
Sessió

SO 4.3: Relació Universitat-Societat

Hora:

Dimecres, 30/06/2021:

9:00 - 10:00

Ponències

Providing Law students with a broad gender perspective: ongoing teaching experiences

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Scholars from three different disciplines (History of Law, Private Law and Criminal Law) have been working together since 2018 to provide UPF Law students with a broad gender perspective which helps them developing priceless professional and personal skills. Ongoing teaching experiences in English based on a selection of readings and real cases that students are presenting and discussing have achieved a high degree of popularity: "Gender and the Law" has become the most popular optional course!

Community Engaged Research and Learning (CERL) in Higher Education: Lessons learned from two innovation projects in an eLearning university

Amalia Creus, Anna Carrillo, Nadja Gmelch, Mirela Fiori

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This paper reports on the preliminary findings of two innovation projects which explore Community Engaged Research and Learning (CERL) as a pedagogical approach in distance education. We will present the main characteristics of each project as well as the preliminary analysis of in-depth interviews and questionnaires conducted with students and teachers in both projects to open a discussion about the potentials and limitations of implementing CERL in an eLearning university.

The use of a structured competency/behavioural interviewing process in the identification of soft skills in entrepreneurship learning

Irene Bosch Frigola, Fernando Coca Villalba, Vanessa Mastral Franks

Universidad San Jorge, Espanya

This research uses a structured competency/behavioural interview process as a pedagogical tool for students to identify, at an initial stage, the "soft skills" looked for by investors/banks. Applying the process regularly, as the student progresses and acquires more experience of work related issues, will create a road map to follow by measuring outcomes of behaviour when putting into practice real entrepreneurial challenges and redirecting learning as required.

Towards a more transversal university: exploring PBL-SDG innovative strategies to contribute to the sustainable development

Maria Llerena Bastida, Mar Carrió Llach, Davinia Hernández-Leo

Universitat Pompeu Fabra, España

With a view to the Global Education 2030 Agenda and with the aim of creating innovative learning methods and teacher collaboration strategies, this project explores how the SDG can be transversely implemented in the Human Biology bachelor degree and how to develop sustainability competences amongst students, creates and implements new learning aids based on PBL-SDG and finally, puts forward the creation of a teaching online network to co-design PBL materials related to the SDG.

Planetary Wellbeing - the overarching sustainable programme of the Pompeu Fabra University

Lela Mélon

Pompeu Fabra, España

The UPF with its PW initiative aims at creating an organic change in organisational and substantive terms at multiple levels: governance and institutional policies, research, teaching and social impact. Besides reducing its environmental impact and incorporating social sustainability in its functioning, substantive changes to the curricula have been implemented as well as academic synergies created beyond borders to create an interdisciplinary framework for sustainable research and teaching.

EASIT: training new professional profiles in easy-to-understand audiovisual media services

Anna Matamala, Pilar Orero, Estel·la Oncins

Universitat Autònoma de Barcelona, España

EASIT is an Erasmus + project which aims to define new professional profiles in the field of media accessibility that fulfil the societal need to have easier to understand audiovisual content. EASIT has mapped current practices in easy-to-understand language across Europe and has researched how they could be merged with existing access services. EASIT has proposed 3 innovative professional profiles, has suggested a curriculum to train each of them and has designed open educational components.

MODEL TO TRACE THE ACQUISITION OF COMEPTENCES THROUGH THE INTERNSHIPS. THE CASE OF BUSINBESS AND ADMINISITRATIONS STUDENTS

Carme Riera¹, Yolanda Blasco¹, Marta Mas-Machuca², Frederic Marimon²

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Literature detects discrepancies among the competences that the higher education institutions include in their programs, the competences that students really acquire and the competences that are really required according to the employers.

Through different methodologies that collect information from agents implicated, some causes of these discrepancies are shown in each of the steps defined, which will be useful for higher education institutions and companies in order to close these gaps.

Gender-inclusive STEM teaching: Introducing a gender perspective into university degrees

Elisabet Mas de les Valls, Gema Calleja Sanz, Claudia Barahona-Fuentes, Marianna Garfi, Pilar Gil Pons, Noelia Olmedo-Torre

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The aim of this paper is to present the second phase of a multidisciplinary transversal project for the incorporation of the gender perspective in undergraduate and graduate degrees at Universitat Politècnica de Catalunya. In the project, a series of tasks have been defined to assess the extent of gender inclusiveness at both course and degree levels. The results will allow the development and implementation of tailor-made practices that address and reduce gender inequality in the classroom.