

BeyondScale



Instituto Politécnico
de Viana do Castelo

Guidelines on Peer-Learning

Polytechnic Institute of Viana do Castelo



GUIDELINE ON PEER LEARNING INBOUND ACTIVITY

Instituto Politécnico de Viana do Castelo (IPVC)

BeyondScale - Developing the Organisational Capacity of Higher Education Institutions using the HEInnovate platform to facilitate peer learning and a pan-European community of practice

Take-aways from peer-learning experiences

Peer-learning is a way for partners to learn from each other effectively. At a time when the university resources are limited and demands upon the staff are increasing, it can be beneficial internal as well as external stakeholders of an HEI to learn from each other.

For peer-learning to take place it is important to know who the “peers or buddies” are. For peer-learning to be achieved within the BeyondScale project a buddy system was created. The buddy system included internal HEI partners for the inbound projects, external for the outbound projects, and a system that involved project partners, associate partners as well as mentors. The internal partners were university management, heads of departments, heads of degree programs, experts in service units, and selected lecturers. On the other side external partners were public sector/policy-oriented organisations along with enterprise support organizations/incubators/start-ups, micro firms and relevant actors in the industry.

The internal HEI partners in the activities – the project team, administrative, academic, and other staff as well as students - benefited from the documentation of the activities of BeyondScale, the capacity building seminars and webinars organized at the higher education institutions. External stakeholders also benefited from the augmented capacity at the higher education institutions they collaborate with.

While COVID-19 made things more complicated, the design of the system allowed all partners to interact on multiple levels and with a variety of partners from the inside and the outside of their network. The result was the co-design and the implementation of inbound and outbound activities.

The following roadmap provides an overview of the peer-learning activities developed during the BeyondScale project. Further information is available at www.beyondscale.eu or you can contact us at: office@wpz-research.com

The BeyondScale roadmap on peer learning included the following steps:

1. Think about what contribution you expect or what you want to learn
2. Think about your own contribution and whether your partner can use this contribution
3. Define together the goals of the exchange
4. Agree on the way of communication
5. Define future meetings or possibilities of exchange
6. Reflect on the value of the exchange
7. Think about further joint activities





An example of a peer learning activity.

HEInnovate dimension: Entrepreneurial Teaching and Learning

Description of the activity: Opportunities and Development of entrepreneurship teaching and learning on social innovation with the “Inclusive School project”

Our participants represented:

- University Management (Presidency)
- Heads of Inclusive School Project
- Volunteers
- Teachers
- External stakeholders (NGOs, Municipalities)

Involvement, contributions and future benefits of the partners

Internal Buddies	Involved in:	Contribution	Future Benefit
Lecturer of the university	<ul style="list-style-type: none"> • Value based proposition Workshops • Webinar 	<ul style="list-style-type: none"> • Technical expertise • E.g., know-how on inclusive practises 	<ul style="list-style-type: none"> • Strengthening of the departmental connections
Teachers	<ul style="list-style-type: none"> • Inclusive School Projects • Value based proposition Workshops • Webinar 	<ul style="list-style-type: none"> • Technical expertise 	<ul style="list-style-type: none"> • Entrepreneurial teaching methodologies • Knowledge sharing with the community • Increase of students’ motivation
University Management	<ul style="list-style-type: none"> • Training for Teachers • Value based proposition Workshops • Webinar • Involvement in the HEInnovate platform 	<ul style="list-style-type: none"> • Institutional support 	<ul style="list-style-type: none"> • Corporate Social responsibility • Promote IPVC brand • Internal value co-creation • Teamwork between teachers
Heads of Inclusive School Project	<ul style="list-style-type: none"> • Inclusive School Projects Management • Road Shows (dissemination) • Webinar • Involvement in the HEInnovate platform 	<ul style="list-style-type: none"> • External stakeholder management • Presentation 	<ul style="list-style-type: none"> • Corporate Social responsibility • Knowledge exchange • Collaboration between teachers
BeyondScale Team	<ul style="list-style-type: none"> • Inclusive School Projects • Value based proposition workshops • Value proposition Canvas • Webinar • Involvement in the HEInnovate platform 	<ul style="list-style-type: none"> • Technical expertise on Marketing Strategy • Know how on Canvas • Presentation 	<ul style="list-style-type: none"> • Entrepreneurial teaching methodologies • Development of skills • Enhance of peer learning with the buddies • Increase IPVC’s participation in European partnerships • Proposals to the HEInnovate platform



Why was peer learning important for your activity?

- Peer learning is very important because it allows knowledge sharing between buddies from different institutions, interested in the development of similar competences in Higher Education Institutions.
- It is also relevant to implement, adapt and improve the HEInnovate platform so it allows Higher Educations to be more active in their regions with local NGOs, within their communities.
- Peer learning also allows the sharing of good practices that can be adapted and implemented in other HEIS.

What have you learnt during the peer-learning process of your inbound activity?

- In our inbound activity the peer-learning process helped in obtain insights, ideas and added value to Value Proposition Model.
- Also, we learn to integrate different perspectives that help us to co-create a better proposal.
- The knowledge exchange in the HEInnovate platform was important to improve the value proposition model.

Would you recommend the peer-learning buddy system to another HEI and why? What could other HEIs learn from it?

- Yes, we totally recommend peer-learning buddy system to another HEI because we share ideas, best practices, methods, suggestions, and improvements and had integrated the feedback in our final proposal.
- Another HEIS can use the buddy system to share knowledge and best practices developed within their communities, fostering their own institutional growth.
- The HEInnovate platform also benefits from the buddy system, considering that we observe how different partner can apply and adapt the model.

What were the common objectives?

- Mapping the nature and purpose of existing project-based learning applied to community or curricular-unit with large potential for service-learning.
- Monitoring and diagnosing the community needs, through NGOs.
- Design service-learning projects within the curricular-units, of courses, that meet the community needs.
- Develop new and improved methodologies on teaching and learning.
- Learn about the HEInnovate model and applying it to our internal model, improving it.



What were the outcomes?

- The creation of new activities that have a strong focus on entrepreneurship learning and that can apply on community service-learning environments.
- Social responsibility projects carried out by students and teachers to local NGOs. Social entrepreneurial skills development.
- Entrepreneurial teaching and learning competences.
- Students' motivation and engagement.
- The application of HEInnovate platform.

What were the possible barriers and challenges?

- The limited time of the different stakeholders due to their work. The coordination of the different stakeholders to develop the new activities on time.
- Alignment with teaching process.
- Resistance from teachers.
- Requirements from the task implementation.
- Understanding the complexity of problems.
- Receiving information in a timely manner from the NGOs.
- Limited knowledge about the HEInnovate platform.

What were the possible opportunities?

- The opportunity to develop new material that focuses on the entrepreneurial ways of teaching and learning.
- The new applied methods for teaching (e.g. live case – studies).
- The opportunity to increase individual well-being through the contribution to a social project.
- The acquisition of practical entrepreneurial competences and experiences.
- The possibility to develop networking and cocreation among different stakeholders.
- The opportunity to apply the HEInnovate platform in HEIs and NGOs.



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