

**Visualizing the EU: Enhancing Public Awareness
of European Policies, Values, and Initiatives at Polish HEIs
(Grant Agreement 101235890 — VISUAL-EU —
ERASMUS-JMO-2025-HEI-TCH-RSCH)**



Module: Directional education

Form of Classes	Number of Hours		ECTS	Form of Assessment	Weight
	Full-Time Study	Part-Time Study			
lectures	40	-	10	Pass with grade	100
practical classes	80	-			
Total	120	-			
individual work	120	-			
Total	120	-			

VISUAL-EU Winter School – 2026

Learning objectives (VISUAL-EU Winter School – 2026)

1	Understand how core EU institutions, decision-making processes, and policy cycles relate to Polish HEIs and represent them using clear visual maps.
2	Interpret key EU frameworks and initiatives relevant to higher education (e.g. EEA, Digital Education, European Universities, cohesion, and inclusion policies) and explain them through visuals and simple narratives.
3	Analyse how visual communication influences awareness, perceptions, and support for EU policies, values, and programmes among students and staff.
4	Map EU policies, values, and opportunities to institutional strategies and student needs using visual tools (stakeholder diagrams, journey maps, timelines).
5	Design accessible visual materials (infographics, storyboards, carousels, short video scripts) that communicate EU values, rights, and opportunities to diverse audiences at Polish HEIs.
6	Evaluate the clarity, inclusiveness, and ethical quality of existing EU-related visuals using basic criteria (accuracy, bias, representation, accessibility).
7	Apply digital storytelling techniques to translate complex EU topics into short, audience-specific campaigns for use in HE communication and teaching.
8	Use basic online visualisation and collaboration tools (e.g. infographic and whiteboard platforms) to co-create group outputs for the VISUAL-EU digital hub.
9	Produce concise, APA-referenced visual case notes on “EU values in action” in selected Member States and at institutional level in Poland.
10	Embed principles of accessibility (plain language, WCAG basics), ethics (avoiding stereotypes, transparency about funding), and data protection when designing and disseminating EU-related visual content.

Learning outcomes (VISUAL-EU Winter School – 2026)

KNOWLEDGE			
no	Results	Reference to directional results	Verification method
K1	Structure, roles, and basic competences of the main EU institutions (EP, Council, Commission, ECJ, agencies) and their links to higher education and research in Poland.	-	Short diagnostic quiz + end-of-school survey on core institutional knowledge.
K2	Key EU frameworks and initiatives relevant for HE visibility and communication (EEA, Digital Education policies, European Universities Initiative, cohesion, and inclusion policies).	-	Quiz questions embedded in sessions + self-assessment survey.



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<i>K3</i>	Foundations of visual communication and digital storytelling for EU topics (narrative structure, audience, framing, basic design principles).	–	Evaluation of a short in-class visual exercise against given criteria + survey.
<i>K4</i>	Main types and functions of visual formats used to communicate EU policies and values (infographics, timelines, dashboards, carousels, storyboards, short video scripts).	–	Review of produced visual concepts in workshops (teacher checklist).
<i>K5</i>	Core EU values (democracy, rule of law, human rights, equality, inclusion) and their relevance for higher education, campus life, and regional partnerships.	–	Reflection question in survey + discussion-based check during sessions.
<i>K6</i>	Concepts of European identity and citizenship, including rights, duties, and participation channels available to students and staff in Poland.	–	Short quiz + mapping task reviewed in class.
<i>K7</i>	Knowledge of how EU values and policies are implemented, negotiated, or contested in different Member States and higher education contexts (with examples from Poland and other countries).	–	Assessment of visual case notes / case gallery entries prepared by participants.
<i>K8</i>	Basic principles of accessibility, ethics, and representation in EU-related visuals (plain language, avoiding stereotypes, inclusive imagery, WCAG and GDPR basics).	–	Checklist-based review of participants' visual outputs + survey item on ethics/accessibility.
<i>K9</i>	Basic approaches to evaluating communication effectiveness (simple engagement metrics, qualitative feedback, clarity and bias criteria for EU visuals).	–	Short written explanation or mini-plan for evaluating a campaign, checked by instructor.
<i>K10</i>	APA referencing standards and good practice in citing EU documents, research, and data sources in visual case notes and teaching/communication materials.	–	Review of references in final visual case note / output (instructor feedback).

SKILLS

<i>no</i>	Results	Reference to directional results	Verification method
<i>S1</i>	Conduct visual mapping of EU institutions, decision-making processes, and links to Polish HEIs (e.g. flowcharts, path diagrams).	–	Survey on their self-assessed skills + review of produced governance maps (simple rubric).
<i>S2</i>	Design infographics and digital storyboards that explain selected EU policies, values, or programmes in a clear and engaging way.	–	Evaluation of group/individual visuals during workshops (teacher checklist).
<i>S3</i>	Create accessible digital learning and communication materials on EU topics using plain language and basic WCAG principles (contrast, font, alternative text).	–	Review of outputs against an accessibility checklist + short reflective question in the survey.
<i>S4</i>	Build simple visual case templates and galleries (“EU values in action”) with clearly defined problem, context, actors, and outcomes.	–	Assessment of visual case notes / case gallery entries (instructor feedback).
<i>S5</i>	Use basic online visualisation and collaboration tools (e.g. infographic/whiteboard platforms) to co-create EU-related materials in small teams.	–	Observation of tool use during labs + brief survey item on confidence in applying digital tools.
<i>S6</i>	Apply evidence-first approaches by integrating citations to EU documents, research, and data directly into visual materials (captions, legends, credits).	–	Review of final visuals for correct sourcing and citation practices (APA/citation checklist).



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<i>S7</i>	Write concise, APA-referenced explanatory texts to accompany visuals (captions, blurbs, short explainer paragraphs for the VISUAL-EU hub).	–	Evaluation of written components attached to visuals (APA checklist, clarity criteria).
<i>S8</i>	Facilitate or participate in basic co-design activities with peers and stakeholders (students, staff, NGOs) to refine EU-related visual outputs.	–	Observation of group work + short peer-assessment on collaboration/co-design.
<i>S9</i>	Identify and visually represent potential risks, sensitivities, and misunderstandings in EU communication (e.g. misperceptions, stereotypes) and propose mitigation strategies.	–	Review of risk/mitigation elements within visual or written project concepts (teacher feedback).
<i>S10</i>	Present visual outputs (maps, campaigns, case galleries) clearly and persuasively to different audiences, explaining design choices and intended impact.	–	Short presentations at the end of the school evaluated with a simple presentation rubric + self-evaluation survey.

SOCIAL COMPETENCE

<i>no</i>	Results	Reference to directional results	Verification method
<i>SC1</i>	Collaborating effectively in interdisciplinary and cross-border teams when designing EU-related visual materials and projects.	–	Observation of group work using a teamwork rubric + brief peer-assessment on collaboration.
<i>SC2</i>	Demonstrating civic responsibility, commitment to EU citizenship values, and a public-interest orientation in the choice and framing of topics.	–	Short reflective note / survey item on topic choice and value orientation, reviewed by instructor.
<i>SC3</i>	Embracing innovation and reflective, lifelong learning habits in the use of digital and visual communication tools.	–	Self-assessment survey on learning habits + teacher observation of tool exploration and experimentation.
<i>SC4</i>	Exercising leadership and initiative in proposing and driving EU-related visual activities and micro-projects at HEIs.	–	Observation checklist for leadership behaviours during group tasks + peer feedback on initiative.
<i>SC5</i>	Communicating inclusively and respectfully across cultures and disciplines; managing disagreements about EU topics constructively.	–	Facilitator observation during discussions and group work + short peer-assessment on communication and conflict management.
<i>SC6</i>	Acting ethically in the selection and use of images, data, and narratives, with attention to privacy, representation, and digital well-being.	–	Review of project outputs against an ethics/data checklist (images, consent, privacy, stereotypes) + one reflection question.
<i>SC7</i>	Negotiating shared goals with external stakeholders (e.g. municipalities, NGOs, schools, media) when co-creating EU communication outputs.	–	Assessment of stakeholder/engagement sections in project concepts + observation of role-play or simulated stakeholder meeting.



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SC8	Upholding open science and open licensing principles (where possible) for visual and textual outputs to enable reuse on the VISUAL-EU hub and beyond.	-	Check of final outputs for licensing statements and sharing options + one survey item on attitudes to open science.
SC9	Showing resilience and adaptability when working under time, technological, or contextual constraints in EU-related communication projects.	-	Facilitator observation of responses to challenges (deadlines, tech issues) + short reflective question on strategies used.
SC10	Advocating for accessibility and equity in how EU information, opportunities, and values are communicated to diverse learner groups.	-	Review of outputs for accessibility features (plain language, WCAG basics) + self-assessment item on advocacy for inclusion.

Learning content (VISUAL-EU Winter School – 2026)

no	Description of the issue	Number of Hours	
		Exercises	
		Full-Time Study	Part-Time Study
1	<p>1) Rationale & Objectives</p> <p>The VISUAL-EU Winter School supports Pillar II of the project (“Teaching of four interdisciplinary modules on European Studies”) by providing an intensive, visually-oriented introduction to EU values, policies, and initiatives targeted at Polish Higher Education Institutions (HEIs). Using visual mapping, digital storytelling, and case-based learning, the school helps participants:</p> <ul style="list-style-type: none"> – understand how EU governance and decision-making work in practice and how they affect Polish HEIs; – interpret and communicate EU policies and values using infographics, storyboards, and other visual formats; – analyse concrete cases from different EU Member States where EU values are translated into institutional practice; – design small-scale community-oriented activities that foster European citizenship and engagement at HEIs. <p>Target group: BA/MA/PhD students, HEI staff, school/college teachers, local/regional officials, NGO stakeholders, and media/communication professionals interested in visually communicating EU-related content.</p> <p>Key outcomes (Winter School):</p> <ul style="list-style-type: none"> – 1 personal visual map of EU institutions and decision-making processes; – 1 digital story or visual campaign prototype on an EU policy/initiative; – 1 short case-based brief on EU values in action; – 1 micro-concept for a citizenship or community-engagement activity at a Polish HEI. <p>2) Structure & Module Leads</p> <p>The Winter School is organised around four VISUAL-EU modules. Each module is delivered through a lecture + workshop format and supported by Self Study Topics on the VISUAL-EU Hub.</p> <p>Module 1 – EU Governance & Decision-Making Processes (visual mapping of institutions and procedures) Lead: Dr. Bożena Iwanowska</p>	60 (L – 20; WP – 40)	-



<p>Focus: Visual maps of EU institutions, competences, and procedures, with a particular emphasis on how decisions travel from Brussels to Warsaw and Polish HEIs.</p> <p>Module 2 – Digital Storytelling & EU Policy Communication Lead: Dr. Dawid Stadniczeńko Focus: How to turn EU policies, programmes, and initiatives into compelling digital stories, infographics, and micro-campaigns for students and the wider public.</p> <p>Module 3 – EU Values in Action: Case Studies from Member States Lead: Dr. Habil. Yan Kapranov, VIZJA University Prof. Focus: Comparative case studies from different EU Member States showing how EU values are embedded (or contested) in higher education and regional initiatives.</p> <p>Module 4 – European Citizenship & Community Engagement Lead: Dr. Habil. Olena Pimenowa, VIZJA University Prof. Focus: Rights, duties, and practices of European citizenship; design of community-based and campus-based engagement activities that make the EU visible in everyday academic life.</p> <p>3) Learning Content by Module VISUAL-EU MODULES</p> <p>V1. EU Governance & Decision-Making Processes (Visual Mapping of Institutions and Procedures) Responsible: Dr. Bożena Iwanowska Mandatory Topics:</p> <p>1. EU institutional architecture in visual form – European Council, Council of the EU, European Parliament, European Commission, Court of Justice, advisory bodies, and agencies. – Levels of governance and competences visualised (exclusive, shared, supporting).</p> <p>2. Decision-making procedures and policy cycles – Ordinary legislative procedure, special procedures, delegated and implementing acts. – Visual timelines and flowcharts from agenda-setting to implementation and evaluation.</p> <p>3. From Brussels to Warsaw and the campus – How Polish ministries, agencies, regions, and HEIs feed into EU decision-making (consultations, expert groups, alliances). – Visual mapping of one EU policy area relevant to higher education (e.g., digital education, inclusion, or cohesion policy).</p> <p>Self Study Topics: – Redesign an existing visual (from an EU website or brochure) to create a more student-friendly infographic showing who does what in the EU. – Trace one recent EU policy file (e.g. related to digital education or inclusion) from proposal to implementation in Poland and summarise it as a visual timeline (max. 10 steps).</p> <p>Indicative sources: Caliendo & Iannario (2009); Bicchi (2011); Dobbins et al. (2011); Cherubini (2024); European Commission institutional and “How the EU works” policy pages.</p> <p>V2. Digital Storytelling & EU Policy Communication Responsible: Dr. Dawid Stadniczeńko Mandatory Topics:</p> <p>1. Principles of digital storytelling for EU topics</p>		
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<p>– Narrative structures (problem–solution–impact), personas, and audience segmentation.</p> <p>– Translating legal and technical EU language into clear, accessible storylines.</p> <p>2. Visual formats and platforms</p> <p>– Infographics, carousels, short videos, and storyboards as tools to communicate EU policies and programmes.</p> <p>– Platform logics: websites, social media (e.g. Instagram, LinkedIn, YouTube) and campus screens.</p> <p>3. Strategy, ethics, and (dis)information</p> <p>– Communicating EU initiatives responsibly: fact-checking, source citation, and transparency about funding.</p> <p>– Recognising and countering misinformation about the EU in visual and digital formats.</p> <p>Self Study Topics:</p> <p>– Create a simple storyboard (6–8 frames) for a 60-second explainer video on one EU initiative relevant to students in Poland.</p> <p>– Draft an outline for a micro-campaign (goal, audience, key message, 2–3 formats) promoting participation in an EU-funded opportunity (e.g. Erasmus+, European Universities alliances, local projects).</p> <p>Indicative sources:</p> <p>Bilbao et al. (2020); García-Gordillo et al. (2023); Borodiyenko et al. (2024); Kokkinos et al. (2024); Ipsilandis et al. (2024); European Commission communication and “EU learning” resources.</p> <p>V3. EU Values in Action: Case Studies from Member States Responsible: Dr. Habil. Yan Kapranov, VIZJA University Prof.</p> <p>Mandatory Topics:</p> <p>1. Core EU values and their visual narratives</p> <p>– Human dignity, freedom, democracy, equality, rule of law, human rights.</p> <p>– How these values are represented in EU campaigns, university branding, and public debates.</p> <p>2. Higher education as a space for European values</p> <p>– Case studies from different Member States (including Central and Eastern Europe) where EU values are promoted or contested in HEIs and regional partnerships.</p> <p>– Tensions between Europeanisation and de-Europeanisation narratives in education.</p> <p>3. Comparative visual case analysis</p> <p>– Analysing university websites, branding materials, and project visuals from selected EU countries.</p> <p>– Identifying convergences and differences in how values such as inclusion, diversity, sustainability, or academic freedom are communicated.</p> <p>Self Study Topics:</p> <p>– Select one European Universities alliance or EU-funded HEI project and prepare a one-page visual case note: context, actors, EU values highlighted, communication style.</p> <p>– Compare how at least two universities from different EU countries visualise “European identity” on their websites and social media; summarise similarities/differences in 5–7 bullet points.</p> <p>Indicative sources:</p> <p>Protsenko et al. (2023); Brooks & Rensimer (2023); Lambrechts et al. (2024); Zenkienė & Leišytė (2024); Marques & Graf (2023); Siri et al. (2022); Maassen et al. (2022); Vlachopoulos et al. (2025).</p> <p>V4. European Citizenship & Community Engagement Responsible: Dr. Habil. Olena Pimenowa, VIZJA University Prof.</p> <p>Mandatory Topics:</p>		
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<p>1. European citizenship in practice – Rights and duties linked to EU citizenship; mobility, participation, and non-discrimination. – Links between EU citizenship, national identity, and local belonging in Poland.</p> <p>2. HEIs as spaces of civic engagement – Universities as social levelers and hubs for civic and political engagement. – Examples of student-led and staff-led initiatives (debate clubs, local forums, community partnerships) linked to EU themes.</p> <p>3. Designing micro-engagement projects – How to turn EU policies/values into concrete community or campus activities (e.g. EU Days, visual exhibitions, mini-labs, participatory mapping). – Basics of project logic: objectives, target group, activities, simple indicators.</p> <p>Self Study Topics: – Draft a concept note (max. 1 page) for a small engagement activity at your HEI that visualises one EU value (e.g. inclusion, sustainability, solidarity) for students and local communities. – Map existing structures at your HEI (student council, NGOs, municipal partners) that could support EU-related engagement; identify 3 potential cooperation ideas.</p> <p>Indicative sources: Della Volpe (2018); Bocsi et al. (2020); Lenkauskaite & Marinho (2024); Dima (2017); Astuty et al. (2024); Brooks et al. (2020); Zenkienė & Leišytė (2024).</p>			
Total	60	0	

Teaching methods

Giving methods: explaining or clarifying

Activating methods: didactic games, didactic discussion

Practical methods: exercises/subject tasks, exercises/creative (writing) tasks, analysis of texts you have created, analysis of other people's texts

Forms of work: individual, in small groups

Passing conditions

<i>Method of passing</i>	Weight (%)
	Exercises
<i>Written test(s) – open questions or tasks</i>	40
<i>Completion of tasks/exercises/projects during classes</i>	40
<i>Written work prepared outside of class</i>	20
Together	100%

Settlement of the student's individual work

<i>no</i>	Individual Work Activities	Estimated Number of Hours	
		Full-Time Study	Part-Time Study
1	Preparation to participate in classes (e.g., preliminary reading, preparation or collection of materials, aids, preparation of a paper or presentation for classes, etc.)	20	–
2	Mandatory reading	10	–
3	Preparation of written work outside of class	10	–
4	Mandatory reading of other materials or content (e.g., audio, video, tools, aids, software, hardware, legal acts, documentation, workplace conditions, etc.)	10	–



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5	Preparation for the colloquium	10	-
	Total	60	-

Mandatory sources

1	Bilbao, E., Del Carmen Méndez García, M., & Mora, M. (2020). University students' representations of Europe and self-identification as Europeans: A synthesis of qualitative evidence for future policy formulation. <i>European Journal of Futures Research</i> , 8, 1–17. https://doi.org/10.1186/s40309-019-0159-y
2	Bocsi, V., Fényes, H., & Markos, V. (2020). Civic engagement of higher education students in a Central and Eastern European region. <i>The New Educational Review</i> . https://doi.org/10.15804/tner.20.62.4.07
3	Brooks, R., Gupta, A., Jayadeva, S., & Abrahams, J. (2020). Students' views about the purpose of higher education: A comparative analysis of six European countries. <i>Higher Education Research & Development</i> , 40, 1375–1388. https://doi.org/10.1080/07294360.2020.1830039
4	Caliendo, G., & Iannario, M. (2009). Communicating European values in institutional discourse: A statistical model for the analysis of citizens' perception of EU. <i>Glottology</i> , 2, 19–40. https://doi.org/10.1515/plot-2009-0017
5	García-Gordillo, M., Ramos-Serrano, M., & Rivas-De-Roca, R. (2023). Beyond Erasmus. Communication of European Universities alliances on social media. <i>El Profesional de la información</i> . https://doi.org/10.3145/epi.2023.jul.04
6	Lambrechts, A., Cavallaro, M., & Lepori, B. (2024). The European Universities initiative: between status hierarchies and inclusion. <i>Higher Education</i> , 88, 1227–1247. https://doi.org/10.1007/s10734-023-01167-w
7	Protsenko, O., Bulvinska, O., & Kalinicheva, H. (2023). Higher education as a space for forming the values of United Europe. <i>Multidisciplinary Journal of School Education</i> . https://doi.org/10.35765/mjse.2023.1223.04
8	Vlachopoulos, D., Querci, I., Ertan, Y., Nacházellová, E., Arsoy, A., & Camarioti, A. (2025). Instructors' and students' perceptions of the integration of EU values into teaching and learning in higher education: A phenomenological study in The Netherlands, Türkiye, Greece, Czechia, and Italy. <i>Sustainability</i> . https://doi.org/10.3390/su17104589

Supplementary sources
Visual communication, branding, and digital platforms

1	Borodiyenko, O., Malykhina, Y., Zlenko, A., Shynkar, T., & Drok, P. (2024). Brand communication of EU leading universities: Inspirations for the Ukrainian context. <i>Financial and Credit Activity Problems of Theory and Practice</i> . https://doi.org/10.55643/fcaptop.4.57.2024.4434
2	Greben, S., Parashchenko, L., & Sali, B. (2024). Comparative analysis of funding of university education in EU countries. <i>Public Administration and Law Review</i> . https://doi.org/10.36690/2674-5216-2024-1-28
3	Kokkinos, K., Samaras, N., & Iatrellis, O. (2024). European Universities best practices: The case of INVEST EU alliance. <i>European Scientific Journal (ESJ)</i> . https://doi.org/10.19044/esipreprint.1.2024.p135
4	Ipsilandis, P., Kokkinos, K., & Samaras, N. (2024). A roadmap for European Universities policy recommendation to achieve HEI sustainability: The case of INVEST EU alliance. <i>European Scientific Journal (ESJ)</i> . https://doi.org/10.19044/esipreprint.1.2024.p170

Governance, policy, and Europeanisation

5	Bicchi, F. (2011). The EU as a community of practice: Foreign policy communications in the COREU network. <i>Journal of European Public Policy</i> , 18, 1115–1132. https://doi.org/10.1080/13501763.2011.615200
6	Cherubini, P. (2024). European Union policies for the evaluation of universities. <i>Symphonya. Emerging Issues in Management</i> . https://doi.org/10.4468/2024.2.03cherubini
7	Dobbins, M., Knill, C., & Vögtle, E. (2011). An analytical framework for the cross-country comparison of higher education governance. <i>Higher Education</i> , 62, 665–683. https://doi.org/10.1007/s10734-011-9412-4
8	Maassen, P., Stensaker, B., & Rosso, A. (2022). The European university alliances—An examination of organizational potentials and perils. <i>Higher Education</i> , 1–16. https://doi.org/10.1007/s10734-022-00951-4
9	Marques, M., & Graf, L. (2023). Pushing boundaries: The European Universities initiative as a case of transnational institution building. <i>Minerva</i> , 62, 93–112. https://doi.org/10.1007/s11024-023-09516-w
10	Zenkienė, L., & Leišytė, L. (2024). Strengthening university capacity in regional innovation ecosystems through participation in the European Universities initiative. <i>European Journal of Higher Education</i> , 14, 88–108. https://doi.org/10.1080/21568235.2024.2410358

Citizenship, inclusion, and university social responsibility


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11	Astuty, E., Ikhsan, R., & Aryanto, R. (2024). Sustainable entrepreneurial culture in promoting innovation: A higher education perspective. <i>International Journal of Evaluation and Research in Education (IJERE)</i> . https://doi.org/10.11591/ijere.v13i1.26740
12	Della Volpe, M. (2018). Entrepreneurial university and business education: Towards a network model. <i>International Journal of Biometrics</i> , 13(3), 13. https://doi.org/10.5539/ijbm.v13n3p13
13	Dima, G. (2017). Towards building a European common reference framework for university social responsibility. <i>Balkan Region Conference on Engineering and Business Education</i> , 2, 440–445. https://doi.org/10.1515/cplbu-2017-0057
14	Lenkauskaite, E., & Marinho, R. (2024). The bureaucratic grip of European university alliances. <i>XXI International May Conference on Strategic Management – IMCSM25 Proceedings</i> . https://doi.org/10.5937/imcsm25094
Students, mobility, and challenges	
15	Brooks, R., & Rensimer, L. (2023). The European Universities initiative and European spatial imaginaries. <i>Globalisation, Societies and Education</i> , 23, 752–765. https://doi.org/10.1080/14767724.2023.2210515
16	Siri, A., Leone, C., & Bencivenga, R. (2022). Equality, diversity, and inclusion strategies adopted in a European University alliance to facilitate the higher education-to-work transition. <i>Societies</i> , 12(5). https://doi.org/10.3390/soc12050140



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<i>K7</i>	Data management, privacy, consent, and ethical safeguards when using images, narratives, and platforms for EU-related visual communication (GDPR basics).	–	Checklist-based review of project concepts (privacy, consent, data storage) + survey item on ethics/data responsibility.
<i>K8</i>	Evidence hierarchies for VISUAL-EU outputs (EU documents, datasets, corpora, academic research) and APA referencing in visuals and accompanying texts.	–	Review of references in a brief visual case note or policy summary using an APA checklist + 1–2 quiz questions on evidence types.
<i>K9</i>	Stakeholder engagement and co-design principles (participatory workshops, feedback loops, user-centred design) in EU communication projects.	–	Evaluation of a simple stakeholder map/co-design plan produced in class; instructor feedback.
<i>K10</i>	Open science / open education and open licensing practices (e.g. Creative Commons) for reusing and sharing visual educational resources on the VISUAL-EU hub.	–	Check of final outputs for licensing/open access statements + survey item on attitudes to open licensing and reuse.
SKILLS			
<i>no</i>	Results	Reference to directional results	Verification method
<i>S1</i>	Translating EU frameworks and institutional priorities into concrete visual action plans and course/unit-level activities with measurable (visual/engagement) KPIs.	–	Review of a course/unit action sketch with KPIs by instructor (rubric: alignment with EU priority, clarity, measurability) + survey on their perceived ability.
<i>S2</i>	Co-designing inclusive, visually rich digital learning activities on EU topics that meet accessibility (WCAG) and inclusion standards and specify how outcomes will be evaluated.	–	Assessment of a designed activity using an accessibility/inclusion checklist + short reflective note on measuring inclusion.
<i>S3</i>	Creating micro-credential or micro-learning units focused on EU literacy/visual communication and mapping them to institutional recognition paths.	–	Evaluation of a micro-credential concept card (LOs, assessment, recognition) against a structured rubric.
<i>S4</i>	Building visual project logic models and lightweight M&E tools (theory of change diagrams, indicators, simple dashboards) for VISUAL-EU micro-projects.	–	Review of a logic model + draft dashboard; instructor feedback on internal logic and clarity.
<i>S5</i>	Using Eurostat or similar datasets and simple visualisation tools (charts, maps, infographics) to evidence territorial/social gaps and support VISUAL-EU narratives.	–	Check of one data-visualisation exercise (correct data source, chart/map, interpretation) + a 2–3 sentence justification.
<i>S6</i>	Drafting concise, APA-referenced policy briefs and executive summaries that integrate visuals (charts, icons, infographics) for HE leadership and local authorities.	–	Assessment of a short policy brief/executive summary using a rubric (structure, argument, APA, visuals).
<i>S7</i>	Running evidence-first lesson or workshop design on EU topics (corpus checks + AI prompting with citations and bias checks) to accelerate content creation.	–	Review of a lesson/workshop outline displaying corpus evidence, AI prompts, and citations; instructor uses an evidence-first checklist.
<i>S8</i>	Facilitating or co-facilitating co-creation workshops with students, staff, and civic partners for developing VISUAL-EU visual campaigns or case galleries.	–	Observation of a role-play/simulation or real co-creation segment + short peer/participant feedback on facilitation.



Full-Time Studies
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<i>S9</i>	Identifying and planning mitigation for risks related to misinterpretation, bias, ethics, and privacy in EU-related visual communication projects.	–	Evaluation of a risk & mitigation section within a project plan; rubric focusing on identification of key risks and realism of mitigation.
<i>S10</i>	Translating EU frameworks and institutional priorities into concrete visual action plans and course/unit-level activities with measurable (visual/engagement) KPIs.	–	Short end-of-school presentation assessed with a presentation rubric (clarity, structure, visuals, audience fit) + self-evaluation.
SOCIAL COMPETENCE			
no	Results	Reference to directional results	Verification method
<i>SC1</i>	Collaborating effectively across disciplines, institutions, and borders in VISUAL-EU teams, with respect for cultural and disciplinary diversity.	–	End-of-school survey on engagement and teamwork experiences + peer-assessment on collaboration.
<i>SC2</i>	Demonstrating civic responsibility and a public-interest mindset when selecting and framing EU topics and stories for visual communication.	–	Short reflective question on how their project serves public interest + instructor observation of topic choices.
<i>SC3</i>	Showing leadership, initiative, and reflective practice when iterating on visual outputs under time and contextual uncertainty.	–	Facilitator observation (initiative, reflection in feedback sessions) + brief self-reflection on what they would change/improve.
<i>SC4</i>	Acting ethically in the use of data, images, and narratives and advocating for digital well-being in EU-related communication.	–	Review of outputs using an ethics/data checklist + survey item on digital well-being and ethical stance.
<i>SC5</i>	Communicating inclusively and managing disagreements about EU issues constructively in group work and public discussions.	–	Observation during discussions + peer feedback on inclusiveness and conflict management.
<i>SC6</i>	Sharing co-ownership of VISUAL-EU outputs (crediting contributors, choosing open licenses, agreeing on governance for reuse).	–	Check of final outputs for authorship/acknowledgements and licensing + survey item on attitudes to shared ownership.
<i>SC7</i>	Displaying resilience and adaptability during implementation and evaluation cycles when technical, institutional, or contextual challenges arise.	–	Facilitator notes on reactions to challenges + reflective question on coping strategies and adjustments made.
<i>SC8</i>	Advocating for equitable access to EU-related digital information, learning opportunities, and services in their institutional and local context.	–	Review of project concepts for explicit equity measures + survey item on their perceived advocacy role.
<i>SC9</i>	Demonstrating accountability to stakeholders (students, staff, communities) through transparent reporting of methods, data sources, and limitations.	–	Assessment of project summaries/presentations for transparency about methods, data, and limitations (rubric).
<i>SC10</i>	Showing commitment to lifelong learning and continuous improvement in EU literacy, visual communication, and digital competences.	–	Self-assessment survey on future learning plans + short written statement on next steps after the Summer School.



Learning content (VISUAL-EU Summer School – 2027)

no	Description of the issue	Number of Hours	
		Exercises	
		Full-Time Study	Part-Time Study
1	<p>1) Rationale & Objectives</p> <p>The VISUAL-EU Summer School builds on the Winter School by shifting from understanding EU policies and values to co-creating visual outputs and engagement projects for Polish HEIs.</p> <p>If the Winter School asks, “What is the EU doing and how do we see it?”, the Summer School asks: “How can we, as students and staff, visualise the EU in ways that matter for our communities?”</p> <p>The Summer School focuses on:</p> <ul style="list-style-type: none"> – advanced visualisation of EU governance, debates, and policy cycles; – designing and testing digital storytelling formats for EU topics; – building comparative case galleries of “EU values in action” (including tensions and contestation); – prototyping small-scale citizenship and engagement initiatives for HEIs and local communities. <p>Target group: BA/MA/PhD students, HEI staff, early-career researchers, local/regional officials, NGO, and media practitioners who either:</p> <ul style="list-style-type: none"> – participated in the Winter School, or – complete a short pre-school reading package. <p>Key expected outputs (per group or participant):</p> <ul style="list-style-type: none"> – 1 advanced visual map or dashboard on an EU governance or policy debate; – 1 tested digital storytelling micro-campaign (with a simple evaluation plan); – 1 comparative case gallery on EU values in action (3–5 cases); – 1 micro-project blueprint for citizenship/community engagement at a Polish HEI. <p>All outputs are designed to be publishable (after editorial review) on the VISUAL-EU digital hub.</p> <p>2) Structure & Module Leads</p> <p>The Summer School keeps the four VISUAL-EU modules but reframes them as labs and design sprints rather than introductions.</p> <p>Module 1 – Governance Visual Lab: Mapping EU Institutions, Debates & Policy Cycles Lead: Dr. Bożena Iwanowska</p> <p>Module 2 – StoryLab: Advanced Digital Storytelling & EU Policy Communication Lead: Dr. Dawid Stadniczeńko</p> <p>Module 3 – CaseLab: EU Values in Action, Contestation & Local Narratives Lead: Dr. Habil. Yan Kapranov, VIZJA University Prof.</p> <p>Module 4 – Citizenship Design Sprint: European Citizenship & Community Engagement Projects Lead: Dr. Habil. Olena Pimenowa, VIZJA University Prof.</p> <p>Each module =</p> <ul style="list-style-type: none"> – 1 interactive lecture (concepts + examples), – 1 workshop/lab session (group work), – matched Self Study Topics (for completion during and after the school). <p>3) Learning Content by Module</p> <p>V-S1. Governance Visual Lab: Mapping EU Institutions, Debates & Policy Cycles Responsible: Dr. Bożena Iwanowska Mandatory Topics:</p>	60 (L – 20; WP – 40)	–



<p>1. Beyond simple organigrams: multi-layer governance maps – From “institutional boxes” to multi-level diagrams (EU–national–regional–HEI). – Visualising competences, veto points, and feedback loops.</p> <p>2. Policy cycles and controversies as visual stories – Case-based mapping of one EU file (e.g. digital education, inclusion, cohesion policy). – Identifying actors, alliances, and conflict lines in a visually readable way.</p> <p>3. Reading and critiquing existing EU visuals – Comparative review of infographics and charts from EU institutions and think tanks. – Criteria: clarity, accuracy, bias, inclusivity, and accessibility for non-experts.</p> <p>Self Study Topics: – Select an official EU infographic (e.g. on Green Deal, Erasmus+, digital education) and redesign it for Polish students at your HEI (max. 1 page). – Build a “governance path” diagram showing how one EU decision reaches a Polish HEI (actors, documents, 6–10 key steps).</p> <p>Indicative sources: Caliendo & Iannario (2009); Bicchi (2011); Dobbins et al. (2011); Cherubini (2024); Maassen et al. (2022); relevant European Commission institutional/policy pages.</p> <p>V-S2. StoryLab: Advanced Digital Storytelling & EU Policy Communication Responsible: Dr. Dawid Stadniczeńko Mandatory Topics:</p> <p>1. From messages to campaigns: strategic framing of EU topics – Crafting key messages for different audiences (students, staff, local communities). – Using personas and “problem–solution–impact” logic for EU-related stories.</p> <p>2. Format stacks & platform choices – Combining infographics, carousels, short videos, and micro-blogs into one coherent campaign. – Platform-sensitive design: website vs. Instagram vs. LinkedIn vs. campus displays.</p> <p>2. Measuring engagement and improving visuals – Basic analytics (views, clicks, saves, shares) and qualitative feedback (comments, focus groups). – A/B testing simple variants of titles, colours, layouts (without overcomplication).</p> <p>Self Study Topics: – Design a micro-campaign (3–4 formats) promoting one EU-funded opportunity or value (e.g. inclusion, mobility, sustainability) targeted at your HEI; include a simple measurement plan. – Prepare a 1-page “visual style guide” for EU-related communication at your faculty (colours, fonts, icon style, do’s and don’ts).</p> <p>Indicative sources: Bilbao et al. (2020); García-Gordillo et al. (2023); Borodiyenko et al. (2024); Kokkinos et al. (2024); Ipsilandis et al. (2024); Greben et al. (2024).</p> <p>V-S3. CaseLab: EU Values in Action, Contestation & Local Narratives Responsible: Dr. Habil. Yan Kapranov, VIZJA University Prof. Mandatory Topics:</p> <p>1. EU values in practice – and in conflict – Reviewing cases where EU values (democracy, rule of law, inclusion, academic freedom) are promoted, challenged, or reinterpreted. – Focusing on higher education, academic cooperation, and regional initiatives.</p> <p>2. Comparative case gallery design</p>		
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	<p>– Building a small “EU values gallery” with cases from at least three Member States (including Poland).</p> <p>– Visual templates: case cards, maps, timelines, and quote walls (discursive snapshots).</p> <p>3. Local narratives and student perspectives</p> <p>– Collecting small-scale qualitative data: short interviews, comments, or reflective statements from students and staff.</p> <p>– Linking local narratives to wider European debates without oversimplification.</p> <p>Self Study Topics:</p> <p>– Prepare a two-case comparison: one example where an EU value is strongly implemented (e.g. inclusion policy at a university), and one where it is contested or ambiguous; present both as visual case cards.</p> <p>– Write a short reflection (max. 500 words) on how Polish HEIs can visually communicate EU values without falling into propaganda or superficiality; attach 1–2 visual sketches.</p> <p>Indicative sources:</p> <p>Protsenko et al. (2023); Vlachopoulos et al. (2025); Brooks & Rensimer (2023); Lambrechts et al. (2024); Zenkienė & Leišytė (2024); Marques & Graf (2023); Lenkauskaite & Marinho (2024).</p> <p>V-S4. Citizenship Design Sprint: European Citizenship & Community Engagement Projects</p> <p>Responsible: Dr. Habil. Olena Pimenowa, VIZJA University Prof.</p> <p>Mandatory Topics:</p> <p>1. European citizenship “from below”</p> <p>– Connecting rights and opportunities (mobility, participation, non-discrimination) with everyday student life.</p> <p>– EU citizenship in tension with socio-economic inequalities and local constraints.</p> <p>2. HEIs as civic and community hubs</p> <p>– Mapping existing initiatives at HEIs (student unions, local partnerships, NGOs).</p> <p>– Identifying “low-threshold” activities where EU themes can be integrated (festivals, fairs, workshops, student media).</p> <p>3. Designing and scaling micro-engagement projects</p> <p>– Using simple project logic: problem, target group, objectives, activities, basic indicators.</p> <p>– Discussing sustainability, funding options, and potential institutional anchoring.</p> <p>Self Study Topics:</p> <p>– Draft a 1–2 page project concept for a campus- or community-based initiative that uses visual tools to promote an EU value or programme (e.g. “EU Visual Week”, “EU Policy in Comics”, “Migration & Mobility Story Wall”).</p> <p>– Create a simple stakeholder and risk map for your project (3–5 key partners, 3 main risks + ideas for mitigation).</p> <p>Indicative sources:</p> <p>Bocsi et al. (2020); Brooks et al. (2020); Dima (2017); Della Volpe (2018); Astuty et al. (2024); Zenkienė & Leišytė (2024).</p>		
	Total	60	0



Teaching methods
Giving methods: explaining or clarifying

Activating methods: didactic games, didactic discussion

Practical methods: exercises/subject tasks, exercises/creative (writing) tasks, analysis of texts you have created, analysis of other people's texts

Forms of work: individual, in small groups

Passing conditions

<i>Method of passing</i>	Weight (%)
	Exercises
<i>Written test(s) – open questions or tasks</i>	40
<i>Completion of tasks/exercises/projects during classes</i>	40
<i>Written work prepared outside of class</i>	20
<i>Together</i>	100%

Settlement of the student's individual work

<i>no</i>	Individual Work Activities	Estimated Number of Hours	
		Full-Time Study	Part-Time Study
1	Preparation to participate in classes (e.g., preliminary reading, preparation or collection of materials, aids, preparation of a paper or presentation for classes, etc.)	20	–
2	Mandatory reading	10	–
3	Preparation of written work outside of class	10	–
4	Mandatory reading of other materials or content (e.g., audio, video, tools, aids, software, hardware, legal acts, documentation, workplace conditions, etc.)	10	–
5	Preparation for the colloquium	10	–
	Total	60	–

Mandatory sources

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Supplementary sources

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2	Dobbins, M., Knill, C., & Vögtle, E. (2011). An analytical framework for the cross-country comparison of higher education governance. <i>Higher Education</i> , 62, 665–683. https://doi.org/10.1007/s10734-011-9412-4
3	Cherubini, P. (2024). European Union policies for the evaluation of universities. <i>Symphonya. Emerging Issues in Management</i> . https://doi.org/10.4468/2024.2.03cherubini
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4	Bilbao, E., Del Carmen Méndez García, M., & Mora, M. (2020). University students' representations of Europe and self-identification as Europeans. <i>European Journal of Futures Research</i> , 8, 1–17. https://doi.org/10.1186/s40309-019-0159-y
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