



Challenges for the implementation of Joint Master Degrees: Lessons learned from the Erasmus Mundus Joint Master Degree in Work, Organizational, and Personnel Psychology [WOP-P]



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SUMMARY

LESSONS LEARNED AND CHALLENGES TO FACE

1. Administrative integration
2. Coordination and management actions and tools
3. Diversity management
4. Remote training and work
5. Integration of international teaching staff
6. New contents
7. New methods
8. Permanent links with the external context
9. Development of two tracks of employment



LESSONS LEARNED AND CHALLENGES TO FACE

1. Administrative integration

- Reconciliation of the laws of the countries involved
- Respect and integration of the regulations of the universities involved
- Existence of an administrative coordinator at each university
- Fluidity, agility and integration of administrative processes
- Aligned academic calendars
- Individual administrative processes (of students) available at all universities
- Standardization of student assessment systems
- Incorporation of new partners into the joint diploma
- Clarity about how to achieve the joint diploma for all partners



LESSONS LEARNED AND CHALLENGES TO FACE

2. Coordination and management actions and tools

- The Consortium Agreement is the basis for cooperation
- Core program shared by all Consortium members
- Existence of a Partner Coordinator team at each university
- International meetings well structured are crucial to achieving goals
- Useful actions and agreements as a result of each meeting
- Common system of students' recruitment and selection
- Supportive technology (e.g., Tramitem).
- Academic and administrative staff supporting students (monitoring progress, identifying/solving problems, receiving feedback and providing guidance)



LESSONS LEARNED AND CHALLENGES TO FACE

3. Diversity management

- Dealing with students' diversity (teaching, administrative and technical staff)
- Welcome and socialization of students (the role of staff and students – former and current);
- Awareness of the cultural differences, acceptance, integration of differences as a “core value”
- International and intercultural experience of students
- “Learning together” among students for better development
- Winter School - highly diverse, all students together
- International research and supervision networks
- Dialogue between cultures is reinforced



LESSONS LEARNED AND CHALLENGES TO FACE

4. Remote training and work

- In a pandemic context, there was an increase in remote work
- Coordination has also become remote
- The teaching staff had to learn very quickly how to teach online
- The classes and the assessment of students also became remote
- Maintaining quality becomes an even more significant challenge
- Some internships were partially or totally remote
- Teleworking is a reality and a challenge
- How to preserve relationships, development and health?
- Remote training and work will continue beyond COVID-19



LESSONS LEARNED AND CHALLENGES TO FACE

5. Integration of international teaching staff

- It was necessary to integrate international teaching staff in a pandemic context
- To prepare students for remote classes with professors who have never been in person
- To increase the coordinating processes
- Support even more professors and students
- To adjust even more assessment systems



LESSONS LEARNED AND CHALLENGES TO FACE

6. New contents

- To guarantee a continuous content redirection
- Annual Workshops as a way to create and sharing knowledge for improvement and innovation
- Combine the classical contents with the emergent ones:
 - ✓ Sustainability (e.g., corporate social responsibility, the transition to a green economy, sustainable well-being)
 - ✓ Multiculturalism and global thinking (e.g., cultural dialogue and flexibility, management of global issues, international scenarios)
 - ✓ Diversity, inclusion and humanitarian WOP-P
 - ✓ Innovation, entrepreneurship and project management
 - ✓ Digitalisation and big data



LESSONS LEARNED AND CHALLENGES TO FACE

7. New methods

- Reflection on practices for continuous improvement
- Students are viewed as active agents in their own learning
- Students as partners (not clients)
- Novel learning and teaching methods. Multicultural and transferable skills. International scenarios. Global and situational conditions. Adaptive learning and training scenarios. There is a strong and justified emphasis on learning by doing
- Adaptive methods (teaching and learning) to deal with new problems with new tools
- Encouraging students to publish articles
- Common methods for performance assessment (e.g., Rubrics)



LESSONS LEARNED AND CHALLENGES TO FACE

8. Permanent links with the external context

- Strong relationships with international institutions related to the professionalism of the WOP-P area
- Recognition by several stakeholders (Employers, Professional Associations, etc.)
- Permanent involvement of new organizations (internships)
- Continuous participation in national and international public events (Seminars, Congresses, Workshops, etc.)
- Supporting the Alumni Association



LESSONS LEARNED AND CHALLENGES TO FACE

9. Development of two tracks of employment






- Scientist practitioner model
- Science is good for practitioners, and research should be socially relevant
- To promote employability in the business market
- To promote employability in the academic field (PhD programmes)
- To increase the value of an organizational intervention based on scientific evidence



3. EMPLOYABILITY

TOP 5 IMPORTANT FACTORS FOR EMPLOYERS:

- Which factors do you think where the most important for your first employer when hiring you after the Master?

	1. International multicultural characteristics		2. Language proficiency
	3. Practical experience during internship		4. Virtual teamwork
	5. Design intervention		



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Muito obrigada
Thank you
Muchas gracias
Grazie mille



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