



Desired results of learning communities creation

- Criteria for best practice examples / case studies / concepts for inclusive informal learning spaces;
- Collection of best practice examples / case studies / concepts for inclusive informal learning spaces;
- Learning community's co-creation framework;
- 5 learning communities (1 x pilot plus 4 x started communities), one in each partner country, each with at least 10 members, including students, lecturers and participants from university administration.

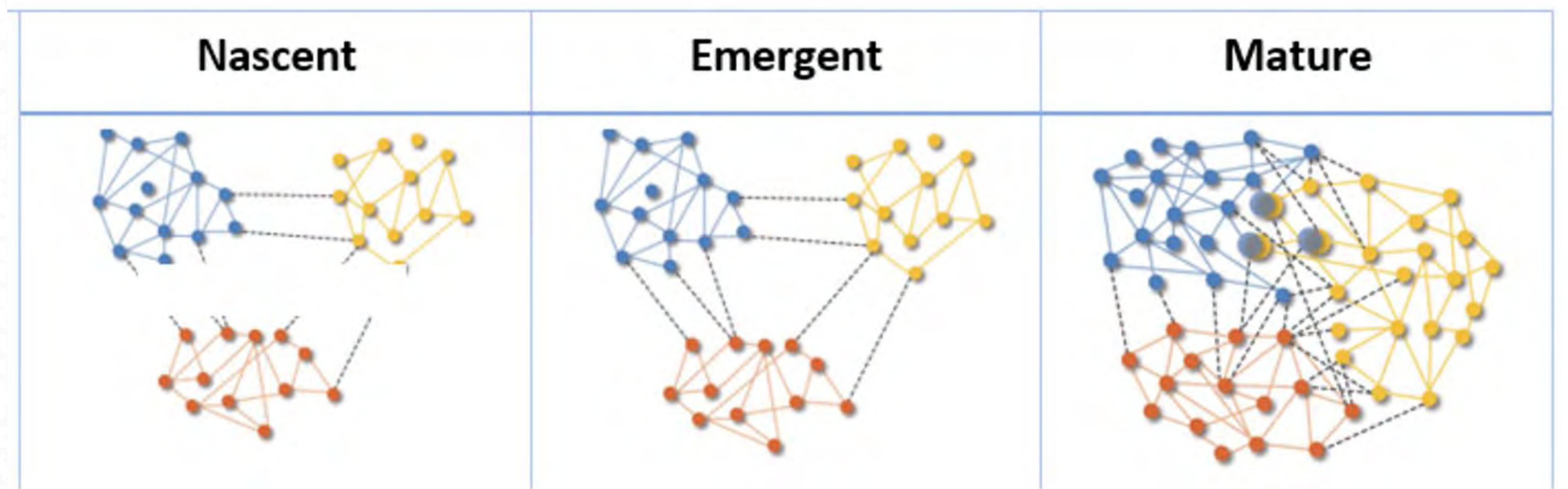
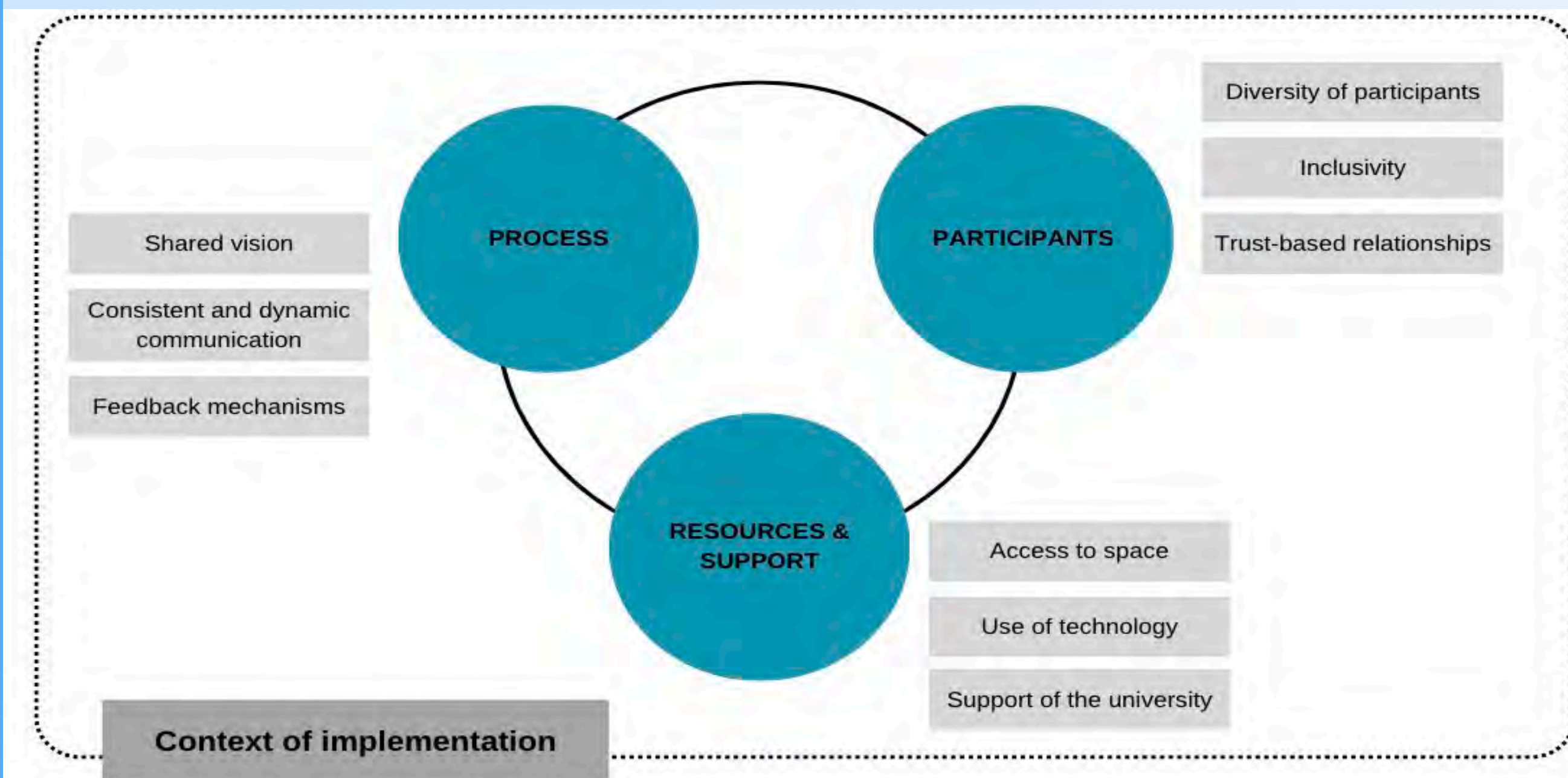
Partner universities

	Founding year	# Faculties	# Studyprograms	Fields of study	# Students	# Staff members
Akdeniz University (Antalya, Türkiye; AKD)	1982	24	171	Health science, Social science, Fine arts, Education, Engineering, Business Administration, Architecture ...	~ 67.000	7072 (2687 academic staff)
Hochschule für Technik und Wirtschaft Berlin (Germany; HTWB)	1994	5	75	Business, Engineering, Computer science, Design and Culture	~ 14.000	~ 900
Mykolas Romeris University (Vilnius, Lithuania; MRU)	1990	4	21	Law, Public Security, Human and Social Studies, Public Governance and Business	~ 7.500	~ 400 (academic staff)
Sapienza University (Rome, Italy; SAP)	1303	11	>500	Architecture, Economics, Pharmacy and Medicine, Law, Civil and Industrial Engineering, Information Technology, Humanities and Philosophy, ...	> 100.000	~ 10.500
University for Continuing Education Krems (Austria; UWK)	1995	3	200	Business and Globalisation, Health and Medicine, Education, Arts and Architecture	~ 8.000	~ 720

Conceptual framework

- **Process** - refers to the methods and practices which help to execute the learning community in a co-creative way;
- **Participants** - refers to the key stakeholders, their roles and relationships during the co-creation and learning process;
- **Resources and support** - The university can provide resources and support to the learning community to ensure its success.

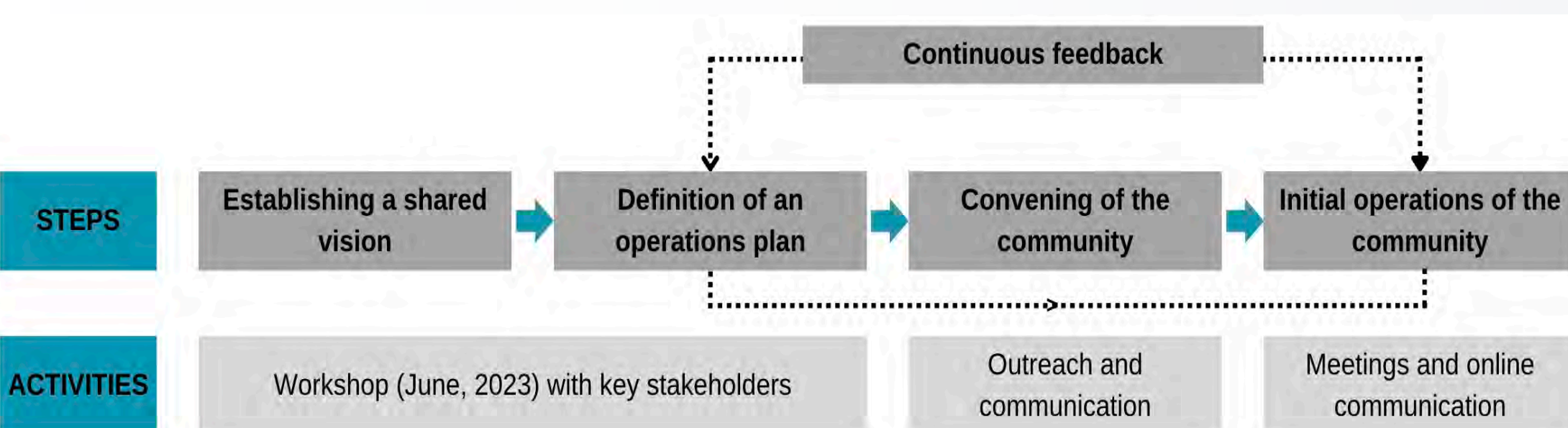
Maturity of the co-creative learning community



Piloting activity at Mykolas Romeris University

The foundation of co-creative activities lies in their bottom-up approach.

Operations plan of the learning community at MRU

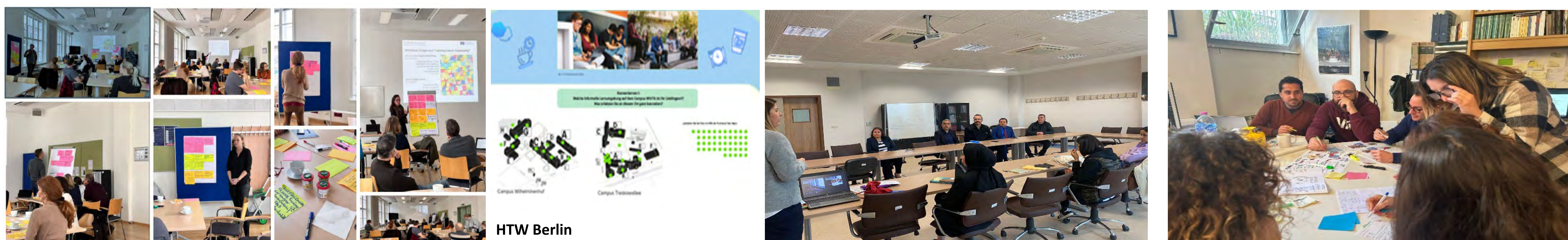


Conceptual framework	Operational elements	Definition of the element co-created during the workshop	Trust based relationships	Moderation	Group rules will be established and pinned at the top of the Facebook page, ensuring respectful communication and relevance of content shared.
Shared vision	Objectives	To provide a supportive and collaborative environment for students undertaking their bachelor's thesis, enabling them to share resources, seek feedback, and navigate challenges together.	Trust based relationships	Collaboration and peer support	Buddy System: New members can be paired with experienced members to guide them through the initial phases of their thesis. Expert Sessions: Occasionally, a faculty member or an advanced student can be invited to the monthly meetings or to the Facebook group for Q&A sessions.
Communication between the actors of community	Modes of communication	Primary Platform: A dedicated Facebook group will serve as the primary platform for continuous interactions, updates, and sharing of resources. Meetings: Monthly in-person meetings will be organized to foster deeper connections, address specific challenges, and facilitate collaborative learning.		Use of technologies	Digital tools
Feedback mechanisms	Evaluation and feedback	Personalized progress journals. Members will document their achievements, challenges, and milestones within the community platform. Periodic check-ins during monthly meetings can provide an avenue for sharing these updates and seeking guidance from fellow members. This not only encourages accountability but also allows the community to celebrate each other's achievements and collectively overcome hurdles.	Access to space	Space for face-to-face meetings	A consistent, accessible location, preferably on campus or a quiet community space i.e., library.
Diversity of actors	Membership	Students can join the Facebook group upon invitation or request.	Support of the university	Staff support	University staff members (from the library) will help connect community members to relevant resources. Institute of communication will be helping to organize and promote learning community events and activities.
Inclusivity	Measures for inclusion	Students with different backgrounds, cultures, and experiences are involved in the learning community. Factors such as race, gender, sexuality, religion, or ability in a learning community are considered.			



The informal learning community for Bachelor Thesis Preparation is a student-led initiative aimed at addressing the challenges and uncertainties that students often face when preparing their bachelor thesis. This community was born out of a collaborative effort, informed by consultations and co-design processes involving various stakeholders within the university. The challenges students encounter, such as unclear requirements, lack of motivation, and unfamiliarity with research methods, can be daunting and hinder their progress. The learning community is designed to provide a supportive and comprehensive platform to help students overcome these challenges and excel in their thesis projects.

Learning communities at partner universities



University for Continuing Education Krems (UWK)

Akdeniz university

Sapienza university

