



Circle U.

European University Alliance

Developing Interdisciplinary Sustainability BA Modules within Circle U. Open Campus A Practical Guide for academics

Document version

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Table of content

1	WHY OFFER INTERDISCIPLINARY SUSTAINABILITY BA MODULES?	3
2	DEFINITION OF AN INTERDISCIPLINARY BA MODULE ON SUSTAINABILITY	4
3	HOW TO MAKE A BA MODULE?	5
3.1	Collaboration models	5
3.2	Finding partners	5
3.3	Possible Formats	6
3.4	Administrative management	7
3.5	Support from Circle U. and the Open Campus	9
4	AVAILABLE RESOURCES FOR BA MODULE DEVELOPMENT	10
5	ANNEXES	12

This document was drafted by the Dean of the Open Campus, in close collaboration with the WP3 coordinator and Secretary General. In the new phase of Circle U., partner universities are **committed to developing 35 joint bachelor modules on sustainability**. The scope, format, and objectives are open and will depend on the interests, expertise, and experience of the academic community of Circle U., as well as the interests of students and partners, and the societal needs of today and tomorrow.

This document is a **practical guiding tool for academics** who are willing to develop a BA module with peers in our alliance. It covers strategic, academic, and administrative elements that are likely to help you in developing and implementing. Of course, **the document is not exhaustive**, and you will need the support of colleagues, in particular from the administrative services of your university.

Last but not least, **this is a living document**. It will most likely evolve with our alliance, with the initiatives launched (and terminated), with our renewed or new ambition, and with the further continuation of this transformational journey which is Circle U.

1 Why offer Interdisciplinary sustainability BA modules?

Developing an interdisciplinary BA module on sustainability within Circle U. is an exciting opportunity to innovate in education, though it requires coordination. By clearly defining the module, leveraging collaborations, understanding the benefits, and utilizing the support and resources at your disposal, you can create a rewarding learning experience for students and a professionally enriching project for yourself. These modules not only educate students about sustainability challenges, but also model the very collaboration and critical thinking skills needed to address those challenges, thereby embodying the spirit of the Circle U. alliance in practice. Interdisciplinary sustainability BA modules offer significant added value for both students and staff, which can motivate their development:

Benefits for students: Participants gain exposure to broader perspectives and learn to tackle complex problems by integrating insights from multiple fields. This enhances critical thinking and creative problem-solving skills, as students must synthesize different disciplinary approaches. Working in international, multidisciplinary teams also builds cultural awareness, adaptability, and communication skills – global competencies highly valued by employers. Students expand their academic network by interacting with peers and professors from other universities, often forming professional connections across countries. Such experiences can improve their confidence and preparedness for careers in sustainability, where teamwork and cross-sector understanding are essential.

Benefits for academic staff: Co-developing a module with international colleagues is a professional development opportunity. Instructors can learn new pedagogical approaches and gain fresh insights into their own subject by seeing how another discipline approaches it. Cross-institution teaching collaborations often spark research ideas and lead to scholarly outputs (e.g. comparative case studies and co-authored papers), thereby enriching faculty research profiles. Moreover, educators become part of a community of practice around sustainability education, sharing resources and best practices. Circle U. supports such innovation, and faculty report that joint teaching initiatives increase opportunities for creative course design and global partnerships in teaching and research. Importantly, co-teaching spreads the workload and gives access to a broader pool of teaching resources (for example, one partner may contribute data sets or a simulation exercise used in the module).

2 Definition of an interdisciplinary BA module on sustainability

An interdisciplinary sustainability module is a bachelor-level course or group of BA courses co-developed by at least two Circle U. universities and open to students across the alliance. These modules can be delivered in various formats – from short intensive programmes to semester-long digital courses or blended designs – but must embed sustainability in either content or pedagogy.¹ In practice, this means aligning with the UN Sustainable Development Goals (SDGs) and/or addressing environmental, social, and economic dimensions of sustainability. However, teaching could also incorporate Education for Sustainable Development (ESD) principles into the pedagogical design. UNESCO’s ESD framework emphasizes competencies like questioning norms, envisioning multiple future scenarios, and systems thinking as essential for learners to tackle sustainability challenges.



Example: *The Politics of Sustainable Development*

A Blended Intensive Programme (BIP) module (5 ECTS) led by the University of Oslo, introducing students to key theories and governance practices of sustainable development. It combines an online preparatory seminar with an in-person intensive week to explore how global and national policies, democracy, and societal actors shape sustainability outcomes. This course is co-taught by faculty from multiple institutions and connects directly to SDG frameworks (e.g. policy, institutions, and justice), embodying an interdisciplinary and international learning experience.

These BA modules should be regular offerings—i.e. integrated into the standard curriculum at one or more of the collaborating universities—and designed collaboratively: academics from different universities co-plan, co-teach, and/or contribute guest lectures, ensuring that students engage with multiple disciplinary perspectives. Each module is credit-bearing and quality assured/accredited by one of the universities serving as the host institutions. The collaborating institutions (and other Circle U. institutions where regulations and institutional frameworks permit) are encouraged to pre-approve the course in at least some of their study programs. Modules will most likely be offered in English but can be offered in the other languages of the Circle U. universities. In these cases, there might be language prerequisites. In line with the Circle U. vision and mission, the BA modules shall foster the acquisition of multi- and plurilingual and intercultural competences and skills.



Example: *Natural Hazards, Vulnerability and Disasters: Interdisciplinary Perspectives*

This offering is a Circle U. online lecture series on climate risks, co-led by the University of Vienna and University of Belgrade (5 ECTS). The lecture series brings together international experts from geography, sociology, and environmental science to examine natural disasters from multiple angles. It is an official Circle U. offering open to BA students from all partner universities, illustrating how sustainability content (e.g. disaster risk reduction and resilience) is paired with an interdisciplinary methodology.

¹ Aarhus University only accepts courses that offer 5 ECTS. Hence, Circle U. encourages, but does not require, 5 ECTS.

3 How to make a BA module?

3.1 Collaboration models

Designing a joint BA module requires effective collaboration between universities. Models can range from fully co-developed courses (with two or more universities equally sharing design, teaching, and assessment) to lighter partnerships (e.g. one lead university inviting guest lecturers from others, or collaboration on team-taught sessions, or shared resources). However, in both cases, the BA module should be hosted by one of the collaborating institutions, which also takes responsibility for the administrative management, including quality assurance/accreditation. We encourage academics to also look at their existing modules offered to see if there is a way of tweaking the current offering into a Circle U. interdisciplinary sustainability BA module.



Example: *Bridging Humanities and Medicine for Societal Impact*

Led by the University of Oslo, the course is based on an open online series that featured recorded lectures from multiple partner universities, showcasing how medical and humanities scholars across the alliance jointly addressed health and society topics. Such an approach highlights a critical interdisciplinary dialogue without all partners having to co-design the entire curriculum.

3.2 Finding partners

Identifying the right partners is a crucial early step. Circle U. provides tools to connect academics across its nine universities. A primary resource is the [Circle U. Academic Directory](#), an online platform where researchers and teachers list their expertise and interests. By searching this directory (e.g. for keywords like “sustainability”, “climate adaptation”, and “health equity”), you can find colleagues in other institutions who are working on related topics. The directory is designed to facilitate direct communication and networking, making it easier to reach out and propose a collaboration. Ensure that your own profile is up to date in this system (by adding “CircleU.” as a keyword to your ORCID profile, per the directory guidelines) to let others find you as well. Note that the directory is still under development and new “matchmaking” tools are being developed and are likely to be in use from the academic year 2025-2026.

Besides the directory, leverage your **university’s Circle U. network**. Each member institution has a local Circle U. coordinator who can assist in identifying partners from the other universities through their coordinator colleagues.

In addition, [a Circle U. Academic Chair for the Open Campus](#) platform is appointed at most universities. These academics are tasked with advancing alliance education initiatives and can help match you with interested partners or provide contacts at their local institutions. Circle U. also has four Knowledge Hubs (Artificial Intelligence, Climate, Democracy and Global Health) and three platforms (CU.mil, CU.til and InCU.bator) lead by Academic directors with an extensive network within their academic fields who are more than happy to connect fellow academics with each other. You will find an overview of all the Circle U. Academic Directors and Academic Chairs [here](#).

Don’t hesitate to contact the Circle U. coordinators at your university to connect with partners. We also invite you to contact the Open Campus Chair to discuss your module idea – they may know of a similar initiative in development or colleagues elsewhere looking to collaborate. Networking events, such as Circle U.

matchmaking workshops, annual conferences, or knowledge hub meetings, are also excellent venues to find like-minded academics.

All contacts can be found in the annex.



Practical tip: Start with manageable collaboration – perhaps by exchanging lectures or modules – if full co-creation is challenging initially. Over time, this can grow into deeper integration. Ensure clear communication channels (regular planning meetings) and define roles: who coordinates enrollment, who handles assessment, how teaching load is divided, etc. By leveraging the strengths of each partner (one university might have a strong climate science department, another excellence in ethics or law), the module becomes more than the sum of its parts. However, it is important to note that a BA module must be hosted by one of the universities.

3.3 Possible Formats

Circle U. interdisciplinary sustainability BA modules can adopt several formats, depending on learning goals and organisational constraints. Common formats, which are not necessarily mutually exclusive, include:

Blended Intensive Programmes (BIP): These are short, blended courses that combine virtual learning with a short-term physical mobility component. The Erasmus+ programme guide defines BIPs as jointly delivered modules where all students do an online preparatory or follow-up course and then gather for an intensive on-site experience. Typically, a BIP might involve a few weeks of online classes or group work, capped by a one-to-two-week workshop/residency at one of the partner campuses. For example, the *Politics of Sustainable Development* course mentioned above is a BIP: students engaged in online seminars and then spent an intensive week at the University of Oslo for hands-on activities, simulations, and face-to-face collaboration

BIPs allow immersive learning and cultural exchange in a short period, with the online component ensuring academic preparation and post-trip reflection. They are also eligible for Erasmus mobility funding, making it easier for students to participate (please see Section 7). When designing a BIP, ensure that the virtual and physical parts are well-integrated – the online portion can be used for theory and planning, while the on-site portion can focus on fieldwork, labs, or project presentations.

Hybrid Courses and Seminars: A hybrid course allows students to meet face-to-face on their home campuses while also connecting online with peers and professors from other universities. This format offers the benefits of in-person interaction—such as direct engagement, group discussions, and immediate feedback—while broadening perspectives through cross-institutional collaboration. For example, the hybrid module, “Debating Democracy”, brings together local groups for on-campus sessions and links them virtually with students at partnering universities.

To run such a course effectively, establish clear learning objectives, provide reliable digital infrastructure and technical support, and design activities that foster active participation in both online and offline environments. Also, consider making the content challenge-based: have students from different backgrounds solve a real sustainability problem (e.g. design a policy or prototype a solution) in mixed teams – this provides experiential learning and concrete outputs. **Online Courses:** Fully online modules enable broad participation across the alliance without travel. These can run over a semester (e.g. weekly webinars or lectures) or in a condensed timeframe. A successful example is the *Natural Hazards, Vulnerability and Disasters* lecture series, which ran weekly via a digital platform and brought in guest experts from multiple countries. Online courses benefit from being highly accessible – any Circle U. student can join from their home university – and they foster digital collaboration skills. When developing an online interdisciplinary course, consider using

interactive tools (forums, virtual group projects, and/or case study discussions) to keep students engaged across distances. Ensure scheduling (time zones and semester dates) is taken into account.

An online format works well for topics where diverse case studies or global comparisons are valuable, since you can easily invite lecturers from around the world and draw participants with varied perspectives. Keep in mind technology needs: use a robust learning management system and video-conferencing tool, and have a plan for online assessment (quizzes, digital portfolios, etc.).

Collaborative Online International Learning (COIL): COIL (also known as virtual exchange) involves integrating international collaboration into coursework by linking classes in two or more countries. In a COIL module, professors from different universities co-design assignments that require their students to work together online – for example, mixed teams from University A and B jointly develop a project or research a problem. COIL is often embedded in an existing course at each institution, aligning schedules for a few weeks of collaboration. This approach can be a steppingstone to deeper integration, as it doesn't require creating a fully new joint course but rather connects courses across borders. COIL experiences are known to enhance students' teamwork abilities and intercultural competence. They are relatively low-cost and flexible: all interaction is online. Key to success is careful coordination between instructors on task design, communication platforms, and assessment.

For instance, you might run a COIL where a sustainability science class at Aarhus University and a public policy class at King's College London collaborate on analyzing local climate action plans, sharing findings via joint video meetings and discussion boards. While not a formal Circle U. "module", COILs can be part of Open Campus offerings and are a great way to initiate partnership.

Regardless of format, gather examples from both Circle U. and similar initiatives for inspiration. Many European University alliances publish their joint course offerings; reviewing those can spark format ideas. The [Circle U. Open Campus portal](#) itself showcases a variety of formats and subjects – from purely online lectures to field-based courses – which can guide your module design choices. Always align the format with your learning objectives: for instance, if place-based experience is crucial (say, studying biodiversity in an urban park), a BIP with a field trip might be ideal; if the goal is cross-cultural comparison of policies, an online or COIL format may suffice.

3.4 Administrative management

Implementing a joint BA module across universities requires the administrative support of your home university, faculty or department to ensure the module complies with the internal rules and processes, as well as the national (or regional) legislative. And ultimately to ensure the module is fully embedded in the offering of your home university and the Circle U. partners. Early planning, collaboration, communication, and support with and from the administrative services are therefore crucial.

Partnership: Although this might sound obvious, remember first to identify a host university across partner universities and make sure it is locally anchored before you start planning your module. It can be beneficial to formalize teaching collaborations with your Circle U. partners to ensure that the offering is embedded at the faculty/university level. It's crucial indeed to obtain mutual agreement on the main logistical and strategic elements of the partnership like academic integrity, assignment extensions, etc., to avoid confusion and prevent any conflicting rule that might undermine the organization of the module.

Recognition, credits and grades transfer: It is key to ensure the teaching and learning experience students will have through a joint BA module, will be recognized in her/his study path. Therefore, after completing a module, students should receive credits at their home institution. All Circle U. partners, except King's College London use the ECTS system, which will foster fair recognition. (Credit conversion tools exist.) Make sure the module is approved in each university's curriculum or as an elective offering. Circle U. has developed a [joint](#)

[framework for recognition](#) to handle credit recognition, grading conversion, and transcript of records provision. It is necessary to consult your study administration or international office about the necessary processes. In many cases, treating the module like an Erasmus exchange course works: students from other universities are registered as exchange students for that course and receive a transcript of records or certificate upon completion. Use a **Learning Agreement** or similar document to explicitly state how the credit will count towards the student's degree (for example, as an elective in their programme or a substitute for a similar course). Having this in writing, signed by the relevant academic authority at home, will smooth the recognition process that is generally managed at faculty or department level.

Enrollment and Student Administration: Deciding how students enroll and are managed is crucial. Typically, the **host university** will be responsible for enrolling all participating students in their student information system (so that grades can be issued on one transcript).

Coordinate with international offices to set up an ad hoc exchange code for the course if needed. You'll also want to communicate clearly to students how to sign up – e.g., via a shared application form or through their home coordinator. Using the Circle U. Open Campus announcements and your university's outreach channels will help advertise the registration process. Once enrolled, ensure that students have access to necessary IT systems (e.g. learning platforms and libraries). Sometimes, creating guest accounts or using an open-access course platform (like Moodle open courses or MS Teams) can circumvent the complications of cross-institution IT access. Assign someone (perhaps an admin staff or one of the instructors) to liaise with all enrolled students regarding schedules, platform logins, etc., so no one falls through the cracks.

Learning Management System: To fully benefit from the learning experience, students enrolled in a BA module should have access to resources and other materials used or developed in the framework of this module. Accessing a dedicated learning management system (LMS) is thus essential. So far, Circle U. partners have decided to prioritize the access of their own LMS to students from other partner universities when hosting an educational offering. In this perspective, efforts are made to ensure the interoperability of the systems. In parallel, IT departments are also developing a light joint solution (MoodleCloud) that could be used by academics when developing a new educational activity, including BA modules. This solution is still in a testing phase but should be expanded in the academic year 2025-2026. If you are interested to know more about this solution, please contact the IT reference person for Circle U. at your home university. Contacts details can be found in the annex.

Academic Calendar and Schedules: Circle U. universities span different countries, often with varying semester dates and exam periods. A known hurdle is aligning schedules so that the module doesn't conflict with other obligations. When possible, choose a timeframe that sits in the overlap of academic calendars (please see the annex). For instance, late spring might coincide with reading weeks, or be after exams for some, or overlap with intensives in early summer when most students are free. If your BA module is semester-long online, pick a day and time for live sessions that work across time zones and consider differing holiday breaks. You might need to avoid certain weeks (e.g., one partner's exam week). Flexibility is key: consider recording sessions for those who occasionally can't attend live and use asynchronous coursework to bridge minor timing gaps. Also, decide how the assessment schedule aligns: will all students follow the host's exam timetable, or will there be separate submission dates to accommodate local requirements? It's often easiest to administer one set of assessments with a unified deadline (host university's schedule) and have home universities accept that, but make sure this is communicated to the students' study administrators. Early discussions among the instructors and admin staff can map out these potential calendar clashes and find solutions (like adjusting the module length or intensity).

Coordination and Communication between partners: Running an interdisciplinary module with multiple institutions introduces complexity in coordination and communication. To address this, establish a clear plan and processes among the teaching team. Regular virtual meetings before and during the course are essential to keep everyone aligned. Use collaborative tools (e.g. shared cloud folders for course materials, group emails, and/or Slack/Teams channel for instructors) to manage content and updates. Appoint a module coordinator (often from the lead university) who serves as the point of contact for administrative matters and

student inquiries, ensuring questions don't go unanswered. Essentially, proactive planning and frequent check-ins with all stakeholders (faculty, department heads, international offices, students) will mitigate administrative hurdles. Don't be discouraged – while the paperwork can seem daunting, many have navigated it successfully. Leverage the experience of colleagues who have run joint courses before and make use of Circle U.'s support structures dedicated to easing these barriers.

External communication and dissemination: Obviously a joint BA module will only be successful if students are following the module and have a positive experience that will serve them in continuing their study path and preparing them to be an active and engaged citizen. Communicating and disseminating the opportunities towards the student community and beyond is central. Since its inception, Circle U. has developed strong communication capacities through various channels (website, newsletter, social media, etc.). But these efforts have also showed that the first (and probably most efficient) channel of communication and dissemination towards students are their home university, faculty, or department. In Circle U., you have access to a strong network of communication experts. Connect with them as soon as possible to make sure your BA module will be attracting as many students as possible. Contact details are provided in annex.

3.5 Support from Circle U. and the Open Campus

The Circle U. alliance and its member universities offer support to help academics develop and deliver these modules. Knowing what assistance is available can ease the process:

Funding Opportunities: Financial support can come from different sources. One major avenue is the *Erasmus+ programme*, especially if your module involves mobility. Blended Intensive Programs (BIP) qualify for Erasmus+ funding: the host (organising) university receives **Organisational Support (OS) funds** to contribute to the costs of organising the BIP (administration, materials, etc.), and the sending universities can use Erasmus+ mobility grants to support travel and accommodation for their students and the staff. When planning a BIP, coordinate early with your institution's Erasmus office to apply for these funds; they can greatly reduce the financial burden on both organizers and participants.

Beyond Erasmus+, Circle U. itself often provides internal funding. Each year, the alliance launches a competitive [seed-funding call](#) to foster bottom-up initiatives. The Circle U. seed-funding scheme is not specifically designed to support the development of interdisciplinary sustainability BA modules. But if the proposal is successful and supported by the scheme, the funds obtained might cover curriculum development time, technical tools, or short visits for planning meetings. Additionally, some universities have internal teaching innovation grants or internationalization funds which you could tap into for developing an Open Campus module. It's worth mentioning your plans to your department head or dean – aligning with institutional internationalisation or sustainability goals might unlock faculty development funds or support for hiring a teaching assistant for the module.

Institutional and Administrative Support: The Circle U. Open Campus initiative is backed by dedicated staff at each university (international offices, academic affairs, etc.) who can assist in navigating bureaucracy (please see contact overview in annex). Don't hesitate to seek guidance on setting up inter-institutional agreements, registration of external students, or recognition procedures – this is often new for departments, but well-trodden ground for international coordinators. If issues arise (credit transfer, visa questions for short mobilities, etc.), the alliance's administrative network can intervene to find solutions. The Circle U. Academic Chairs for Open Campus (mentioned earlier) are also tasked with supporting educational collaboration; they can advocate on your behalf within the institution or connect you with relevant services. Moreover, the **Open Campus platform** itself provides a central place to advertise and coordinate the course. By listing your module on the Circle U. Open Campus portal, you gain visibility and an official stamp within the alliance, and the platform will direct interested students to the application process.

Teaching and Pedagogical Resources: Designing an interdisciplinary course on sustainability may require new approaches to teaching. Circle U. has created the [Teaching Innovation Lab \(CU.til\)](#) to help educators co-design transformative educational experiences. Engaging with the CU.til can provide you with pedagogical advice, workshop opportunities, and even ready-to-use teaching tools focused on sustainability and student-centered learning. You can also draw on existing frameworks. [UNESCO's ESD guidelines](#), for instance, act as a resource for curriculum design (offering learning objectives and methods for teaching sustainability competencies). Many institutions have centers for teaching and learning that might offer training or coaching on interdisciplinary teaching or virtual exchange. Consider reaching out to them, mentioning that your project is part of Circle U.'s innovation in teaching.

If your module requires specific content expertise or materials (say you want to include a simulation game on climate negotiations, or a dataset for students to analyze), the alliance network or **Knowledge Hubs** in Climate, Global Health, Democracy, and AI, can be valuable. These hubs connect researchers and may provide educational content (case studies, data sets, scenarios) that you can adapt for your course. Essentially, you are not alone in this – a variety of support exists, from funding to know-how – so leverage these to strengthen your module.

4 Available Resources for BA Module Development

Finally, below is a list of **practical resources and tools** available to help you develop and run your interdisciplinary sustainability module:

- **Circle U. Academic Directory:** An online database of faculty and researchers across the alliance. Use it to find potential collaborators by discipline or sustainability theme. This can save time in partner search and ensure you connect with colleagues who have expressed interest in Circle U. projects.
- **Open Campus Portal:** The Circle U. Open Campus website serves as a one-stop shop for joint courses, programs, and activities. Once your module is ready, listing it here will advertise it to all Circle U. students. The portal provides course descriptions, application links, and contacts, making recruitment much easier. It also shows examples of ongoing modules, which can serve as inspiration or models.
- **Teaching Innovation Lab (CU.til):** Circle U.'s CU.til platform engages staff and students in co-designing innovative teaching methods. It offers a community and resources for developing interdisciplinary modules. You might find toolkits for challenge-based learning, ideas for virtual collaboration exercises, or even mentorship from Academic Chairs who have run similar courses. Participating in CU.til initiatives (e.g. workshops or hackathons on teaching) can improve your module's design and impact.
- **E-Learning Platforms and Tools:** Since many joint modules have online components, make use of robust e-learning tools. Ensure students and instructors from all institutions can access it (sometimes creating guest accounts or a course-specific login page is necessary). Collaboration tools such as Microsoft Teams, Zoom, or Slack are vital for communication; check if the alliance or your IT department can provide a dedicated Team or long-duration video call license for the class. Interactive tools (Padlet for brainstorming, Miro or Google Jamboard for joint mapping, Mentimeter for live polls, etc.) can enhance engagement in mixed online classrooms.
- **Content Libraries and OER:** Leverage **Open Educational Resources (OER)** and case libraries on sustainability. Platforms like the SDG Academy (by SDSN) provide free course videos and reading materials on various sustainability topics. Academic databases accessible through your libraries can be opened to all enrolled students (ensure library access issues are sorted for partner students, possibly via temporary credentials or by sharing key readings in compliance with copyright). If your module is project-based, consider using real datasets or problem briefs from organizations like UNEP, World Bank, or local communities – many are freely available and can add practical relevance.
- **Circle U. Funding and Mobility Programmes:** In addition to initial funding, remember the *mobility support* for students and staff. If you plan an in-person component, coordinate the Erasmus+ short-

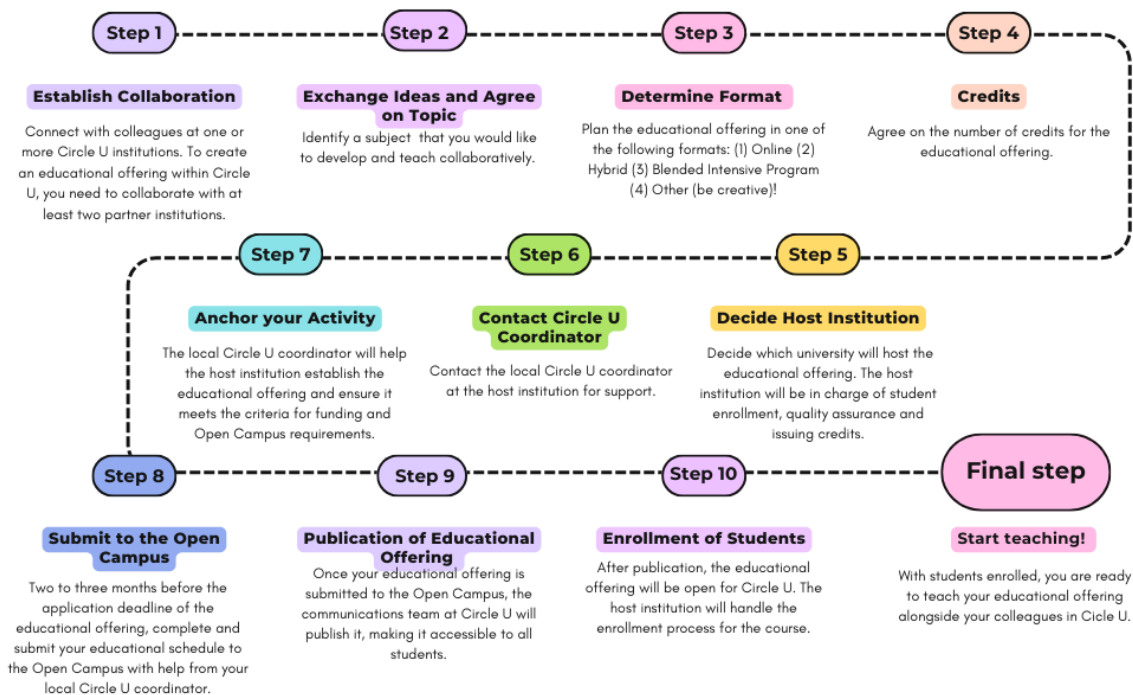
term mobility grants for students, usually handled by the international office. It is useful to get in touch with the international office well in advance; they can guide you through the process. There might also be **staff mobility** funds to support teacher visits – for example, Erasmus teaching mobility can fund a professor from University A to travel to University B to co-teach for a week. This can complement your module delivery. The alliance sometimes also provides travel support for meetings to plan or debrief the module. Keep these in mind to reduce cost barriers.

- **Local Circle U. Contacts and Guides:** Use the human resources available – your local Circle U. project manager or coordinator likely has checklists or **guidelines for developing joint courses**. They might share templates for learning agreements, examples of previous course arrangements, or contacts of faculty who have experience. Don't shy away from asking questions; part of the Open Campus mission is to make these collaborations easier through shared knowledge.

We wish you the best of luck with your BA module development and remember that a supportive network and numerous examples are there to guide you on this journey toward sustainable education innovation!

5 Annexes

Developing educational offerings for Circle U.



Circle U. coordinators contact details (April 2025)

- Aarhus University (Knud Warming warming@au.dk)
- University of Belgrade (Nikola Savić nikola.savic@rect.bg.ac.rs)
- Humboldt-Universität zu Berlin (Fritzi-MarieTitzmann fritzi.titzmann@hu-berlin.de)
- King's College London (Patrizia Crivelli patrizia.crivelli@kcl.ac.uk)
- UCLouvain (Natacha Buntinx natacha.buntinx@uclouvain.be)
- University of Oslo (Øystein Moen moeno@admin.uio.no)
- Université Paris Cité (Nadege Jannot nadege.jannot@u-paris.fr)
- University of Pisa (Elena Favilli elena.favilli@unipi.it)
- University of Vienna (Viki Menczel viktoria.menczel@univie.ac.at)

Study Administration contact persons for Circle U. (April 2025)

- Aarhus University (Mette Brandenburg mb@au.dk)
- University of Belgrade (Miloš Bojičić milos.bojicic@rect.bg.ac.rs)
- Humboldt-Universität zu Berlin (Isabelle Mensching isabelle.mensching@hu-berlin.de)
- King's College London (Patrizia Crivelli patrizia.crivelli@kcl.ac.uk)
- UCLouvain (Natacha Buntinx natacha.buntinx@uclouvain.be)
- University of Oslo (Anne Charlotte Lindblom a.c.lindblom@admin.uio.no)
- Université Paris Cité (Ruben Teboul ruben.teboul@u-paris.fr)
- University of Pisa (Guido Cioni guido.cioni@unipi.it)
- University of Vienna (Roland Steinacher roland.steinacher@univie.ac.at)

IT contact persons for Circle U. (April 2025)

- Aarhus University (Trine Kvitzau tkvitzau@au.dk)
- University of Belgrade (Slavko Gajin slavko.gajin@rcub.bg.ac.rs)
- Humboldt-Universität zu Berlin (Malte Dreyer malte.dreyer@cms.hu-berlin.de)
- King's College London (Ben Goodyear ben.goodyear@kcl.ac.uk)
- UCLouvain (Vincent Dupont vincent.dupont@uclouvain.be)
- University of Oslo (Muhammad Sial mosial@admin.uio.no)
- Université Paris Cité (Alain Fréhel alain.frehel@u-paris.fr)
- University of Pisa (Giuseppe Prencipe giuseppe.prencipe@unipi.it)
- University of Vienna (Eva Karall eva.maria.karall@univie.ac.at)

Academic Chairs appointed to the Circle U. Open Campus (April 2025)

- Aarhus University
 - None, Open Campus representative Lotte Skovborg (skovborg@au.dk)
- University of Belgrade
 - [Marko Jovanović](#)
- Humboldt-Universität zu Berlin
 - [Hannes Grandits](#)
 - [Heike Wieters](#)
- King's College London
 - [Gabriel Reedy](#)
 - [Sam Smidt](#)
 - [Mira Vogel](#)
- UCLouvain
 - [Anne-Lise Sibony](#)
- University of Oslo
 - [Eivind Engebretsen, Dean of the Open Campus](#)
 - [Lisbeth M. Brevik](#)
- Université Paris Cité
 - [Sophie Maisonneuve](#)
- University of Pisa
 - [Alessandro Balestrino, Vice-Dean of the Open Campus](#)
- University of Vienna
 - None, Open Campus representative Barbara Good (barbara.good@univie.ac.at)

Academic directors (or corresponding position) of the Knowledge Hubs and Platforms (April 2025)

- Knowledge Hub on Artificial Intelligence
 - Francesco Marcelloni (University of Pisa)
 - [Miroslav Marić](#) (University of Belgrade)
- Knowledge Hub on Climate
 - [Marcel Robischon](#) (Humboldt-Universität zu Berlin)
- Knowledge Hub on Democracy
 - [Dan Banik](#) (University of Oslo)
- Knowledge Hub on Global Health
 - [Jean-Philippe Empana](#) (Université Paris Cité)
- CU.mil
 - [Fanny Meunier](#) (UCLouvain)
- CU.til
 - Benoît Raucent (UCLouvain)
- InCU.bator
 - [Merethe Kruse](#) (Aarhus University)

