R2.1 Analysis of student identity components

REPORT

WP2 – Definition of International Alliance's student identity

Index

Introduction:

The „Building Student Identity for European Universities Alliance – IamSTUDENT" project is implemented under the umbrella of the EU-CONEXUS European University for Smart Urban Coastal Sustainability and aims to :

1.   Identify inter-campus student identity building blocks to increase the impact and outreach of European University alliances activities

2.   Introduce innovative joint actions of inter-campus student life and through them intensify personal student inter-campus collaboration

3.   Foster alliances' openness and inclusiveness in the framework of international collaboration and students engagement

4.   Exchange and multiply good practices among them.

To achieve these objectives, the project partners co-constructed and mapped the attributes of shared international universities alliance (such as European Univeristy alliances, Erasmus Mundus Joint Masters consortiums, etc. student identity, drawing on best practices that can be used to enhance this identity.

The Report (WP2/ R2.1) comprises the analysis report that maps the key areas and practices related to inter-campus student identity and student life.

This report was based on data collected through a comprehensive student survey within the EU-CONEXUS alliance, focus group discussions with students, and interviews with other alliances to gather their best practices.

7 building blocks (attributes) were identified together with some recommendations to strengthen them, thus contributing to building shared student identity.

The insights gained from this analysis will be used for the development of a Toolkit for building inter-campus student identity, offering a unified vision and a collection of best practices to guide future efforts in enhancing the building of shared student identity and the sense of belonging.

1. Methodology

To understand what shared Alliance's or international consortium's student identity and its building blocks is, it was decided to collect data through

1) a student survey within the EU-CONEXUS alliance,
2) focus group discussions with students from partner institutions, and
3) interviews with other European University Alliances to gather their best practices to create the sense of belonging within the alliance.

For the mapping of the key areas and practices related to inter-campus student identity and student life, **an online survey** was created to understand what are the most important attributes of shared European University alliance student identity and through which activities the students experience and strengthen the sense of belonging to the Alliance. The survey was designed to collected data on various aspects of the student experience, including university affiliation, engagement within EU-CONEXUS initiatives, and perceptions of the EU-CONEXUS identity (see Annex 1).

Target audience: EU-CONEXUS students (including University of Rostock, even though it is not a beneficiary of IamSTUDENT project) of all cycles and of all study fields who have had participate in at least on EU-CONEXUS joint activity.

Medium of the survey: online on https://www.surveymonkey.com/ platform.

Language(s): English.

Survey conducted on 6/3/2024 1/4/2024 and extended till 28/6/2024

Number of responses: 293 (see Annex 2 for the details).

The data was then compiled and analysed to identify trends and patterns that contribute to the overarching EU-CONEXUS student identity.

In the second phase, **focus groups discussions** were organised at all 8 universities to get deeper into the student identity aspects and analyse what actions may strengthen this identity based on the students' experience so far.

Target audience: EU-CONEXUS students (including inter-campus student group, which participated in physical meeting of SHIE project) of all cycles who have had participate in at least on EU-CONEXUS joint activity.

Medium of the focus groups discussion: online or on-site.

Typical duration: 1 hour.

Language(s): the main survey language is English but to increase inclusiveness and facilitate free experession of thoughts, the discussion could have be done in national language..

Survey conducted in the period of March – June 2024.

Number of focus groups organised: 10.

Number of participants: 69

Experiences of other Alliances were collected through **interview** either physically or via video calls with the respective responsible for the alliances' student life. The interview was focussing namely on what inter-campus actions are being organised for the students of their alliances and what events are being organised to strengthen the sense of belonging to the alliance and to enhance the student life.

Target audience: responsible for the alliances' student life.

Medium of the survey: online or on-site.

Typical duration: 1 hour.

Language(s): the main survey language is English but if the IamSTUDENT and Alliance's representative were from the same country, the national language was used.

Interviews conducted in March – June 2024.

Number of interviewed alliances: 13.

2. Shared Student Identity: attributes and building blocks

The **Shared Student Identity Theoretical Framework** is a concept increasingly discussed in global higher education environment and literature but it does not have a finalised framework. Therefore, IamSTUDENT team tried to develop a proposal, build on its own and other European University Alliances, and mostly their students experiences, and that could be shared and discussed further. Typically, the attributes as a "shared campus", "shared values", "engagement in joint activities", "studying together", "branding and visual identity", "social network", etc. are mentioned when the students talk about the sense of belonging to a university (focus groups discussions).

2.1. A framework for alliance's student identity analysis

The online survey, and then the focus group discussions tried to classify students' experiences of studying at/belonging to multicampus or inter-campus and delve deeper in their perception of shared identity.
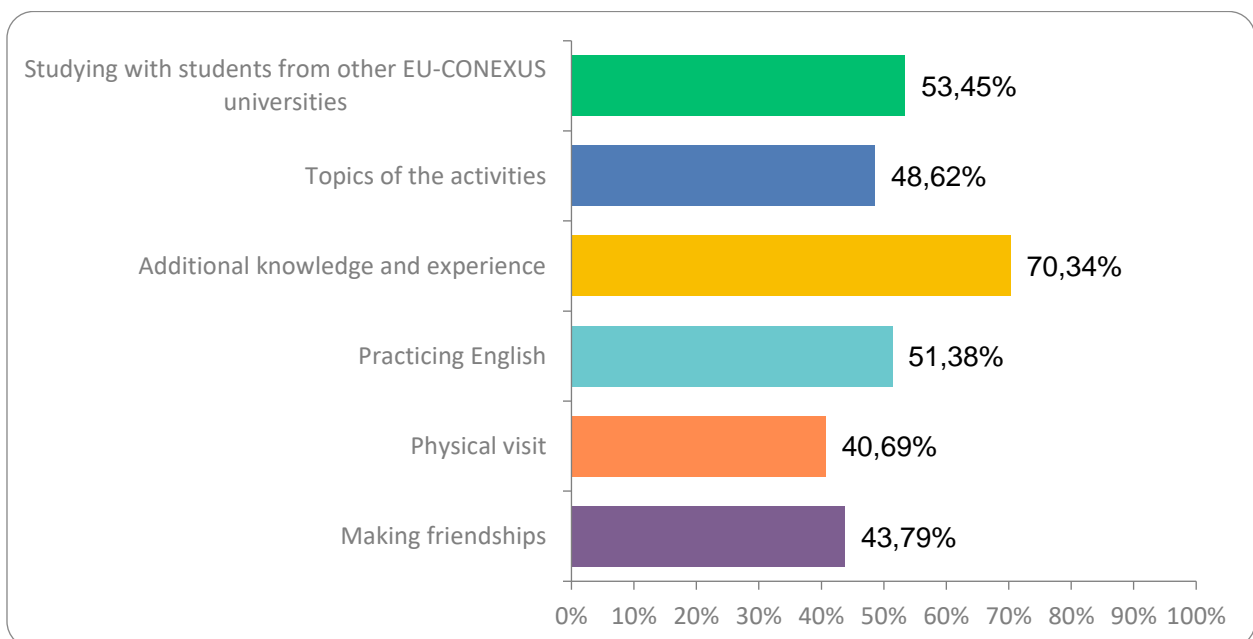
Figure 1 Value of participation in EU-CONEXUS activities

The online survey allowed us to identify the main attributes and building blocks of shared student identity: the students who have participated in the activities (they range from various academic offers, decision making to sports and culture activities, both online, physical and blended) of EU-CONEXUS were asked to select what they valued the most in those EU-CONEXUS joint activities (see Fig. 1). Studying together

(53.45%) and gaining additional knowledge and experience (70.34%) was among the most rated benefits of being a student at universities' alliance.

When asked to specify 5 aspects of student life, they believe, contribute the most to building a strong sense of identity within the university community (generally speaking, not specified to the alliance or consortium of universities).

The sense of belonging to a university's community is perceived through cultural events and activities, organised by the university (71.19% of respondents ranked it), direct academic communication and collaboration between the student and the teacher (67.80%), other activities, such as workshops (60%) and interraction with other students (54.24%). Among other activities, not mentioned in the list, the students named Teamwork projects and Creating a large community with a wide range of inclusive activities.
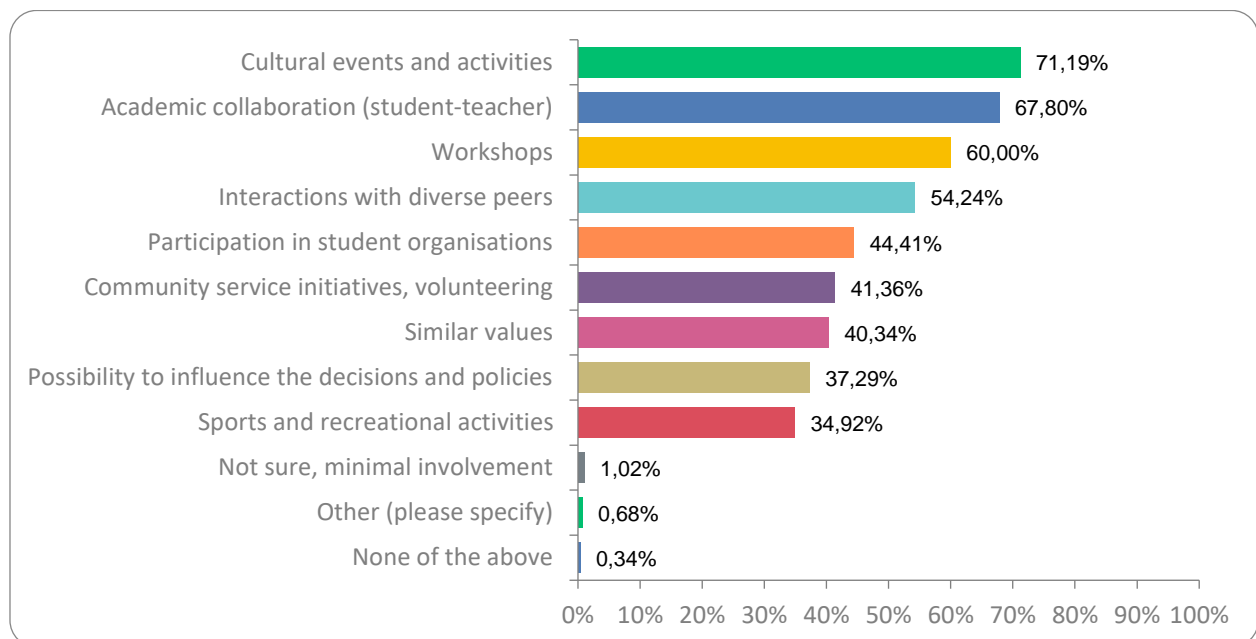
Figure 2 Activities that enhance the sense of student identity

Summing up the activities enhancing the student identity sense, we observe that this is expressed and may be strengthened through collaborative activities such as classes, academic workshops, collaboration projects with teachers and other students, i.e. being with others, who, preferably, share similar interestes and have similar values.

When we asked what concrete action (based on EU-CONEXUS current offer) – shared identity building blocks – could help them to strengthen this identity, the priorities changed slightly leaning towards internationalisation aspect of the community itself and its aspects (see Fig3) : international (physical) meetings (67.5%), language exchange (52.90%), of course, joint projects, joint classes were among those with the highest

impact. While cultural exchange days, representing the cultural activities together were rather low (48.46%) in prioritisation if we compare with general belonging building blocks (Fig. 2, with 71,19%).
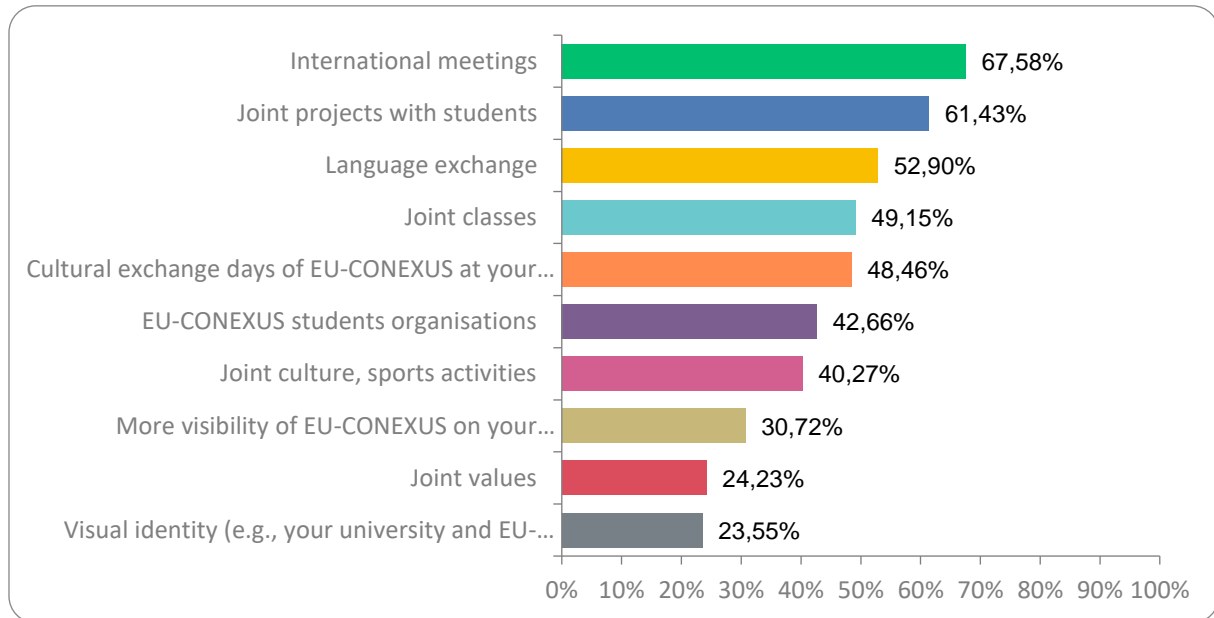
Figure 3 Top rated building blocks of EU-CONEXUS student identity

Values in bother questions did not get a significant importance from the students : 40.34% in general belonging and only 24.23% for EU-CONEXUS values. As it was discovered through focus groups, this was also due to the lack of awareness of EU-CONEXUS values.

Nevertheless, many of EU-CONEXUS values seem to be relavant to the students' values – see Fig. 4. Cooperation and equality, yet, was the highest self-reflected value.
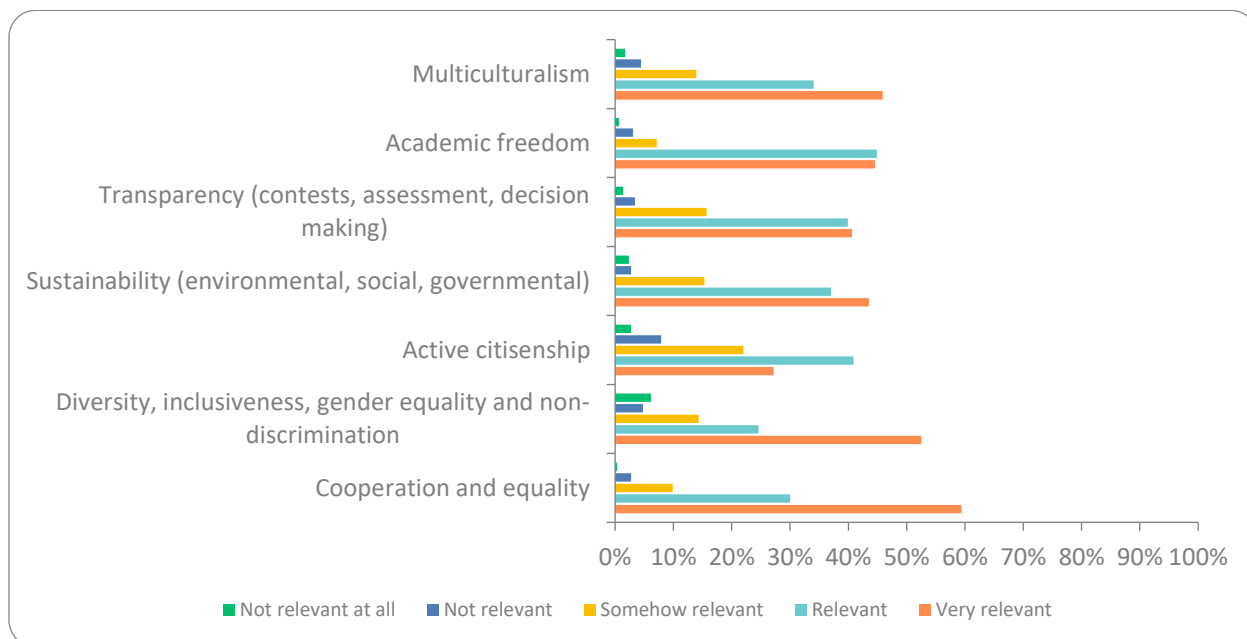
Figure 4 Alignment of students' values with those of the EU-CONEXUS alliance

Based on these key building blocks, we have tried to classify the attributes of shared international alliances student identity and its posible building blocks that may strengthen the sense of belonging.

Figure 5 A framework of alliance's student identity

Further we try to specify these atributes with the outputs from focus group discussions.

2.2. Academic attributes

The survey has clearly identified that **studying together** is one of the strongest bonds to make a community, no matter if a student referred to his/her own university or to the alliance. Many students have referred to joint studies, access to the courses of other universities, possibility to be in the class (whether it is virtual or on-site) with th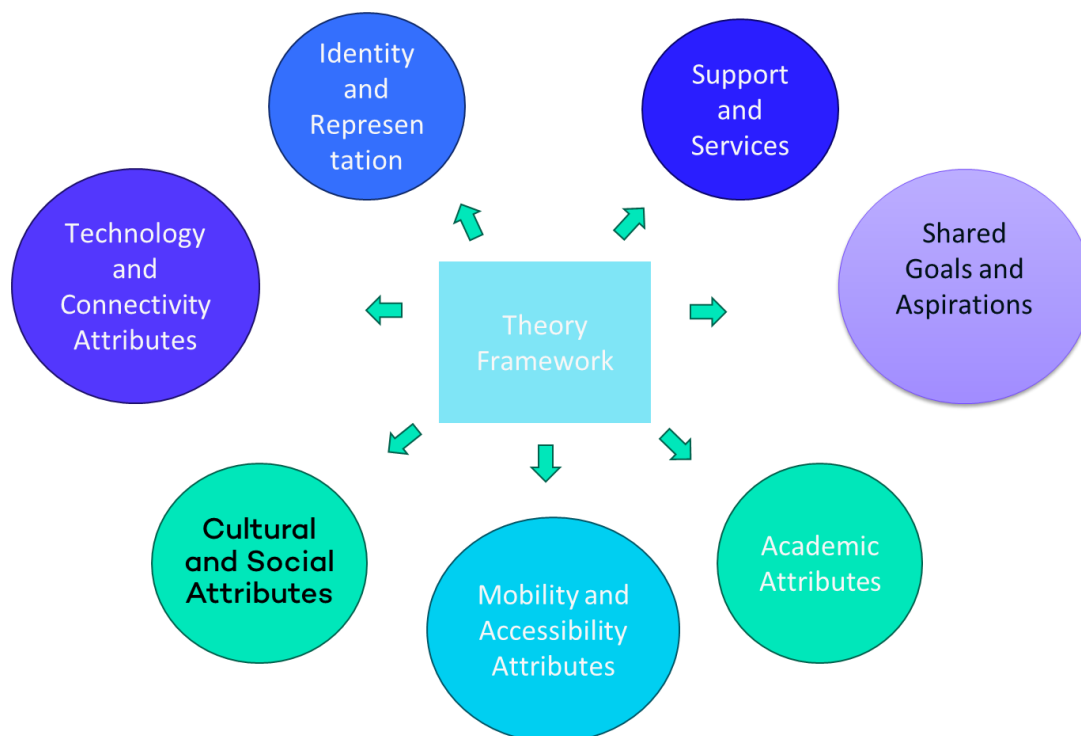e peers and have an access to the teachers knowledge from other universities as one of the greatest benefits of studying in international alliance.

One of the key elements of the EU-CONEXUS student identity is the level of engagement within EU-CONEXUS initiatives and programmes. The online survey explored students' participation in activities such as Minor courses, joint Master's programmes, PhD courses and summer schools and other activities organised and offered by the alliance. It was evident that the majority of the participants had participated in the Minor courses offered for Bachelor students.

Students felt a sense of being part of something greater, were motivated, enthusiastic, and connected, though sometimes overwhelmed by the number of activities. They benefitted from new friendships and networking, access to a variety of courses and specialisations, the freedom to choose interesting topics, participation in projects, and multicultural experiences. The feedback also noted access to diverse resources and opportunities, improved English and public speaking skills, enhanced communication and computer literacy skills, exposure to new teaching techniques, increased confidence through ice-breaking activities, skill development, collaborations, and enhanced CVs with new experiences and teamwork.

It seemed that the students from joint programmes or participating in joint on-site eventes felt more EU-CONEXUS students than those taking a short autonomous online course.

Summing up the feedbacks, the following attributes could be assigned to the academic field :

Academic Attributes

- **Programme Participation**: Enrolment in joint degrees, exchange programmes, or alliance-organised courses, micro-creentials, workshops, etc.
- **Alliance Affiliation**: Membership or recognition as a student within the alliance's or consortium's network (*Alliance's joint programme, Alliance's certificate or diploma, Alliance's scholarship programme*).
- **Academic Standards**: The same principles across all academic programmes, courses, etc. for academic performance, grading and conversion of grades, students feedback surveys, and learning outcomes.

- **Global Learning Experiences**: Access to Alliance's universities educational activities, such as online courses, collaborative projects, or joint seminars.

The data shows a high level of interest and involvement in these initiatives, especially in programmes that provide joint degrees and mobilities. This engagement is a critical aspect of the EU-CONEXUS identity, as it reflects students' commitment to cross-border collaboration and interdisciplinary learning.

2.3. International, Cultural and Social Attributes

Students highlighted the value of learning new things, gaining new perspectives, understanding different cultures, and developing language skills. Being a member of international alliance or consortium has international and intercultural aspect embedded in its identity.

They reported improvements in English skills, networking with new people, and exposure to diverse cultures. They also appreciated the opportunity to make new friends and have rich cultural experiences. Enhanced language and presentation skills, new perspectives, practical skills, and overcoming the fear of public speaking were also notable benefits.

The only challenge is only how to create these learning and other collaboration experiences massive and to engage more students. This defines the necessity of create a social, and often, based on virtual communication, social network.

Therefore we grouped the following attributes could be assigned to the building of international, intercultural community :

International Cultural and Social Attributes

- **Multicultural Exposure**: Engagement with diverse cultures, languages, and traditions.

- **Intercultural Communication**: Skills developed through collaboration with peers from different countries.

- **Sense of Belonging**: Identification with the consortium's global community rather than a single institution.

- **Social Networks**: Participation in student joint representation bodies, international student forums, virtual groups, or alumni communities.

Several aspects emerged from survey and focus groups that could be addressed once focussing on strengthening these attributes such as

- ✓ Local activities, including the students from the alliance universities who are currently visiting the university, may contribute to building the sense of belonging eventhough a student him/herself does not travel physically.
- ✓ More activities to foster a sense of family, breaking the monotony with interesting events and smaller interdisciplinary projects, and better dissemination of event information were suggested.
- ✓ Intercultural communication could be reached through studies, student projects, virtual and physical events once the activity requires group vs individual work.
- ✓ Massive meetings such as Cultural festival, sport games, assemblies, etc. are very appreciated, nevertheless every other physical event (such as BIPs, summer schools) could have cultural exposure (not only for the guests but also for the hosts, such as international dinner, alliance songs karaoke, etc.).
- ✓ Making information more accessible and having a more active student body would help the students to navigate the alliance offers more effectively.

This dimension is crucial for enhancement of the student experience, making it more inclusive, engaging, and effective in achieving alliance's educational and cultural objectives.

2.4. Identity and Representation

Many students view their participation in EU-CONEXUS or similar alliance as an extension of their European identity, highlighting a sense of belonging to a broader European academic and cultural community. Students frequently associated their EU-CONEXUS experience with becoming global citizens, prepared to face global challenges through a European lens.

The students associated themselves with the values of EU-CONEXUS which are rather broad and transversal, but, as emerged in the focus groups, they did not know them.

Students appreciated the innovative educational system and the diverse backgrounds of their peers and emphasised the belonging to a diverse community. On the other hand, local university has always come the first. Also it is important to notice that many times, the students had a challenge to say what unites them in their local university, especially studying in different campuses, nevertheless they were proud to study a certain study programme at the university, in other words, they associated themselves with starting with the closest community: class, cohort, study programme, campus, university and only then, if ever, the alliance.

Therefore, building a community, joint values and diversity shall be respected.

Identity and Representation

- **Global Mindset**: Development of an identity focused on alliance's values, European citizenship, and collaboration.
- **Diversity as a Core Value**: Shared pride in representing a multicultural and inclusive learning environment.
- **Alliance (co-)Branding**: Adoption of the alliance's/consortium's logo, values, and mission in student activities and representation.

Some general advice may be addressed such as:

- ✓ Communicate alliance's values from students' perspective.
- ✓ Co-branding. Alliance's logo (in the events, certificates, corporate goodies) alone does not associate with the belonging to the alliance. To celebrate the diversity creating shared identity could include simple solutions such as joint design of alliance's goodies, but adding local university across the alliance (see Fig 6).

Figure 6 EU-CONEXUS solution for branding and diversity

2.5. Mobility and Accessibility Attributes

Students' feedback from EU-CONEXUS focus groups and other alliances highlighted the access to the resources of other universities as one of the greatest advantages. Despite of multiple online resources, yet the students valued possible specific editions in the libraries of the alliance universities.

Master's and PhD students especially were highlighting the possibility of research mobilities, access to laboratories, transversal skills development seminars, where all cycle students valued the possibility to attend the classes of the field experts from other universities, to internationalise or, better said, inter-institutionalise their academic experience.

Evidently, the students were advocating for more physical mobility opportunities, but it shall come with coordinated support to find the housing and, if necessary, to get visas. The latter aspects are the most crucial to the Erasmus Mundus Joint Masters consortiums and their students, and a jointly coordinated effort from the consortium's members favour positive attitude towards the consortium.

Summing up, we have grouped the above mentioned experiences into

Mobility and Accessibility Attributes

- **Inter-campus Opportunities**: Involvement in exchange programmes, summer schools, virtual collaborations, international internships, or research exchanges.
- **Shared Resources**: Access to alliance's libraries, digital platforms, and shared learning tools.
- **Travel and Residency Flexibility**: Support for mobility between member institutions, including housing and visa facilitation.
- **Financial Aid and Scholarships**: Alliance-provided funding or subsidies for tuition, travel, and living costs.

2.6. Support and Services

Having joint student services was emphasised by joint programmes students: we have mentioned already the coordinated support to the migration and housing as essential (or causing the biggest concerns among the students who have embedded physical mobility in their study programmes), but other joint services shall be not forgotten such as joint career (virtual) office, helpdesks for studies, IT related questions, unified travel memos or Open days, or even entrepreneurship and technology transfer consultations.

Undeniably, all these services are typically offered by each member university, yet, the alliance may increase shared belonging offering the services related with standard alliance's activities (e.g., joint PhD school, supported by PhD support for pedagogical skills, joint BIPs with unified travel memos, etc.).

Support and Services

- **Joint Support Systems**: Access to standardised joint counselling, career services, and academic advising across institutions.

2.7. Shared Goals and Aspirations

Apart of studying together, both at local university and the alliance, the students emphasised the importance of specific activities according to their personal interests

in building friendships and community. Some of the examples given was Volunteering programme and Physical activity that facilitate the students to leave their already formed community and to form or to enter a new one. These collaborative projects tend to bring students from different study fields and cycles, from different campuses and, if relevant, different countries.

Therefore, the alliances shall aim to create these opportunities to the students, and it does not necessarily refer only to extracurricular activities. The students reported the interest in having EU-CONEXUS joint academic offers in social sciences and humanities (which was absent at the moment of the surveys and focus groups), more offers for Master's students, hands-on learning opportunities, etc.

Furthermore, many alliances address a specific topic, challenge, which can be uniting like-minded students

Shared Goals and Aspirations

- **Collaborative Projects**: Joint participation in research, innovation challenges, thematic clubs and initiatives.

- **Career Readiness**: Preparation for global career opportunities through studies, internships, mentorships, and partnerships.

- **Global Impact Goals**: Alignment with international objectives such as addressing global challenges or advancing the UN SDGs.

As reported by several alliances and EU-CONEXUS students survey, students-driven initiatives, projects (with administrative and financial support, at least in the kick-off phase) shall serve the purpose the best.

2.8. Technology and Connectivity Attributes

Even if technology solutions on one hand, and communication channels on other hand, are the mean to facilitate the collaboration, to inform, their role in building shared student identity shall not be underestimated.

Students shared positive feedback on studying on the alliance's collaborative learning platform (instead of at another university's), thus creating the sense of belonging (in opposite to typical mobility exchange programmes):

→ finding a programme on alliance's website after seeing co-branded post on alliance or universities social networks,
→ applying through alliance's website or application platform,
→ studying with the students from alliance partners, with the teacher(s) from alliance's university on the alliance's moodle,
→ receiving digital credential.

In parallel, students inform about the necessity of a networking portal/platform/app that could facilitate better connections among students, students and faculty. In addition, they advocated for enhanced communication within the alliance, better promotion and timely communication of activities to ensure the students are well-informed and can participate fully.

Technology and Connectivity Attributes

- **Collaborative platforms**: Connection, learning through online platforms for discussions, collaborations, and events.

- **Unified Communication Tools**: Shared use of consortium-wide portals or apps for academic and social interactions.

Neither in the survey nor focus groups these attributes were rated highly, nevertheless we find these attributes important to consider, depending on the alliance strategic priorities and capacities.

3. Best practices of building shared student identity

Having the attributes of shared student identity, the next step is to plan which attributes and through which joint actions they can be strengthened or emphasised.

Many suggestions how already implemented actions strengthen or at least influences one or several at once attributes of the EU-CONEXUS student identity were received from students in the focus groups and survey. In most of the cases, the joint actions and services which are in place serve or could serve the purpose after rethinking EU-CONEXUS student identity: what it is and what and how has to be emphasised.

The interviewed alliances often focus on similar joint actions and report the challenge of student engagement and virtual community building.

Nevertheless, many good practices were identified which will be further examined in the framework of 7 shared identity attributes and will be described in details in the R2.2 Toolkit of best practices for building inter-campus student identity.

Table 1 Good practices to strengthen shared student identity

Attributes of international alliance student identity	Joint actions/efforts to strengthen shared student identity (examples)
Academic Attributes • Programme Participation • Alliance Affiliation • Academic Standards • Global Learning Experiences	Micro-modules Blended Intensive Programmes Summer schools Joint programmes Alliance's QA guidelines
International Cultural and Social Attributes Multicultural Exposure Intercultural Communication Sense of Belonging Social Networks	Cultural festivals Mobility programmes Blended Intensive Programmes Joint students projects Summer/winter schools Photo Contest and Concert Student Boards, Councils Humanitarian sports event Buddy systems
Identity and Representation Global Mindset Diversity as a Core Value Alliance (co-)Branding	Student Assembly ME&U to clean the EU Citizen science collaborative projects Student ambassadors programme Alliance Days
Mobility and Accessibility Attributes Inter-campus Opportunities Shared Resources Travel and Residency Flexibility Financial Aid and Scholarships	Joint Blended Intensive Programmes Scholarship programmes Incentives for individual projects Buddy systems Student ambassadors programme

Support and Services Joint Support Systems	Early Career Researcher Support and Talent Hubs Innovation contest and support system
Shared Goals and Aspirations Collaborative Projects Career Readiness Global Impact Goals	Micro-credentials on sustainability Summer Camp focuses on green skills and sustainability Service learning Book club Humanitarian sports event ME&U to clean the EU Student projects
Technology and Connectivity Attributes Collaborative platforms Unified Communication Tools	Centralised learning environments Digital academy

Key areas of focus include student empowerment through formal governance roles, such as student boards and ambassador programs, which give students a voice in decision-making processes and promote leadership.

Interdisciplinary and challenge-based learning, as seen in alliances like ECIU and EPICUR, emphasises hands-on experiences where students collaborate across campuses to solve real-world problems.

Service learning, offered by RUN-EU and ERUA, connects academic theory with societal needs, fostering civic engagement and reinforcing a sense of responsibility.

Cultural exchange and integration are also vital, with initiatives like CHARM-EU's Cultural Festival and SEA-EU's Photo Contest promoting intercultural dialogue, while buddy systems, joint sports events, and shared housing options strengthen campus life across borders.

Alliances such as FORTHEM and EDUC demonstrate the importance of joint IT services, streamlining academic collaboration and mobility with centralised digital platforms.

Community-building through joint events like CIVIS Days and UNITA's sustainability campaigns further strengthens a collective identity, fostering inclusivity and solidarity. Inclusivity remains a central component, with initiatives ensuring that students from diverse backgrounds, including international and disadvantaged students, have equal access to resources and opportunities.

Communication strategies, including student-driven social media campaigns and unified branding, help maintain a consistent alliance identity. Lifelong learning and citizen science programmes, as seen in EPICUR, extend the alliance's impact beyond current students, engaging alumni and the community in continuous learning.

By incorporating these best practices into the action plan, alliances can create a cohesive, engaged, and inclusive student body with shared identity.

Conclusion:

The process of fostering a shared student identity in the international alliance or consortium is both a strategic priority and a continuous journey shaped by collaboration, student feedback, and targeted joint actions. Insights gathered from focus groups and surveys reveal that many existing initiatives already contribute—directly or indirectly—to strengthening one or more of the seven core identity attributes. However, to fully realise their potential, these actions must be revisited and aligned more intentionally with a renewed understanding of what aaliance's student identity entails.

Despite common challenges such as sustaining student engagement and building a sense of virtual community, the alliances involved have demonstrated innovation and commitment through a variety of successful practices. These practices, spanning academic collaboration, intercultural exchange, shared values and governance, mobility, support systems, and digital integration, form the building blocks of a more connected, inclusive, and dynamic student community.

Moving forward, these good practices will be analysed and refined in alignment with the defined identity attributes and compiled into the *R2.2 Toolkit of best practices for building inter-campus student identity*. This toolkit will serve as a practical guide for strengthening inter-campus student identity across the alliance, ensuring that the values of global-mindedness, diversity, and collective ambition are not only encouraged but also actively lived by the alliance students.

The EU-CONEXUS student will reflect on the proposed framework for EU-CONEXUS shared student identity, and an action plan will be co-created (R2.3)

The questionnaire for online survey

The **goals** of this survey is to

- **define common values** of a student of European University alliance

- identify the **building blocks** for an alliance's student identity

Target: students who have already participated in EU-CONEXUS activities (former EU-CONEXUS student)

Dear student,

As alumni of EU-CONEXUS activities, whether you participated in a Minor course, PhD Summer school, or Photo contest, we are reaching out to you.

EU-CONEXUS is dedicated to fostering international collaboration and enhancing inter-campus services for students. We aim to co-create a strong EU-CONEXUS student identity, and to do so, we've prepared a brief survey to help us understand what EU-CONEXUS means to you and what your experience as a EU-CONEXUS student was like.

Your feedback will greatly assist us in planning future actions and proposals. The survey will only take a few minutes of your time, and your responses will remain completely anonymous. Any details regarding your studies will only be used for statistical purposes.

Stay tuned for our upcoming workshops at each of EU-CONEXUS universities! Thank you for participating in building a strong EU-CONEXUS community!

Before starting, please answer few **introductory questions** about your studies and your experience at EU-CONEXUS:

University

List of all universities, in English where possible

Study cycle

Bachelor
Master
Integrated Bachelor+Master
PhD

Study field

Teacher training and education science
Arts
Humanities (except languages)
Languages
Social and behavioural sciences
Journalism and information
Economics, business and administration
Law
Life sciences
Physical sciences
Mathematics and statistics
Computing
Engineering and engineering trades
Manufacturing and processing
Architecture and construction
Agriculture, forestry and fisheries
Veterinary
Health
Social services
Personal services
Transport services
Environmental protection
Security services
Sports

1. In which EU-CONEXUS activities have you participated?   *Multiple answers*

Minor courses
Joint Master
PhD courses
PhD Summer school

Study or internship exchange (more thant 2 months)
Short visit to EU-CONEXUS university
Student Board
Cultural events (Festival, photo contest, art challenge, etc.)
Sport events
Other – please write
None

2.   What did you value the most in those EU-CONEXUS activities? *Multiple answers*

Studying with students from other EU-CONEXUS universities
Topics of the activities
Additional knowledge and experience
Practicing English
Physical visit
Making friendships
Other – please write

3.   How much the following EU-CONEXUS values are relevant to you/coincide with yours: put stars – or similar (from 1 to 5)

Multiculturalism
Academic freedom
Transparency (contests, assessment, decision making)
Sustainability (environmental, social, governmental)
Active citisenship
Diversity, inclusiveness, gender equality and non-discrimination
Cooperation and equality

4.   What are 5 aspects of student life do you believe contribute the most to building a strong sense of identity within the university community?

Similar values
Cultural events and activities
Sports and recreational activities
Academic collaboration (student-teacher)
Possibility to influence the decisions and policies
Participation in student organisations
Interactions with diverse peers
Community service initiatives, volunteering
Workshops
None of the above
Not sure, minimal involvement
Other: ... .

5.   What are the top 5 features that would help you to identify yourself as the student of your university and EU-CONEXUS?

Joint classes
Joint culture, sports activities
EU-CONEXUS students organisations
Joint projects with students
Language exchange
International meetings
Cultural exchange days of EU-CONEXUS at your university
Joint values
Visual identity (e.g., your university and EU-CONEXUS logos together)
More visibility of EU-CONEXUS on your university's website, social media
Other – please write

6.   Would you like to help us in elaborating EU-CONEXUS student identity?

If so, leave your email to contact you.

....

Thank you

Online survey respondents

Target audience: EU-CONEXUS students (including University of Rostock, even though it is not a beneficiary of IamSTUDENT project) of all cycles and of all study fields who have had participate in at least on EU-CONEXUS joint activity.

Table 1 exhibits the respondents' distribution across the different EU-CONEXUS Universities. The results indicate a diverse representation from the several institutions while the survey yielded a total of 293 responses.

University	Responses	
La Rochelle Université	9.56%	28 individuals
Agricultural University of Athens	18.09%	53 individuals
Catholic University of Valencia	11.26%	33 individuals
Klaipeda University	14.68%	43 individuals
University of Zadar	11.60%	34 individuals
Technical University of Civil Engineering Bucharest	19.11%	56 individuals
South East Technological University	8.87%	26 individuals
Frederick University	3.41%	10 individuals
University of Rostock	3.41%	10 individuals
Total	100%	293 individuals

Table 1. Responses per University

Figure 1 represents the distribution of the students according to the study cycle. The majority of participants in the EU-CONEXUS activities were undergraduate students (67.47% of the respondents), which make the biggest share of overall student body at EU-CONEXUS universities.
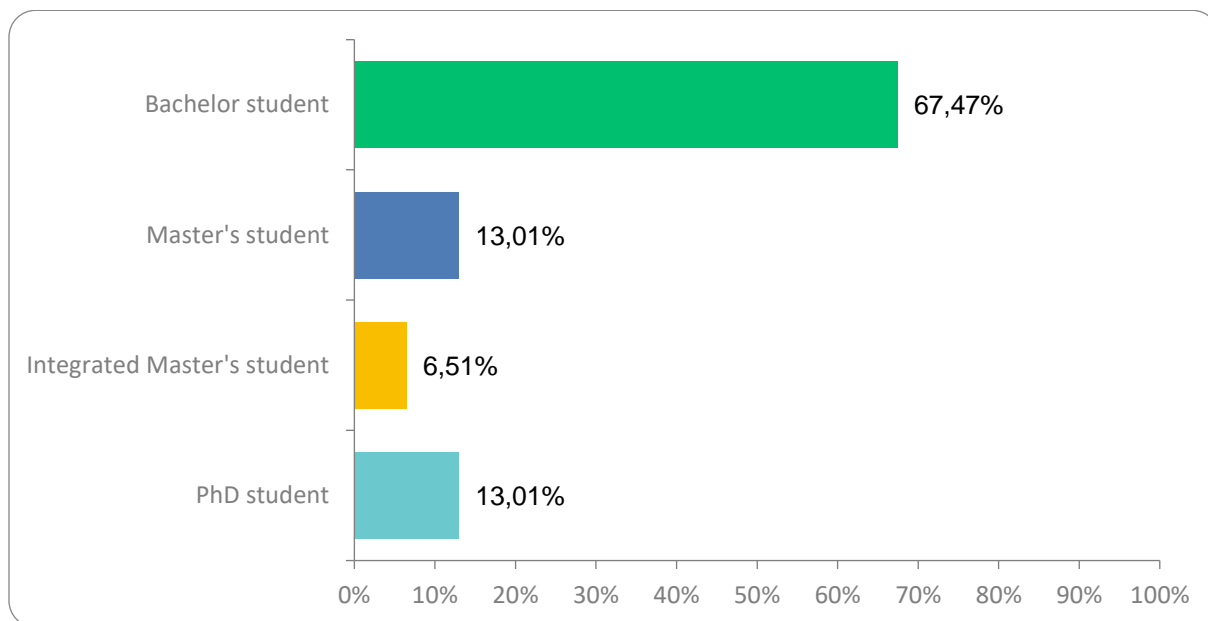
Figure 6. Respondents according to the cycle of their studies

Additionally, the survey managed to include the students studying various study programmes, assuring the diversity of representation.

Discipline	Percentage	No of respones
Teacher training and education science	4.81%	14
Arts	1.03%	3
Humanities (except languages)	3.44%	10
Languages	8.59%	25
Social and behavioural sciences	4.12%	12
Journalism and information	0.34%	1
Economics, business and administration	7.90%	23
Law	0.69%	2
Life sciences	13.40%	39
Physical sciences	2.41%	7

Mathematics and statistics	0.00%	0
Computing	3.78%	11
Engineering and engineering trades	17.18%	50
Manufacturing and processing	0.00%	0
Architecture and construction	5.50%	16
Agriculture, forestry and fisheries	16.84%	49
Veterinary	0.00%	0
Health	4.47%	13
Social services	1.03%	3
Personal services	0.00%	0
Transport services	0.69%	2
Environmental protection	1.37%	4
Security services	0.00%	0
Sports	2.41%	7
TOTAL	**100%**	**291**

Table 2. Academic background of the participants

The participation in EU-CONEXUS activities is diverse, but Minor courses are leading due to their delivery mode (online) and massification (Fig. 2).
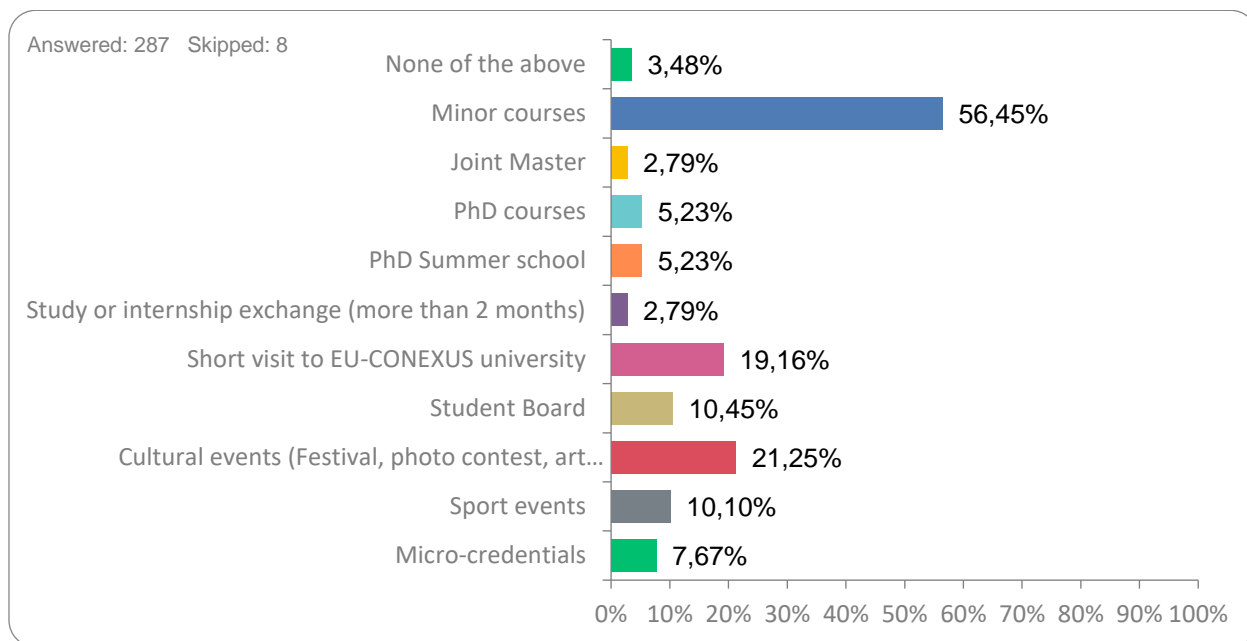
Figure 7. Participation in EU-CONEXUS joint activities

Organisation of focus groups

The objective of the focus group was to understand students' experiences, identify areas for improvement, and outline the benefits of participation in EU-CONEXUS activities to help define EU-CONEXUS partner institutional best practices to delve shared student identity attributes and its building blocks.

Target audience: EU-CONEXUS students (including inter-campus student group, which participated in physical meeting of SHIE project) of all cycles who have had participate in at least on EU-CONEXUS joint activity.

University	Date	Number of Participants
University of Zadar	20-03-2024	10
Technical University of Civil Engineering Bucharest	21-03-2024	11
La Rochelle Université	26-03-2024 & 04-04-2024	3 & 2
Frederick University	04-04-2024	5
Klaipeda University	28-03-2024	9
Agricultural University of Athens	29-03-2024	3
Catholic University of Valencia	11-04-2024	11
South East Technological University	28-06-2024	11
SHIE project students (same universities as the EU-CONEXUS alliance)	27-06-2024	4
Total		69

The following table sums the dates and the number of participants in each focus group.