EUROPEAN PROJECT SEMESTER (EPS)

Semester Programme in English (version 2019-2020)
TABLE OF CONTENTS

1 European Project Semester at AP University College Antwerp ................................................................. 4

2 Who can participate? ............................................................................................................................... 4

3 English language level ............................................................................................................................... 5

4 How many ECTS credits do I get? .............................................................................................................. 5

5 Welcome Week: Dutch language course and Antwerp Culture ................................................................. 6

6 Timing and location .................................................................................................................................. 6

7 Structure of the programme ..................................................................................................................... 7

8 Projects for spring 2020 ............................................................................................................................ 8

  8.1 Big City Life Antwerp ............................................................................................................................... 8

  8.2 Arts & Mindfulness in Education ............................................................................................................. 8

  8.3 Designing for smart screens in the city ................................................................................................... 9

  8.4 On discovery in the world of immersive storytelling ............................................................................ 11

  8.5 Industrial distillation column ................................................................................................................. 12

  8.6 Roma through a positive lens ................................................................................................................ 14

  8.7 Say bye to homework! .......................................................................................................................... 15

9 Course descriptions ................................................................................................................................ 16

  9.1 Project Work (20 credits) ...................................................................................................................... 16

      9.1.1 Project Management ..................................................................................................................... 16

      9.1.2 Project Execution .......................................................................................................................... 16

  9.2 Background of Antwerp, Flanders & Belgium (3 credits) ...................................................................... 17

  9.3 Entrepreneurship & corporate communication (4 credits) ................................................................... 18

      9.3.1 Entrepreneurial Soft Skills (3 hours workload) .............................................................................. 18

      9.3.2 Design Thinking (9 hours workload) ............................................................................................ 18

      9.3.3 Business Model Canvas (9 hours workload) .............................................................................. 18

      9.3.4 Individual BMC coaching + Pimento Map (9 hours workload) ...................................................... 18

      9.3.5 Start-up financials (3 hours workload) ......................................................................................... 18

      9.3.6 Crowdfunding (2 hours workload) ............................................................................................ 18

      9.3.7 Cross media design (25 hours workload) .................................................................................... 19

      9.3.8 Audiovisual corporate communication (40 hours workload) .................................................... 19

  9.4 English language & presentation skills (3 credits) ................................................................................. 20

      9.4.1 Advanced English language course (50 hours workload) ............................................................ 20

      9.4.2 Pitching theory (20 hours workload) ........................................................................................... 21

      9.4.3 Pitching workshop (5 hours workload) ......................................................................................... 21
10  Accommodation in Antwerp ................................................................................................................... 22
11  Student services at AP University College Antwerp .............................................................................. 22
12  Registration and online information ....................................................................................................... 23
13  Contact ................................................................................................................................................... 24
  13.1  Academic information about the courses .......................................................................................... 24
  13.2  Departmental International coordinators .......................................................................................... 24
  13.3  Administration incoming students ...................................................................................................... 24
14  Competences and learning outcomes European Project Semester .......................................................... 25
1 European Project Semester at AP University College Antwerp

The European Project Semester trains students to work together, providing tools and competences to realize ideas in a real-world environment in close cooperation with local industry and organizations.

In a European Project Semester, students work together in an international team on a real-life project that matches their area of study and field of interest. We offer different EPS projects in the second semester (spring semester).

The language of communication is English. When the student successfully completes the EPS project, he/she is awarded 30 ECTS credits.

EPS is a cooperation between all departments & schools of arts at AP University College Antwerp:
- Education and Training
- Health and Social Care
- Management and Communication
- Science and Technology
- Royal Academy of Fine Arts Antwerp
- Royal Conservatoire Antwerp

2 Who can participate?

Students who are selected by their home university or university college to participate in the “regular Erasmus-program” are free to apply for an EPS project, in so far as their study backgrounds comply with the required profiles for the EPS projects they apply for.

As EPS projects focus on international teamwork, it is important that students have a solid academic background. Students should therefore have completed at least 4 semesters.

To be able to communicate effectively as a team member, students should also have proficient understanding of the English language (B2 or more is highly recommended). Students will be asked to do papers, exams and presentations in English.

Projects are open for students with a study background in:
- Product Development
- ICT-electronics and applied informatics
- Teacher training (pre-primary, primary and/or secondary education)
- Social work
- Socio-educational Care Work
- Communication, Marketing, Product placement
- Journalism
- Audio-visual communication
- Game development
– Graphical and Digital / Multimedia design
– Business management
– Photography
– Fine arts
– Mechanical engineering
– Process engineering
– Electrical engineering
– Automation engineering
– Chemistry
– …

3 English language level

The language of communication during the project is English. All literature is in English.

Therefore sufficient proficiency of the English language (B2) is strongly recommended to be able to communicate effectively as a team member.

4 How many ECTS credits do I get?

Students who would like to participate within the framework of the Erasmus programme, should make sure that the EPS will be acknowledged by their home university as part of their curriculum. The EPS counts for 30 ECTS credits, with project work amounting to 20 credits, the remaining 10 credits being covered by the other courses and activities. Students who participate in one of the projects will be evaluated on the project work and on the study programme courses including various assignments.

Artesis Plantijn Grading Scale compared to the ECTS scale:

<table>
<thead>
<tr>
<th>Artesis Plantijn University College</th>
<th>ECTS grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19-20</td>
<td>A EXCELLENT</td>
</tr>
<tr>
<td>15-16-17</td>
<td>B VERY GOOD</td>
</tr>
<tr>
<td>13-14</td>
<td>C GOOD</td>
</tr>
<tr>
<td>11-12</td>
<td>D SATISFACTORY</td>
</tr>
<tr>
<td>10</td>
<td>E SUFFICIENT</td>
</tr>
<tr>
<td>8-9</td>
<td>FX FAIL (with possible deliberation)</td>
</tr>
<tr>
<td>0-1-2-3-4-5-6-7</td>
<td>F FAIL (no deliberation possibility)</td>
</tr>
</tbody>
</table>
5 Welcome Week: Dutch language course and Antwerp Culture

Erasmus students coming to AP for a study exchange or traineeship, also have the opportunity to get to know something about the Dutch language and Antwerp culture, with the aim of preparing for their Erasmus mobility period.

During the 4 days before the start of the semester, a Dutch Basic Language course (15 hours) will be organized in combination with cultural visits in Antwerp. This welcome week is highly recommended for all international students as it will facilitate your integration during your exchange period.

There is a contribution of maximum 40 EUR for the cultural visits.

A Welcome Day is organized at the end of the week. During this day, which is mandatory for all EPS students, you will receive a lot of practical information.

Please register in time, the deadline for submission for the 2nd semester is 1st November.

6 Timing and location

<table>
<thead>
<tr>
<th>Start date</th>
<th>2nd semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Week (not mandatory)</td>
<td>Monday 27th January 2020 – Thursday 30th January 2020</td>
</tr>
<tr>
<td>Welcome Day (mandatory)</td>
<td>Friday, 31st January 2020</td>
</tr>
<tr>
<td>Start of programme</td>
<td>Monday, 3rd February 2020</td>
</tr>
<tr>
<td>Official end date</td>
<td>Friday, 19th June 2020</td>
</tr>
</tbody>
</table>

Holidays:
- Spring Break: Monday 24th February 2020 – Sunday 1st March 2020 (1 week)
- Easter Holiday: Monday 6th April 2020 – Sunday 19th April 2020 (2 weeks)
- Ascension: Thursday 21st May 2020 and Friday 22nd May 2020
- Other official holidays: Friday 1st May 2020 and Monday 1st June 2020

Location:
AP University College Antwerp, campus Spoor Noord, Noorderplaats 2, 2000 Antwerp.
The EPS projects will be organized on different locations in or near the city center of Antwerp.
7 Structure of the programme

The EPS projects consist of the following parts:

- Project work by the participating students, with the aim of developing student initiative, individual creativity and entrepreneurial skills. Four to eight students work together in an international team on a specific (multidisciplinary) project while developing their cooperation and communication skills. (20 ECTS)

- A number of short intensive courses, taught by different (international) lecturers, to support the project work (10 ECTS)

The project prepares students to be part of a multi-context environment. The problems need to be solved irrespective of nationality and culture. This enhances on the one hand the amount of work to be delivered and on the other hand the quality of the project process and project results.

The following four EPS courses are included in the study programme:

<table>
<thead>
<tr>
<th>European Project Semester</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong>¹:</td>
<td></td>
</tr>
<tr>
<td>Project work²:</td>
<td>20</td>
</tr>
</tbody>
</table>

This main category includes continuous international and interdisciplinary project work in teams, the improvement of presentation skills during midterm and final presentations and the writing of a final report.

<table>
<thead>
<tr>
<th>Subject</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of Antwerp, Flanders &amp; Belgium²</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneurship &amp; corporate communication</td>
<td>4</td>
</tr>
<tr>
<td>English language &amp; presentation skills</td>
<td>3</td>
</tr>
</tbody>
</table>

Total ECTS EPS semester 30

¹ An overview of all the relevant competences and learning outcomes can be found at the bottom of this document. Note that all courses and course descriptions are subject to changes at any time.

² Costs for project visits / excursions with a maximum of 70 EUR in total.
8 Projects for spring 2020

8.1 Big City Life Antwerp

Context? Schools are intensely diverse in Antwerp city and therefore have a richness in culture, religion and ethnicity. Inevitably this creates challenges for teachers that have to cope with this diverse pallet of personalities and backgrounds, but within this variety lies more opportunity and possibility than there are obstacles. Therefore greater affinity with the inhabitants and organizations of Antwerp city is crucial to stimulate chances, collaboration and thriving education.

Goal? Create a Big City Life game-app through which teacher training students get to know Antwerp and its districts into detail. The developed app should increase the affinity of future teachers with Antwerp’s inhabitants and organizations.

Where? At AP’s Campus Spoor Noord (in which different study programs – such as Applied Informatics, ICT-Electronics, Graphical and Digital Media and Teacher Training – that are relevant for this project are being offered).

For whom? Students with a heart for social cohesion and diversity, and a study background in:
- ICT-Electronics and Applied Informatics
- Teacher Training
- Graphical and Digital Media
- Storytelling
- Product Development
- Social work
- …

8.2 Arts & Mindfulness in Education

Context? Mindfulness is slowly but surely finding its way into primary and secondary education. Teachers who experiment with it, experience the beneficial effect that mindfulness has on children and young people who grow up in a world full of digital and other stimuli. Artistic teaching methods (image, music, drama, movement and media) appear to be a good way for children and young people to become familiar with mindfulness.

Goal? Together with your EPS teammates you conceptualize a mobile application / mobile website with inspiring tools and teaching methods that teachers can use to work with arts & mindfulness in their classroom and school context. A special focus is on children with behavioral problems: a target group that, possibly more than others, can benefit from a thorough training in mindfulness.
This EPS project is pioneering work in education. The results of your project will be tested in several schools in Flanders/Belgium and abroad. Potentially, this project is the stepping stone to an international collaboration on arts and mindfulness in an educational context.

Where? At AP’s Campus Spoor Noord (in which different study programs – such as Teacher Training, Applied Psychology, Applied Informatics, ICT-Electronics, Graphical and Digital Media and Teacher Training – that are relevant for this project are being offered).

For whom? Students with a heart for education, psychology, mindfulness, arts and/or digital innovation social and a study background in

- Teacher Training
- Applied Psychology
- ICT-Electronics
- Applied Informatics
- Graphical and Digital Media
- Fine Arts
- Product Development
- …

8.3 Designing for smart screens in the city

Context? Nowadays, traditional printed posters are being replaced by digital billboards, specifically in large cities. Thanks to (sensor) data you can change your message in real time and several times during a campaign, which allows you to communicate in a more contextual and relevant way. Think about the La Redoute “Weather Forecast Billboard” in which the outfit is adapted to the weather conditions. Or “#lookup at Piccadilly Circus” in which a kid is in real time pointing to planes flying over London and calling their destination.

Are you interested in making digital screens smart and creating dynamic and highly-targeted campaigns, for Digital Out-Of-Home (DOOH) advertising and beyond? You are creating dynamic content on behalf of “Adaptive User Interfaces”, an AP research team of Graphical and Digital Media.

La Redoute’s Weather Forecast Billboard (2013): the outfit is adapted to the weather conditions
**Goal?** Do you want to experiment with digital screens in the smart city of Antwerp? Would you enjoy to communicate in real time with citizens and make messages more contextualized and meaningful? You can reach this goal by using (real-time) data, visuals (photo, video), contextualized interfaces, (interactive) stories/copywriting, etc. In this project you can reinvent how digital screens can be utilized in Smart Cities.

**Where?** At AP’s hypermodern Campus Spoor Noord (where study programmes such Graphical and Digital Media, ICT-Electronics and Applied Informatics are being offered), nearby the trendy location ‘t Eilandje en the MAS Museum in Antwerp.

**For whom?** Students with a heart for, and a study background in

- **ICT** (ICT-Electronics, Applied informatics): (sensor & real-time) data, coding, arduino, raspberry pi, (mobile) application & API development
- **Design** (Graphical and Digital Media, Interaction design, Product design, Art): designing, prototyping, conceptual thinking, photography, video
- **Marketing, Communication**: user research, advertising campaigns, media mix, social media, usability test
- **Word art, Journalism, Communication**: the art of storytelling, contextual copywriting, deskresearch (what could (sensor) data mean for communicating stories in a memorable way to different audiences?)
- **Product Development**
- ...

#lookup at Picadilly Circus (2013): British Airways billboard uses real-time data (a kid points and calls the destination of British Airways’ planes flying over London)
8.4 On discovery in the world of immersive storytelling

**Context?** Immersive storytelling is a strong emerging technique that is currently finding its way into new spaces such as theatres, games, documentaries, advertising and journalism. The aim is to give people the feeling of really ‘being there’, calling on 3D gaming, virtual and augmented reality technologies in the process.

Opportunities are almost unlimited. For both journalists and artists a whole new world is opening itself in which virtual reality is becoming more and more important and relevant.

On Discovery in the World of Immersive Storytelling is an ongoing project that spans multiple years. Curious about what the previous project group experienced during their European Project Semester in 2019? Then take a look at their trailer: [https://www.youtube.com/watch?v=P-XVI0FnxQ&feature=share&fbclid=IwAR3he5bku7bKq3WxHbdSdo_eWAIYLxFET-34k5P2B3QHt3Qb1DqzxZoLo](https://www.youtube.com/watch?v=P-XVI0FnxQ&feature=share&fbclid=IwAR3he5bku7bKq3WxHbdSdo_eWAIYLxFET-34k5P2B3QHt3Qb1DqzxZoLo)

**Goal?** How can a story (with a fiction, non-fiction or artistic subject) be injected with graphic, technical and narrative elements to enhance public experience? How can virtual reality and other new technologies increase the quality of journalistic and artistic productions?

Students with various study backgrounds go on a journey of exploration in the fascinating world of immersive storytelling.

**Where** At AP’s hypermodern Campus Spoor Noord (where study programmes such as Graphical and Digital Media, ICT-Electronics and Applied Informatics are being offered), nearby the trendy location ’t Eilandje and the MAS Museum in Antwerp.

Students will have the privilege to run their project with state of the art VR equipment.

**For whom?** Students with a heart for, and a study background in:
- ICT-Electronics & Applied informatics
- Journalism
- Graphical and Digital Media
- Fine arts
- Product Development
- …
8.5 Industrial distillation column

**Context?** Chemical and petrochemical companies in the Antwerp harbour have a large need for professionals with knowledge of process automation. Therefore a 3 meter high industrial distillation column for didactic goals was installed in an automation-lab @ AP’s hypermodern campus Spoor Noord (see your installation that has to be equipped and tested: Figure 1).

If you’re looking for an industrial/technical challenge and a stimulating learning environment: stop looking (for an impression of the challenge: see our latest installation, Figure 2)!

![Figure 1: Actual status of the column in our lab](image)

**Goal?** In collaboration with a team of 5-6 motivated students, you will further develop and construct (!) an industrial distillation column that will be used for educational goals in Antwerp. This is the fun-phase of the project: the real installation of the already acquired equipment.

**To-Do’s:**
- Finalize the design of electrical diagrams in E-plan (make a final version)
- Electrical connection of the entire installation
- Testing and commissioning of this distillation-column
- Design of control loops in control-system Delta-V (see picture)
- Design and testing of the HMI for the students
Where? At AP’s hypermodern Campus Spoor Noord in the lab of Process-control. A campus in which different study programs take place that are relevant for your project, such as Electromechanics, Energy-management, Process-engineering, …

For whom? Hands-on students with a heart for science and technology, and with a study background in:

- OR/AND Mechanical engineering
- OR/AND Process engineering
- OR/AND Electrical engineering
- OR/AND Automation engineering
- OR/AND Chemistry
8.6 Roma through a positive lens

**Context?** Despite the many efforts since the early 1990s, there is still a clear disadvantage for Roma in Flanders and, by extension, Europe. “80% of the Roma live below the poverty line compared to the averages of the country in which they live. One in three Roma lives in a house without running water, one in three Roma children goes to bed hungry at least once a month.” (FRA, 2016, p9).

Many studies map this deprivation and refer to cultural and / or socio-economic causes. AP’s research project "Roma through a positive lens" focusses on the ‘other side’. The research project is based on narratives of successful Roma and has attention for different contexts (education, employment, arts,...) in which they experience small or large successes.

By highlighting these successful experiences, these Roma can become role models and inspire others in their communities.

**Goal?** Together with your team, you will develop awareness-raising audiovisual material that positively highlights Roma role models in a way that appeals to the imagination of the general public.

Give free rein to your creativity! Students are fully encouraged to look for original perspectives, a controversial approach, a surprising campaign, ...

The material developed can go viral via social media and can later be central to an exhibition that aims to create a positive image of the Roma.

**Where?** At AP’s hypermodern Campus Spoor Noord nearby the trendy locations ‘t Eilandje (the MAS Museum!) and Park Spoor Noord in Antwerp.

**For whom?** Students with a social heart, a passion for audio-visual art, cross media communications & journalism and a study background in

- Social Work & Socio-Educational Care Work
- Graphical and Digital Media
- Audiovisual Communication
- Journalism
- Fine Arts
- ...
8.7 Say bye to homework!

Context? However well-intentioned, homework discriminates against children of lower social classes compared to children of higher social classes. This should come as no surprise, especially in a city like Antwerp which is characterized by cultural super-diversity and large socio-economic differences among its population.

After all, children who grow up in a socially vulnerable family do not receive the same support at home from their parents - who are often low-skilled and/or non-native speakers - when doing their homework. Especially in deprived neighbourhoods, homework increases the educational gap between children instead of reducing it.

It is therefore high time to develop alternatives.

Goal? With an international and interdisciplinary team of students - and in close cooperation with schools and organisations from a deprived area near the main campus of our university - you will develop innovative alternatives for homework.

You will also develop a creative campaign to bring this innovative experiment to the attention of a wider audience.

The neighbourhood will be your source of inspiration! In this way, you contribute to increased educational opportunities for children from vulnerable families.

Where? At AP’s hypermodern Campus Spoor Noord which borders both the trendy area ‘t Eilandje (with the MAS museum) and the deprived area ‘Damwijk’.

For whom? Students with a heart for and a study background in:

- Teacher Training
- Social Work
- Socio-Educational Care Work
- Graphical and Digital Media
- Audiovisual Communication
- Journalism
- ICT-Electronics and Applied Informatics
- …
9 Course descriptions

9.1 Project Work (20 credits)

‘Project work’ is the main course in AP’s European Project Semester: it is therefore rewarded by 20 credits (of a total of 30 credits).

Student’s evaluation is based on a group score (50%) and an individual score (50%). This score reflects the quality of:
- Project preparation (10%)
- Project execution (60%)
- Project completion (30%) including the group score for the final (oral) presentation and the (written) project report

In terms of learning methods the focus in ‘Project work’ is on group learning (360 hours). To a lesser extent, attention is paid to individual working hours outside the contact moments (90 hours) and to lectures and tutorials (50 hours).

Considering that EPS starts from an integrated pedagogical approach, the learning outcomes of this main subject coincide with the competences and learning outcomes of EPS as a whole (see below).

‘Project Work’ consists of two parts:

9.1.1 Project Management

In different workshops that take place in the beginning of the European Project Semester students are introduced in the waterfall model or the agile method (according to the need of their project):

- The variant of the waterfall model used in the context of EPS is introduced based on Roel Grit’s approach.
- Design sprints (also at the beginning of the European Project Semester) help students understanding, ideating, prototyping and testing their specific project related outcome (i.e. software tool) and introduces them in agile methods and processes.

Both introductions start from a limited and focused theoretical input, after which EPS student teams start working practically on their own project.

Students are expected to attend all sessions and participate actively.

9.1.2 Project Execution

Students are put to work in international and interdisciplinary teams of 5 to 8 students. All teams consist of at least 3 different nationalities (including at least 1 regular AP student) and 3 different study fields (according to the needs of the project).

The project challenges (including the target groups) are offered by companies, organisations, government services and/or AP research groups who act as the client/sponsor of each team.

All teams are assigned a AP coach/supervisor (or a duo of AP coaches/supervisors) with whom they meet at least on a weekly basis (on top of contact via mail, online project management platforms etc.) to discuss the project management, the project progress, the coordination of the project with the
needs of the sponsor and the target groups, the preparation of the oral presentations and written report(s) etc. Contact with the client/sponsor is also embedded in a structural way throughout the semester.

9.2 Background of Antwerp, Flanders & Belgium (3 credits)

This course is an integrated project in which the international and interdisciplinary EPS student teams of Belgian and international students will discover a lot of different characteristics of Antwerp, Flanders and Belgium:

- In consultation with the clients/sponsors, the supervisors/coaches and the teacher of ‘Background of Antwerp, Flanders & Belgium’ each of the EPS teams will organize a field visit that is directly related to their specific project. Since all EPS students are expected to attend these different field visits, they have to be relevant and interesting for non-experts as well.

- On top of these field visits all EPS-students will attend 2 English spoken lectures that are planned in the context of AP’s lecture series ‘Studium Generale’

The students produce a paper in which they reflect on these Studium Generale lectures. We expect the following of this paper:

  o +- 1500 words
  o The paper is not merely an abstract, but a reflection that reflects the views of the student on the topics that were discussed substantiated by relevant literature collected from libraries, Internet and other media. This reflection is a personal, original text in which quotes and sources are listed according to the required protocol. Cheating and plagiarism are penalized with a zero.
  o Criteria for evaluation:
    ▪ Analysis and personal / critical reflection on a central question
    ▪ Relevant and correct use of resources
    ▪ Clear structure and layout
    ▪ Correct and active use of language and smooth formulation

- Evaluation is mainly linked to the process (70%): attendance at all activities is therefore mandatory. 30% of the evaluation is based on the quality of your Studium Generale paper. Students must pass both parts in order to pass for the cluster ‘Background of Antwerp, Flanders & Belgium’. If a student doesn’t pass one or both parts, the lowest grade will become the grade for the whole cluster.

- At the end of the course the student will improve following skills:

  o organize research on various contents
  o rephrase the gathered information and formulate arguments on various contents
  o discuss and present various contents
  o write papers on various contents
  o give feedback to their own team members as well as to other EPS teams
9.3 Entrepreneurship & corporate communication (4 credits)

This cluster consists of a number of intensive workshops on different topics related to 'Entrepreneurship & corporate communication':

9.3.1 Entrepreneurial Soft Skills (3 hours workload)

The students get an overview of the different soft skills. Through exercises they gain insights in how they score on the different skills. The coach helps them to use this knowledge to work on their project.

9.3.2 Design Thinking (9 hours workload)

In this stage the students know whether they have defined a real and right problem. If not, they look into another one of adapt the definition of the problem. After the redefining stage the whole group generates solutions in an organized brainstorm. Through peer to peer evaluation, they gain insights in the pro and cons of their solutions. At the end of the session they pick at least two problems to explore.

Tools: Value Proposition Canvas

Homework: Interview target group on different solutions.

9.3.3 Business Model Canvas (9 hours workload)

The coach explains the parts of the business model canvas to hand a framework. The students fill in the blanks for their project. During this stage they work on a product-market fit.

Tools: Business Model Canvas

Homework: Come up with at least three different alternative BMC's

9.3.4 Individual BMC coaching + Pimento Map (9 hours workload)

Through individual coaching, they uncover the strengths and flaws of the project. The coach gives them short term goals to work on. Depending on the progress of each group, the coach gives a short introduction on how to determine their basic financials.

Tools: BMC and Pimento Map

Homework: Work on the flaws uncovered in the Pimento Map

9.3.5 Start-up financials (3 hours workload)

No accountancy! During this lecture we focus on the profit and loss statement and look into the numbers to conclude whether or not the project is feasible on a short and long term.

9.3.6 Crowdfunding (2 hours workload)

A session with basic information on how crowdfunding works.
The workshops in the context of 'Entrepreneurship & corporate communication' mentioned here above from chapter 9.3.1 to 9.3.6 will be individually assessed as follows:

- Attendance /5
- Assignments /6
- In class cooperation /3
- Midterm presentation /2
- Final presentation /4
- TOTAL /20

9.3.7 Cross media design (25 hours workload)

Emphasis on development of project related cross media concepts. The following themes are covered:

- Strategic cross media design
- Analysis of identity of project and target audience
- Idea generation by the use of effective creative thinking methods
- Media choices
- Graphic design of project: logo, house style, identity

The course consists of 2 sessions of 8 hours each, including feedback (with a total workload of 25 hours):

- In the first session we explore the essentials for strategic cross media design and we handle case study's where organizations use a mix of media efficiently.
- In the second session we look deeper in how to use these essentials for our own projects. We focus on the production and usability of the most used cross media applications.

We use workshops and interactive classes and group exercises. After the two lessons each project group will develop their own cross media mix.

Students are expected to attend all sessions and participate actively. At the end students will do a group assessment exercise and will be graded with a score per EPS team.

Learning objectives for the students: the course will help you develop skills to effectively use the right media to promote a certain project.

Goals related to content of the course: the course will provide you with the ability to create media applications based on a clear work structure.

At the end of the course the student will be able to carry out a vision through its chosen media. The student will be provided with knowledge of cross media concept development techniques and will be able to use them for their own project.

9.3.8 Audiovisual corporate communication (40 hours workload)

In an introductory workshop, students gain insight into the importance and added value of audiovisual business communication.

Low-threshold tools are provided with which the student teams can work autonomously. The aim is to create a professional-looking audiovisual production about the EPS project in question. The end product provides a clear picture of the project and must be usable by the client.
Throughout the semester, students can contact AP’s Medialab for support and feedback.

The audiovisual production is part of the final presentations of the student teams and is assessed by Medialab experts who consult with the coach and the client.

9.4 English language & presentation skills (3 credits)

This 3 credits cluster consists of two courses: ‘Advanced English language course’ and ‘Pitching’.

9.4.1 Advanced English language course (50 hours workload)

This course is intended to support AP’s international and interdisciplinary European Project Semester (EPS) programme. As the specific English vocabulary will be acquired in the professional courses, the ‘English @ work & research!’ course focuses on developing the four main communicative skills: reading, writing, listening and speaking. The course is based on the split-class teaching methodology using the 3-field variant (http://old.hltmag.co.uk/oct09/mart01.htm).

The level is upper-intermediate to advanced, so a good command of English is a prerequisite. Referring to the Common European Framework of Reference for Languages CEFR the minimal entry level of B2 is required. Topics will be adapted to meet specific student needs. A placement test will be held to pinpoint the students’ skills. The results will be taken into account when forming the split-class activities.

Relevant parts of grammar and syntax are revised if necessary and acquired language skills are transferred to different communication situations. Teaching and learning strategies include student-centred activities based on self-sustained learning tasks: presentations, meetings, negotiations and report writing.

Current events and issues concerning EPS and communication are dealt with.

The course consists of 10 sessions of 2 hours each, 10 hours of consultancy on an individual and/or EPS student team level and 30 hours of preparation (with a linguistic focus) for the project report and final presentation.

The course will help EPS students develop writing and speaking skills, revise personal and relevant grammar and syntax items necessary to fine-tune their language skills. Input is transferred to different communication situations with focus on form, oral communication, self-regulative skills, self-sustained learning and accurate pronunciation. All actions are related to Academic English.

Assessment:

- Self-study – workshops
- In-unit & continuous reflection: 20%
- In-unit & continuous assessment (tasks, presentations, preparations, attendance,...): 10%
- Oral examination midterm presentation: 10%
- Oral examination final presentation: 40%
- Written final report (group score): 20%

A minimum of 50% must be achieved on every separate evaluation module (i.e. continuous assessment and the oral and written examination) to obtain the 2 ECTS credits.
9.4.2 Pitching theory (20 hours workload)

How do you create a good pitch? The students get a list of do’s and don’ts. We address how to write a well-structured pitch. We focus on verbal and non-verbal skills and the students get a toolkit to help them visualize their ideas in their presentation.

Homework: Make a draft of your pitch to present in class.

9.4.3 Pitching workshop (5 hours workload)

Every group presents their pitch. They get feedback on group and individual level.
10 Accommodation in Antwerp

AP University College Antwerp does not provide for accommodation. Once your enrolment has been completed, we will send you instructions about where you can find a room on the private market. We advise all students staying in Belgium for a full semester to look for student accommodation at Kotweb (https://www.studentkotweb.be/en). Kotweb is a collaboration between the city of Antwerp, the higher education institutions in Antwerp and GATE15, Antwerp's student portal. It offers the largest database of student accommodation in Antwerp.

Some students prefer to arrive in advance or during the summer months to find a room of their own choice. In such cases, accommodation can be booked in a student/youth hostel for the first few days. Antwerp has several youth hostels, most of them are situated in the city center.

More information and addresses can be found on http://antwerp.use-it.travel/.

We have prior experience with 2 hostels:

- Youth Hostel ‘Pulcinella’
  Bogaardeplein 1, 2000 Antwerp (this is a new square, untraceable on some maps – you can find it between the streets “Kammenstraat”, “Sint-Antoniusstraat” and “Happaertstraat”)
  E antwerpen@vjh.be
  T +32 3 238 02 73
  F +32 3 248 19 32

  You can reach the hostel easily by metro 2, 3 or 5 from the railway station (central station) in the direction of “Linkeroever”. You have to get off at the stop “Groenplaats”. From there you can walk to the hostel.

- Het Scoutshuis - Hopper
  Wilrijkstraat 45, 2140 Antwerp
  E scoutshuis@hopper.be
  T +32 3 226 46 06

  You can also choose to spend the night with some other students in an apartment. If you prefer to rent a studio on your own, this is also possible.

11 Student services at AP University College Antwerp

Stuvo AP offers you a wide range of possibilities to relax and enjoy your stay at AP University College Antwerp. You can enjoy many sports or cultural activities at reduced cost. More information will be given on the introduction day. Stuvo AP also offers you counseling or support when needed.

Furthermore you can visit their website www.ap.be/stuvo or pass by after your arrival in Antwerp. You can find them at Campus Lange Nieuwstraat, Lange Nieuwstraat 101, 2000 Antwerpen.
12 Registration and online information

The registration deadline for European Project Semester is:

<table>
<thead>
<tr>
<th>2nd Semester (February till June): 1st November 2019</th>
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<tr>
<td>Selection and final acceptance EPS before 15th November 2019</td>
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AP partner institutions should send the student’s nomination to the AP International Office (incomingstudents@ap.be).

More information on the application procedure can be found on www.ap.be/international/how-apply.

You can get inspired on the EPS website http://eps.ap.be/ which will soon be updated with the project information for EPS in spring 2020.

We would like to take into account your preference with regard to the projects we will offer in spring 2020. Therefore, we will ask you to fill out a small online survey: https://surveys.ap.be/limesurvey/index.php/554612?lang=en.

Next, please fill in the online registration: https://inschrijven.ap.be/?Academiejaar=2019-20&SoortOpleiding=1&Structuur=1710&IsPreset=1&OplFilter=2&IsExtern=1

We will communicate with you by means of your personal email address and your mobile phone number so make sure you provide us with the correct contact details.

Projects will be assigned at a later stage, at the latest upon arrival.

After your final acceptance, additional information will be given, pertaining to:

- Welcome Week and Welcome Day
- accommodation
- procedures for registration (residence permit)
- activities, integration & facilities
- invitation letter, for visa purposes
13 Contact

13.1 Academic information about the courses

Geert Marrin
EPS coordinator
E geert.marrin@ap.be

13.2 Departmental International coordinators

<table>
<thead>
<tr>
<th>Department of Education and Training</th>
<th>Department of Health and Social Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bie Dirkx</td>
<td>Michiel Horsten / Nancy Moortgat</td>
</tr>
<tr>
<td>Campus Spoor Noord, Noorderplaats 2, 2000 Antwerpen</td>
<td>Campus Spoor Noord, Noorderplaats 2, 2000 Antwerpen</td>
</tr>
<tr>
<td>E <a href="mailto:bie.dirkx@ap.be">bie.dirkx@ap.be</a></td>
<td>E <a href="mailto:international.gw@ap.be">international.gw@ap.be</a></td>
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<table>
<thead>
<tr>
<th>Department of Management and Communication</th>
<th>Department of Science and Technology</th>
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<tbody>
<tr>
<td>Mireille Soudyn / Iris Van Laer</td>
<td>Dominique Roymans / Karen De Cock</td>
</tr>
<tr>
<td>Meistraat 5, 2000 Antwerpen</td>
<td>Campus Spoor Noord, Ellermanstraat 33, 2060 Antwerpen</td>
</tr>
<tr>
<td>E <a href="mailto:international.mc@ap.be">international.mc@ap.be</a></td>
<td>E <a href="mailto:karen.decock@ap.be">karen.decock@ap.be</a></td>
</tr>
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<tr>
<th>Royal Academy of Fine Arts</th>
<th>Royal Conservatoire Antwerp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Ubben / Faby van Grimbergen</td>
<td>Charlotte Saelemakers</td>
</tr>
<tr>
<td>Mutsaardstraat 31, 2000 Antwerpen</td>
<td>Desguinlei 25, 2018 Antwerpen</td>
</tr>
<tr>
<td>E <a href="mailto:international.ka@ap.be">international.ka@ap.be</a></td>
<td>E <a href="mailto:international.kca@ap.be">international.kca@ap.be</a></td>
</tr>
</tbody>
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You can find all departmental international offices and the contact details of their coordinators online: https://www.ap.be/en/international/contact.

13.3 Administration incoming students

Annelies Verstraeten
AP international office
Erasmus student Counsellor
E annelies.verstraeten@ap.be
T + 32 3 220 57 35
F + 32 3 220 55 19

Lange Nieuwstraat 101
B-2000 Antwerpen

You can find all information on the AP website: https://www.ap.be/international/eps.
14 Competences and learning outcomes European Project Semester

Following 6 (generic) competences and a corresponding and relevant set of learning outcomes are defined for AP’s European Project Semester:

2.1. Task analysis (identifying needs, challenges and opportunities)
- The student identifies the client’s needs and the challenges to be met on the basis of the client’s both written and oral start briefing
- The student analyses the theoretical and practical context of the project on the basis of the client’s expectations, desktop research and research on end users
- The student develops in an early stage several ideas and opportunities that benefit both the project process and the project output, including better solutions to existing and new challenges

2.2. Strategic planning (turning ideas into strategic plans & strategically acting according to plan)
- The student recognises the potential an idea has for creating value for the client and identifies suitable ways of making the most out of it
- The student estimates potential cost of turning an idea into a value creating product and/or activity
- The student draws up an ambitious and at the same time realistic project plan for discussion with his/her client and coach
- The student carries out the project’s product according to the predetermined project plan
- The student explores and experiments with innovative approaches
- The student includes within the creating process structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- The student gets and manages the material, non-material and digital resources needed to turn ideas into action
- The student gets and manages the competences needed at any stage, including technical, legal and digital competences
- The student combines knowledge and resources to achieve valuable effects
- The student believes in his/her ability to influence the course of events, despite uncertainty, setbacks and temporary failures
- The student is resilient under pressure, adversity, and temporary failure
- The students adapts to unforeseen changes
- The student verifies on a regular basis whether the project proceeds according to the predefined quality requirements (TMQIO factors: Time, Money, Quality, Organisation, Information)
- The student reflects on where the project plan should be adjusted throughout the project process
- The student standardizes his/her thinking process in a concise project report in which he/she describes the project work done in close collaboration with his/her team
- The student offers in his/her project report the client a road map for further use and development of the product

2.3. (Self-)Reflection
- The student critically evaluates his/her fellow students' performances as a member of the project group
- The student critically evaluates his/her own substantive contribution as a member of the project group
- The student reflects on his/her own social contribution to the project group
- The student reflects on the application of the learning activities in the EPS supportive courses to his/her project
- The student reflects and learns from both success and failure (his/her own and other people’s)
- The student learns with others, including peers and coaches
- The student listens to the vision and the expertise of the other and also accepts the relativity of his/her own vision and ideas
- The student can compare (elements of) the professional practice in his home country and/or home institution with (elements of) the professional practice in other countries and/or other higher education institutions

1.4. Communication
- The student orally presents his/her team’s intermediate and final results and conclusions in an effective and attractive way to an audience of both experts and non-experts
- The student uses correct and sufficiently complex English during his/her oral presentations
- The student writes a clear and well-written report in English
- The student applies, orally as well as in writing, effective and efficient communication methods, means, media and style in function of the various stakeholders of the project
- The student understands Dutch sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography)
- The student communicates in Dutch in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
- The student describes in Dutch in simple terms aspects of his/her background, immediate environment and matters related to immediate need

1.5. Teamwork and leadership
- The student identifies and assesses in the beginning of the project his/her individual and group strengths and weaknesses
- The student acts and works both independently and in group to achieve goals, stick to intentions and carry out planned tasks
- The student participates efficiently and effectively in a process-oriented group
- The student solves conflicts and faces up to competition positively when necessary
- The student inspires and enthuses stakeholders of the project while demonstrating a thoughtful professional counsellor’s posture and attitude
- The student gets the support he/she needs to achieve valuable outcomes
- The student makes decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- The student handles fast-moving situations promptly and flexibly
- The student demonstrates effective communication, persuasion, negotiation and leadership

1.6. Care toward others
- The student support his/her group members, even at times when the process is more difficult or group members struggle with problems
- The student uses positive feedback to encourage his/her group members
- The student adjusts if necessary his/her behaviour and communication style in intercultural situations and explores behavioural alternatives