

# **Module F: University Work Environment Cooperation**

## **Module Description**

University- Work Environment Cooperation seeks for finding different forms of cooperation and knowledge transfer between universities on the one side, and companies and businesses on the other. During this module the focus will be on the role of education in knowledge transfer and the development of knowledge through models which suitable for institutions of higher education. These should result in benefits for both sides: in improved products, services and processes for companies and in improved competitiveness, relevance and visibility for institutions of higher education.

## **Competence Objectives**

The teacher student recognizes that modern universities provide their students with various programs aimed at preparing them for different economic sectors, helping them to stay and progress in the labour market for long, programs that make a difference for labour market outcomes and keep pace with changes in the global economy and changes in the innovation process. The teacher student is aware of how universities promote lifelong learning. He\she as a professional also is aware of the importance of taking opportunities to engage into training and professional development. He\she understands that education needs to be modernized to narrow the gap between theory and practice, and respond to the needs of the labour market.

## **Teaching Themes**

### **1- University Business Cooperation (UBC)**

The theme aims to explore the importance of relationship between university and business. It also focuses on strengthening the links with the local and regional community, including business firms, government agencies, professional associations, entrepreneurs, venture capitalists, etc. These local actors are not only potential employers for students and collaborators for the academic staff, but also an important source of knowledge and expertise to tap for bringing real-world

expertise to the classroom, for raising funds, solving specific problems of the community and for connecting the university to broad networks of partners.

### **Learning Outcomes**

Sample goals or outcomes of University Business Cooperation are:

- **Internships Program, placement programs and Apprenticeship**
- **Student Professional Development (training courses, seminars, etc.)**
- **Research and Development Projects**
- **Curriculum Support (Curriculum development in cooperation with businesses)**
- **Financial Support Many Different Programs and Activities**
- **Facilitate Transfer of knowledge and innovation from University to Business and Vice Versa**
- **Skills Match of Graduates to the Labour Market Needs**
- **Boosted Entrepreneurial Spirit**
- **Job opportunities for graduates**
- **Participation of business representatives in program level in the universities**
- **Recognition and validation of competences**

### **Assessment Criteria**

- the teacher student explores career interests with the strong interest inventory.
- He\She assesses personality type and his\her career with the Myers-Briggs Type Indicator (MBTI)
- the teacher student understands his\her work related values
- He\She identifies his\her vital skills.

## **2- Career Guidance and Counselling**

Career guidance and counselling (CGC) develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning. Or career guidance can be defined as “services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers” (OECD & EC, 2004,

p.10). This theme makes clear for the teacher student that there is an essential link between education and the labour market.

Career Counselling is a process that will help you to know and understand yourself and the world of work in order to make career, educational, and life decisions. Career development is more than just deciding on a major and what job you want to get when you graduate. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities.

### **Learning Outcomes**

During this theme the teacher students will be able to recognize the following:

- 1- Lifelong learning goals.**
- 2- Labour market outcomes.**
- 3- Social equity and social inclusion goals.**
- 4- Promoting adequate linkages between education, training and the world of work.**

### **Assessment Criteria**

- The teacher student able to assess theoretical or technical knowledge
- The teacher student increase awareness about production of a project, product, or portfolio of work.
- The teacher student able to observe and assess performance
- The teacher student has opportunity to demonstrate and ability to perform, use processes of learning, and apply knowledge in natural environments and situations
- The teacher student has higher order thinking and problem-solving skills
- The teacher student able to support the students in selecting the competences to build a career
- The teacher students understand that assessment criteria are based on learning outcome and help students to reflect upon their competences

### **3- University Societal Role**

This theme focuses on societal role of universities and how it has been significantly transformed with the rise of the knowledge intensive economy. Universities are increasingly regarded as an integral part of the national innovation system and, accordingly, they are expected to provide new knowledge and a new workforce for the needs of the economy. Teachers in cooperation with university presidency expected to collaborate with businessmen through projects. Furthermore, teachers can mediate between students and outside workplace.

#### **Learning Outcomes**

Upon the completion of this theme, teacher students will be able to:

- Identify that universities can help in providing with the new knowledge and skills needed to meet the challenges of sustainable development in a community, in raising public awareness and providing preconditions for informed decision-making, responsible behavior and consumer choice.
- Realize that universities are economic engines; they may play in the building of new institutions of civil society, in developing new cultural values, and in training and socializing people of new social era.
- Identify that Higher Education is an instrument for reaching certain societal agendas like democratization, social mobility, economic development and innovation.
- Identify that universities should have embodied social goals while building their identity on the market and have acknowledged the need to have an impact on the communities in which they are present.
- Recognize that universities are hotbeds of innovation and entrepreneurship. In partnership with government and business, academic research and technologies help to drive an array of vital industries.

#### **Assessment Criteria**

1. The teacher students realize the area where should be developed regarding the link between university and community.
2. The teacher students find the university duty towards internal and external customers (academics, staff members, students, employers, Ministry, etc.).
3. The teacher students well understand that the newly created environment is based on competition; that is why the degree of socially innovative affects competitive in the new market.
4. The teacher students develop the ability of finding skills, competencies and behaviors needed in their field.
5. The teacher students increase skills in communication and social responsibilities.

## **Implementation Plan**

### **Overall Credit: 6 ECTS (162 Workload hours)**

Theme 1: University Business Cooperation (UBC) (2 ECTS)

Theme 2: Career Guidance and Counselling (2 ECTS)

Theme 3: University Societal Role (2 ECTS)

<b>Themes</b>	<b>ECTSs</b>	<b>Workload Hours</b>	<b>Lectures</b>	<b>Activities</b>	<b>Projects &amp; Reports</b>	<b>Online Learning</b>	<b>Self-Study</b>
<b>Theme 1</b>	<b>2</b>	<b>81 Hours</b>	<b>6 Hours</b>	<b>16 Hours</b>	<b>15 Hours</b>	<b>2 Hours</b>	<b>15 Hours</b>
<b>Theme 2</b>	<b>2</b>	<b>81 Hours</b>	<b>6 Hours</b>	<b>16 Hours</b>	<b>15 Hours</b>	<b>2 Hours</b>	<b>15 Hours</b>
<b>Theme 3</b>	<b>2</b>	<b>81 Hours</b>	<b>6 Hours</b>	<b>16 Hours</b>	<b>15 Hours</b>	<b>2 Hours</b>	<b>15 Hours</b>
<b>Total</b>	<b>6 ECTS</b>	<b>162</b>	<b>18</b>	<b>48 hours</b>	<b>45 Hours</b>	<b>6 Hours</b>	<b>45 Hours</b>

This module will be taught in different ways based on student-centered learning, as following:

- Theoretical aspect, classic and online classes.
- Practical aspect: inviting members of university presidency and businessmen in the class.
- Projects: group/team-work
- Presentations
- Flipped classrooms
- Workshops