference on Civil Engineering Education and Educational Policies**	**Rome, ITALY**

https://waset.org/civil-engineering-education-and-educational-policies-conference-in-december-2023-in-rome

Date	Event	Place
16-17.12.2023	International Conference on Civil Engineering Education and Learning	Barcelona, SPAIN

https://waset.org/civil-engineering-education-and-learning-conference-in-december-2023-in-barcelona

28-29.01. 2024	International Conference on Technology and Engineering Education	Sydney, AUSTRALIA

https://waset.org/technology-and-engineering-education-conference-in-january-2024-in-sydney?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

13-17.05. 2024	The Fifth European and Mediterranean Structural Engineering and Construction Conference	Vilnius, LITHUANIA

EURO MED SEC 5

Developing Materials and Structures for Sustainable Engineering
Vilnius, Lithuania, May 13-17, 2024

https://www.isec-society.org/EURO_MED_SEC_05/

| Date	Event	Place
07-08.06.2024	ICCDHE 2024: 18. International Conference on Curriculum Development in Higher Education	San Francisco, UNITED STATES

https://waset.org/curriculum-development-in-higher-education-conference-in-june-2024-in-san-francisco?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing

| 12-17.11.2024 | XVII Panamerican Conference on Soil Mechanics and Geotechnical Engineering | Pucón, CHILE |

https://panamgeochile2024.cl

| 20-21.12.2024 | ICCDPP 2024: 18. International Conference on Curriculum Development, Practices and Procedures | Dubai, UNITED ARAB EMIRATES |
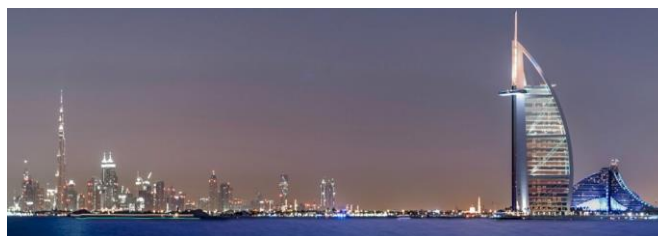
https://waset.org/curriculum-development-practices-and-procedures-conference-in-december-2024-in-dubai?utm_source=conferenceindex&utm_medium=referral&utm_campaign=listing