

# Book of abstracts

## Stream 2

Challenges for teaching and learning in higher education

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# Pedagogy 'just-in-time'?

Between participation and acquisition,  
citizenship and employability

Wednesday  
11:00-13:00

# Decentralization and democratization of design education

*Mariusz Wszótek and Agnieszka Młodzińska-Granek, SWPS University, Poland*

Nowadays, the design education system faces the challenge of redefining the scopes, possibilities, and methods of educating future designers. The complexity of the world around us, both in the technological and geopolitical dimensions, as well as goals connected with climate protection and public health, create entirely new challenges for the practice of design. The design has changed from goal-oriented design to criterion-oriented design - the focus of the design is no longer the object but its usability, accessibility, serviceability or, in a general way speaking: innovation. In design, the context of products, services, or communication becomes crucial - contemporary design education should focus on a holistic approach to design methodology, supplementing education with social, technical, economic, and environmental contexts.

The current discussion of the design community on re-designing design education is crucial. However, it is closed towards an external perspective - interdisciplinarity, which is emphasised at every step in a theoretical sense, but not widely used in this ongoing discussion. What has not been discussed within the design community and design scholar community is the decentralisation of design education towards democratisation. The paper outlines the pivotal roadmap to decentralisation design education by considering three primary criteria. The first criterion is the development of a specific type of sensitivity. The second criterion is paying attention to *the atmospheric nature of communication*. The third criterion is the ability and competence to organise and manage an iterative form of the design process.

*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# Self-socioanalysis: An innovative pedagogical experience in the service of the democratization of university?

*Nada Chaar, Claire Desmitt, Séverine Kakpo and Claire Lemêtre, University of Paris 8, France*

In this communication, we propose a critical reflection on a pedagogical experience during a pedagogical course of academic work methodology in the first year of the bachelor degree in Education sciences in the Paris 8 University, in France.

This academic work methodology pedagogical tool is aimed at introducing students to self socio-analysis, which is to be understood as an effort of self-objectivation of one's own dispositions and beliefs about these same dispositions (Bourdieu, 2004). We emphasize an active approach in order to guide students in the production of an analysis of their social and educational trajectory and their first steps into academic life. This work has fed on sociological readings and the logbooks the students were required to keep all along their first semester in university.

Our study will rely on the analysis of around 60 student papers. Drawing from previous works (Chapoulie, 2000; Soulié & Gadéa, 2000; Soulié, 2002; Jounin, 2014), we will question how the pedagogical tool we have built can leverage the acculturation process of new students into university, the development of their critical thinking and the democratization of university.

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*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# Transdisciplinary inquiry-based and problem-oriented education: The case of the Humanities Lab

*Jakob Egholm Feldt and Eva Bendix Petersen, Roskilde University, Denmark*

With an outset in the exemplary problem 'What makes life worth living?', the masters programs in History, Philosophy and Danish at Roskilde University launched in Spring 2023 a new 10 ECTS compulsory course called 'Humanities Laboratory'. The aim of the course was to bring together students from the different programs into a joint space for experimental problem-oriented transdisciplinary inquiry. In this paper we present and briefly evaluate the course, its educational aims and activities, and through this educational experiment we critically discuss the notion and value of foregrounding the idea and practice of the 'laboratory' in the Humanities, given both the enhanced interest in inquiry-based approaches in Higher Education and the current crisis in the Humanities.

*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# Creating diploma portfolio instead of academic BA thesis – the experiences from the SWPS University

*Agnieszka Golińska, Justyna Sarnowska and Olga Czeranowska, SWPS University, Poland*

The aim of the presentation is to share experiences from the implementation of the diploma portfolio in the Management and Leadership 1<sup>st</sup> degree study program at the SWPS University in Warsaw, Poland.

Most study programs in Poland end with the submission and defence of a thesis. The problem that we have observed at the SWPS University in recent years has been related to the difficulties with submitting the thesis on time. Moreover, business degree students often undertake their studies looking for opportunities of practical projects implementation.

In 2018, practical models of study programs were introduced which resulted in an adoption of a new approach to teaching at the BA level of education. In 2020, the SWPS University launched a new practical BA in Management and Leadership study program. The new programme includes completion of 960 hours of professional internship and three practical project courses along the curriculum. Instead of the classic academic BA thesis, the program ends with the preparation of a diploma portfolio based on the projects conducted by the students' during the course of their program. In their portfolio, students are expected to describe chosen projects in a lessons-learned perspective.

During the presentation, we will share experiences from the implementation of the first cycle of studies ending with the submission of the portfolio. We will present these experiences from three perspectives: students, lecturers, and the faculty and study program management. We will also present the major challenges we faced and the lessons we learned during the implementation period.

*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# A cooperative d'écriture as a collective dynamic for research. When cooperative pedagogy is tried as a support for the emergence of exchange, elaboration and writing

*Pierre Johan Laffitte, University of Paris 8, France*

Cooperative pedagogy was born in the field of "Education nouvelle". That way of conceiving labour breaks its hierarchical organisation, and makes it into a praxis, where practitioners share powers and responsibilities, become subjects of collective and personal mastery of value and process of production. Is such a pedagogy still possible in a university frame? Can we, as researchers and teachers, subvert our overhanging position? Can we make university a true pedagogical praxis? Today, how to remain grounded on principles that once inspired the rise of a Department of Education within a university stemming from May 68, called "Vincennes", later renamed "Saint-Denis"?

To transmit knowledge implies not only to convey our research: it implies to commit it and share its production and analyse with the other subjects of the university praxis, *i.e.* the students.

We would like to present our fragile, precarious attempt to create a "Coopérative d'écriture". It is an open, self-organized group of PhD, MA researchers and others (no academic status prevails), created during containment, and furthered since, in order to sustain our desire and will to produce exchange, self-practical analyse, knowledge and writings. Our production aims to allow singular creations (seminars, papers, essays, practices, clinical analyse...). Which experimental structures have we tried and made up? How such a spontaneous structure remains in a constant emerging process of "dis-institutionalization/re-institutionalization"? What are their effects, on the level of subjectivity and practical production? Could this group fertilize other teachings or interventions in our curriculum, both in Licence and Master, and beyond, in the social, cultural, psychiatric field?

*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# Productive Uncertainty revisited

*Steffi Hobuß, Leuphana University Lüneburg, Germany*

In HE, I see my task as encouraging students in their independent learning and helping them to train reflective and critical skills. In this way, I am concerned to take account of both metaphors of learning, both what Sfard calls the "acquisition metaphor" and the "participation metaphor", each of which individually would fall short as a sole understanding of student learning. Most often, the participatory understanding of learning must be emphasized and practiced in order to achieve a balance. For this purpose, I have developed the idea of "Productive Uncertainty" in teaching.

But since the last years, student concerns about mental health and resilience have been on the rise - for good reasons in times of war, climate crisis, pandemics, and other disruptions. Students don't want uncertainty, they ask for safe spaces and support. Against this background, the question arises whether the concept of productive uncertainty in teaching is still acute. The presentation argues that it is through teaching methods based on the concept of productive uncertainty that students can be particularly strengthened to cultivate open, reflective, and critical ways of conversation.

In a first step I will explain theoretical backgrounds of the concept (Plato, Derrida, do Mar Castro Varela and others). In a second step, examples from concrete teaching situations will be presented how the idea of productive uncertainty can be used. In a third step, a critical assessment of the potentials and limitations will be discussed with the participants on the basis of guiding questions and suggested criteria.

*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# Education is no longer a two-way process today

Humanities education in the age of the internet and artificial intelligence

*Irina Genova, New Bulgarian University, Bulgaria*

For centuries the transfer of knowledge has been thought of as a two-way process between the trainer and the trainee, between the mentor and the mentee. The milieu in which these practices take place has always mattered – assuming these two roles for a certain time and coming into interaction have been key features of education.

The development of the internet in the recent decades has turned into a prerequisite for the digital humanities project, for the growth of digital libraries, periodicals, open access databases as well as other resources on the internet. English has established itself as the leading language. Online learning has become an alternative of face-to-face learning at universities and rapidly developed during the Covid-19 pandemic. Last but not least comes the free launch of ChatGPT – a chatbot with a generative pre-programmed transformer – as “the robin” indicating the upcoming total change, in our case – in the field of humanities education, arts included.

In this situation the transfer of knowledge is no longer a two-way process. How can we achieve beneficial effects from the third party, from the “it” between the trainee and the trainer (the verifiable and non-verifiable sources on the internet, the abilities and limitations of the Artificial Intelligence) without ignoring it and without becoming dependent on it? Can this “it” participates in the ethical aspects of university communication? These are the general issues addressed by this contribution. Specifically, it addresses the area of knowledge about artistic works and practices.

*Wednesday 11:00-13:00*

*Pedagogy 'just-in-time'? Between participation and acquisition, citizenship and employability*

# Rethinking educational authority and literacy in a time of A.I.?

Wednesday  
14:00-15:30

# Importing one's own trajectory into one's teaching habits in order to face students' difficulties and the challenges of the knowledge economy

*Nada Chaar, University of Paris 8, France*

Not only does becoming a university teacher after 15 years spent in upper secondary education imply changing one's teaching methods but it also suggests that an individual non-linear professional trajectory can afford leverage for further action. Relying on my own experience as a former secondary teacher who now has been teaching for 7 years in the Saint-Denis University, in a low-income working-class suburb of Paris, I propose here a reflexive exploration of my teaching path. In the current context of the democratization of higher education in France since the 1990s, the diversification of the ways to access academic knowledge and the recent dramatic development of IA, my efforts to adapt my teaching methods and contents tell more than one story. First, they raise the sociological question of how individuals' ways of adapting to change reflect their own trajectories. Second, they allow a close insight into how teaching methods in university can meet students' needs. Third, they permit a reflection on how university teaching can adapt to the challenges of the new knowledge economy. The aim of this reflexive exploration is not to produce positive facts out of my own single case but to analyze how a sociopedagogical reflexive approach of teaching habits can set the base for pedagogical renovation in university in France.

*Wednesday 14:00-15:30*

*Rethinking educational authority and literacy in a time of A.I.?*

# Assuring effective learning outcomes through basic digital literacy skills for future teachers

*George Tsonev, New Bulgarian University, Bulgaria*

The proposal explores the scope of the basic digital literacies needed by the teachers in training in order to assure relevant learning outcomes in the context of the fast-evolving digital realities and the potentially deepening generational gap in media consumption while reassuring continuity of educational tradition. For that purpose, a case of quick adapting curriculum of a mandatory for teaching certification course on ICT and digital work in education is showcased in the scope of four years (2019-2023) – upgrading basic software solutions awareness with technological widespread of touchscreen capable devices, social media, the new emerging audio (podcasts) and (short) video formats to the current unrest with AI.

*Wednesday 14:00-15:30*

*Rethinking educational authority and literacy in a time of A.I.?*

# How to welcome singularities pedagogically? Sine qua non conditions for an academic training in cooperative pedagogy

The case of Aprene, Occitan superior centre for teachers training

*Del Aram Bidabad, University of Paris 8, France*

When transmitting pedagogies based on cooperation and subjectivation (such as Freinet Pedagogy, Institutional Pedagogy...), how can one remain faithful to such pedagogies' ethics? How to train not only *to*, but *by*, cooperative and subjective pedagogies? Our goal is to introduce to such cooperative sets of teachers training or research at a university level.

One among these is Aprene ([www.aprene.org](http://www.aprene.org)), superior training centre for Calandretas (Occitan bilingual immersive schools), based on a 3-year curriculum where cooperation and subjective commitment rule the collective organisation of teaching, analytic and practical sets. This program has been based, for at least the last 25 years, on a combination between multilingual immersive education, cooperative pedagogies and, more lately, a mixt combination of distant, pre-sential and interactive portfolio. This pedagogy, that structures the entire space and time of the curriculum, is inspired by training and elaboration groups of teachers belonging to pedagogical movements, and their production of school-monographies. Such an experience opens possibilities for a true "learning by doing *and analysing*" teacher's training, including also psychological care (in a Freudian inspiration) both for persons and groups.

Such a praxis faces a key question for popular education: how to welcome singularities, both psychical, existential, cultural, and linguistic ones, not only in education, but in the connected fields of social, cultural, and therapeutical work?

Besides, being part of such an experience (in Aprene or in other groups), how can we translate such a pedagogy into our teaching human and educational sciences in our own academic practice at Paris 8?

*Wednesday 14:00-15:30*

*Rethinking educational authority and literacy in a time of A.I.?*

Novel tools,  
context,  
and methods:  
Implications,  
possibilities,  
and challenges?

Thursday  
09:00-11:00

# Shaping the future of visual arts education. New teaching interdisciplinary methods

*Kalina Hristova, New Bulgarian University, Bulgaria*

In the present day, there is a growing need to modernize both the humanitarian and artistic fields to ensure that the education provided is relevant to the demands of the modern world and job market.

The future of art education is an increasingly important topic in the changing landscape of higher education. With new technologies and social trends reshaping the way we live, work, and create, the role of universities in preparing the next generation of artists and creatives has become critical. This abstract will explore the future of art education and the role of universities in shaping this future.

One of the roles of art education is promoting social justice and inclusivity. As the world becomes more diverse, the need for art education that reflects this diversity and promotes social justice has become critical. The role of universities in providing inclusive environments that foster creativity and cultural exchange is crucial in promoting a more just and equitable society.

The future of art education and the role of universities are intertwined. Universities have a critical role to play in preparing the next generation of artists and creatives for the challenges and opportunities of the future. This requires interdisciplinary and collaborative approaches to art education, digital literacy, a commitment to social justice and inclusivity, and a focus on entrepreneurship and career readiness. By embracing these challenges, universities can ensure that art education remains relevant and vibrant in the years to come.

*Thursday 09:00-11:00*

*Novel tools, context, and methods: Implications, possibilities, and challenges?*

# Video practice as knowledge empowerment

*Laurent Chomel, University of Paris 8, France*

As readers forsake books for screens, video gains more attention and knowledge is gradually being "videotized," the pedagogical use of video in universities allows for the comprehension of complex topics by students through active and rewarding learning.

Through self-training in their personal practices, the use of video tools is now very common and students naturally approach technical phases such as filming, editing, and mixing. Guided by the goal of showcasing their work to an audience while preparing it at their own pace in a small group, this work offers more rewarding latitude than a presentation in front of a class. While the latter favors more extroverted personalities, video broadens the spectrum and allows for better-controlled communication.

As part of a course on creation and development at the undergraduate level in "Information and Communication", we have experimented with self-portrait filming, journalistic chronicles, and scientific presentations. The productions were extremely varied in their form and tone, and the class audience particularly appreciated the results, with the directors remembering the content more durably.

The field of Information and Communication Sciences seems particularly suited to the exercise, but its generalization could allow for the appropriation of transmitted knowledge in order to better convey it in return. This rich back-and-forth reinforces learning by positioning the student as a producer of knowledge. The teacher serves as a guide, providing advice and animating knowledge in order to structure the work and exchange sessions.

*Thursday 09:00-11:00*

*Novel tools, context, and methods: Implications, possibilities, and challenges?*

# Interactive learning tools in classes on "Philosophy" and "Cultural Studies"

*Olena Romanova, University of Paris 8, France*

A conceptual approach in teaching helps to reveal the human potential of a growing personality. A number of tasks are offered that promote logical development, critical thinking, independence and develop creative and research skills in students.

The technology of collective mutual learning as a form of interactive learning encourages to find understanding in the process of dialogue, mobilizes the thinking process and activates communicative qualities. The game "Cross report" (2 people report to each other and each takes 3 insights from what they heard) teaches to see not only yourself, but also others with their unique outlook on life and different approaches to the problem.

In "Philosophy" classes (section "Reading the original sources"), students not only analyze the works of philosophers, but also combine these sayings with own world.

Scientific and creative thinking is developed: brainstorming, philosophical-cultural role-playing games, where all students are involved and each of them has a role. "Philosophical arena", where is important to identify the philosopher who asks the question, the philosopher advocate who defends the speaker, and the philosopher accuser who contradicts what others say. In this dialectical way, knowledge is assimilated, and truth is born.

Modeling the cultural process. For example, holding a round table "Fire in Kyiv Cathedral". The task is set within the limits of the laboratory of philosophical research – to create the first magazine "My Heart in the Heart of the Universe".

The use of various methods and techniques contributes to the integration of the acquired knowledge, which is necessary for the application of the research search.

*Thursday 09:00-11:00*

*Novel tools, context, and methods: Implications, possibilities, and challenges?*

Democratic  
discriminatory  
sensitivity  
in teaching

Thursday  
11:15-13:15

# Inclusion as a language element or as a reality

*Dominique Archambault, University of Paris 8, France*

The term "Inclusion" is very fancy nowadays, but it may be useful to be explicit. For UNESCO [1], Inclusive education means that every learner matters equally. They describe extensively the kind of barriers that may exclude millions of people worldwide from education: sex, gender orientation, ethnic or social origin, language, religion, nationality, economic condition or ability.

In the specific case of disability inclusion is often associated to accessibility. Nevertheless, policy makers often seem to believe that if something is accessible, specific means are not anymore useful. This is absolutely wrong and, in many cases, the specific support remains needed to achieve real inclusion. Inclusive education is a pathway and may cover different solutions according to local reality at time. Another trap is wrong solutions that are supposed to remove barriers for one group while they build new ones to another group. It seems obvious that something cannot be called inclusive if it excludes one group. We'll see current situations that illustrate these topics, showing that obvious is not always so obvious.

[1] <https://www.unesco.org/en/inclusion-education>

*Thursday 11:15-13:15*

*Democratic discriminatory sensitivity in teaching*

# Discrimination-sensitive teaching – Challenges and opportunities

*Maline Kotetzki, Christian-Albrechts-Universität zu Kiel, Germany*

Universities are becoming more diverse, which can be seen not least in the composition of the student body. Therefore, people with different backgrounds meet in the seminar rooms, which are fed by the categories of gender, class, religion, and disability, among others. Discrimination-sensitive teaching, especially with an intersectional approach, has these needs in mind and addresses them. The planned contribution aims to shed light on how this concept can be implemented in practice.

The concept of discrimination-sensitive teaching is based on four pillars: 1. openness with regard to the content taught, 2. sustained engagement with discrimination even after the end of the seminar, 3. small-scale anchoring in the curriculum and 4. review of the material provided. In addition, there is a strong exchange with the student body, which requires a special form of willingness to communicate on both sides.

It draws on practical teaching experience, based among other things on the interdisciplinary seminar "Proto-Racism in the Pre-Modern World", which took an anti-racist approach. Examples are used to illustrate the challenges, but also the opportunities, that a discrimination-sensitive attitude on the part of teachers creates. In a second step, it will be examined to what extent synergy effects can arise for one's own research, which can be made productive beyond the format of seminars.

*Thursday 11:15-13:15*

*Democratic discriminatory sensitivity in teaching*

# Decolonizing knowledges as an improvised teaching skill

*Nacira Guénif, University of Paris 8, France*

In France's academia, it is well known that teaching is not as valued as research, whether regarding promotions, evaluations, or positions' search. This speaks to the fact that one may access a faculty position with little pedagogical training, having to build, sometimes from scratch, by resorting to an ability to improvise, skills and goals that are not taken into account in the long-term career assessment. In addition to that, the students' evaluation of the faculty members is in the law but not yet implemented by all French universities.

At another level, the notion of "best practices", become a buzz word as well as a double bind for educators, may raise skepticism. Indeed, some teachers often notice that practices that suit them, invented on the spot, to address questions or discomfort or denial raised by eyebrows or dissonant voices, may not be adapted to other settings or topics, or even more so, other colleagues.

In this proposal, relying on the experience of raising awareness on questions of gender, race, whiteness, heteropatriarchy and coloniality, I wish to attend to matters of distancing oneself as a teacher from what is the French official stance, that of colorblindness and universalism as entrenched in the dominant curricula of Social Sciences. A case study as well as a moment to reflect on what can still be invented so that universities are not just metaphorically decolonizing, France may be the pretext for a wider conversation on topics that are a general concern.

*Thursday 11:15-13:15*

*Democratic discriminatory sensitivity in teaching*

# The Sandbox Approach and its potential in higher education

*Veronica Bremer, Leuphana University Lüneburg, Germany*

In the liberal arts module, “Collaborative Research Project,” students work in teams to design, plan, and execute a research project addressing a question of social significance in the span of one semester. Though the research process is supported by the instructor, supervisors, and guest lecturers, it is the students who become the carpenters and designers that set the perimeter, cut out the timber, and spread out the gravel within this educational sandbox. The research topics, group formation process, and methods are decided by the students, each of whom possesses diverse knowledge and experiences from a range of disciplines.

Students dig and explore as they collect data and analyze their findings with an intellectual curiosity. Failure is not possible since the focus prioritizes the research process. Through five research documentation assignments, students reflect on the research process, and in doing so, research as inquiry and as semi-designed exploration plays an important role. Struggles become part of the process of navigating the research process and are welcomed in the ethos of sandbox learning.

With the freedom to engage with present, complex issues such as mental health, as well as the application of abstract theories from texts in practical real-world settings, students become active researchers out in their broader communities. By the end of the semester, creative formats such as vivid infographics, letters to administration advocating change, as well as entertaining podcasts are evidence of their immersion in collaborative learning and play.

*Thursday 11:15-13:15*

*Democratic discriminatory sensitivity in teaching*

# 21st century skills for 21st century challenges?

Academic pedagogy in a climate  
of social, cultural,  
and environmental crisis

Thursday  
15:45-17:15

# Problem-Oriented Project Learning: Are we doing 21<sup>st</sup> century skills?

*Eva Bendix Petersen and Laura Louise Sarauw, Roskilde University Denmark*

Many Higher Education institutions across the world aspire to produce graduates with '21<sup>st</sup> century skills', which is a concept developed as a response to the changing needs of the workforce in the digital age. The OECD's work on 21st century skills is based on the assumption that reproductive academic knowledge is no longer sufficient, and that education should instead focus on enhancing students' critical thinking and problem solving, creativity, innovation and self-direction, etc. The discourse of 21<sup>st</sup> century skills has become an official institutional-level way of formulating educational aims. Questions become how to 'design' for these skills and which educational activities better meet these aims than others. Some so-called reform universities like to claim that they produced 21<sup>st</sup> century skills before it became a marketable concept, and in the case of Roskilde University, with its specific educational approach, Problem-oriented Project Learning (PPL), it is in many ways taken for granted that that is what 'we' do. In this paper, we discuss what it might mean to brand one's educational approach in that way. What educational imaginaries and discourses are invoked, and which are marginalized or even tabooed?

*Thursday 15:45-17:15*

*21<sup>st</sup> century skills for 21<sup>st</sup> century challenges?*

# What do we educate for? Critical thinking and reflection as key concepts for a contemporary higher education

*Laura Picht-Wiggering, Leuphana University Lüneburg, Germany*

We live in a world that is changing more and more rapidly, and in which we are confronted with multiple crises on a daily basis. The changes triggered not least by digitalization affect not only social coexistence but also the work environment, which makes it increasingly difficult, for example, to qualify for a particular profession. Against this background, the question of contemporary higher education arises: How can we empower students to responsibly contribute to shaping this ever-changing world? Essential for this -especially against the backdrop of fake news and populism - seem to be critical thinking and the ability to reflect and classify one's own, but also other people's, attitudes, and theories. This presentation will look at ways in which these competencies can be taught in the context of higher education and the extent to which this is already integrated in different curricula. The Leuphana Semester of the Leuphana University of Lüneburg will serve as a best practice example, in which first-year students of all majors jointly attend three interdisciplinary modules that deal with questions of society, science, and change. This presentation focuses on the module "Problematising knowledge: critical thinking", in which students reflect on the conditions of social coexistence. In the course of a lecture and a seminar, they will be encouraged to think critically and to deal with the cultural and historical determination of theories and statements.

*Thursday 15:45-17:15*

*21<sup>st</sup> century skills for 21<sup>st</sup> century challenges?*

# On campus and beyond – Engaging in the real-world (laboratory)

*Niki Kasis and Elena Schmid, European University Viadrina, Germany*

Promoting democratic engagement in higher education is both, an aim and a challenge. It concerns ways of teaching and learning, as well as university's culture as a whole. Being engaged on campus usually contributes to students' well-being and feeling of belonging. Nevertheless, participation is often low and those who are engaged do not represent the diversity of the student body. In this interactive session, we will explore students' engagement context and agency from a theoretical and practical point of view. The core principles of democratic origins, as well as input from theory and research will allow us to take a closer look at different dimensions of the topic. We invite participants (students, teachers, admin staff, management) to consider new perspectives on (campus) engagement, their own attitudes towards the students' role, as well as issues of power. While introducing practical examples from the European University Viadrina, we encourage you to develop your own approaches for boosting agency and engagement - locally and within ERUA.

*Thursday 15:45-17:15*

*21<sup>st</sup> century skills for 21<sup>st</sup> century challenges?*

# A research-action in a common university professional integration service

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If the cooperative project, as defined by Henri Desroche (1976) is part of a continuing education aim based on action research, the ephemeral student cooperative system as carried out within a common service of the University of Paris 8 is an illustration of this. Indeed, it offers an environment conducive to self-training in which the learner explores and builds his individual project linked to a collective project. The discussion will focus on the contemporary critical dimension of cooperatives by crossing the works of Philippe Corcuff, 2012 and those of Thomas Larmarche and Catherine Bodet of 2020 to specify these alternative praxis (Frère, 2013).

## Bibliography

Philippe CORCUFF (2012), *Où est passée la critique sociale?* Paris, La Découverte, Coll. « Bibliothèque du MAUSS ».

Bruno Frère (2013). « Faire de l'économie alternative et solidaire : une vieille histoire ». In B. Frère & M. Jacquemain (Eds.), *Résister au quotidien ?* (pp. 189-221). Paris, France, Presses de SciencesPo

Thomas Lamarche, Catherine Bodet (2020) « Les coopératives comme espaces méso critiques », in *Recma*

Frederico Tarragoni (2021), *Émancipation*, Paris, Anamosa, coll. « Le mot est faible »

*Thursday 15:45-17:15*

*21<sup>st</sup> century skills for 21<sup>st</sup> century challenges?*