

Engagement Mapping Matrix Supporting Guidelines

MAPPING ENGAGED EDUCATORS CAREER PATHWAYS

Project 2023-1-SE01-KA220-HED-000164910

Amsterdam – Bucharest – Cork – Evry – Jönköping – January 2025

	Malin Löfving	Jönköping University
	Irene Sheridan	Munster Technological University
	Rimante Rusaite	University Industry Innovation Network
Authors:	Luca Barbera	University Industry Innovation Network
	Anca Petrescu	University of Bucharest
	Nina Brankovic	Institute Mines Telecom
	Darko Pantelic	Jönköping University

UNIVERSITY INDUSTRY INNOVATION NETWORK BV
Amsterdam, Netherlands / www.uiin.org

MUNSTER TECHNOLOGICAL UNIVERSITY
Cork. Ireland / www.mtu.ie

INSTITUT MINES TELECOM BUSINESS SCHOOL
Evry, France / www.imt-bs.eu

UNIVERSITATEA DIN BUCURESTI
Bucharest, Romania / www.unibuc.ro

STIFTELSEN HOGSKOLAN I JÖNKÖPING
Jönköping, Sweden / www.hj.se



INTRODUCTION

This guide is **intended for educators, program leaders, and institutional staff** working with engagement activities in the higher educational institutions (HEIs). This guide is also a **supplement to the Engagement Mapping Matri**x and it aims at describing each step of the guide more deeply.

The Engagement Mapping Matrix is **a tool to recognizing educator's engagement** focused on enhancing learning experience and learning outcomes. The Matrix aims to be a support for educators in documenting and analyzing their engagement activities within higher education as well as a tool for recognition and promotion of engaged educators. At its core, the Matrix is **composed of several interrelated components** that together offer a comprehensive view of educational engagement. Its development was guided by **three core intentions**:

- To categorize the types of engagement, distinguishing between value co-creation, outbound collaboration, and inbound collaboration.
- To describe the engagement activities in detail, including the context, stakeholders involved, and the nature of collaboration.
- To assess the estimated impact of these activities using both quantitative measures (such as number of students, hours of engagement, evaluation scores) and qualitative reflections (such as perceived value, feedback, and long-term outcomes).

The Matrix was first developed as a self-assessment tool but was further **adapted and tested** for other purposes and people working with recognition and promotion of educators at HEIs.

The Matrix now **can serve multiple purposes**, each contributing to the broader goal of recognizing and promoting a culture at HEIs of engaged teaching and learning:

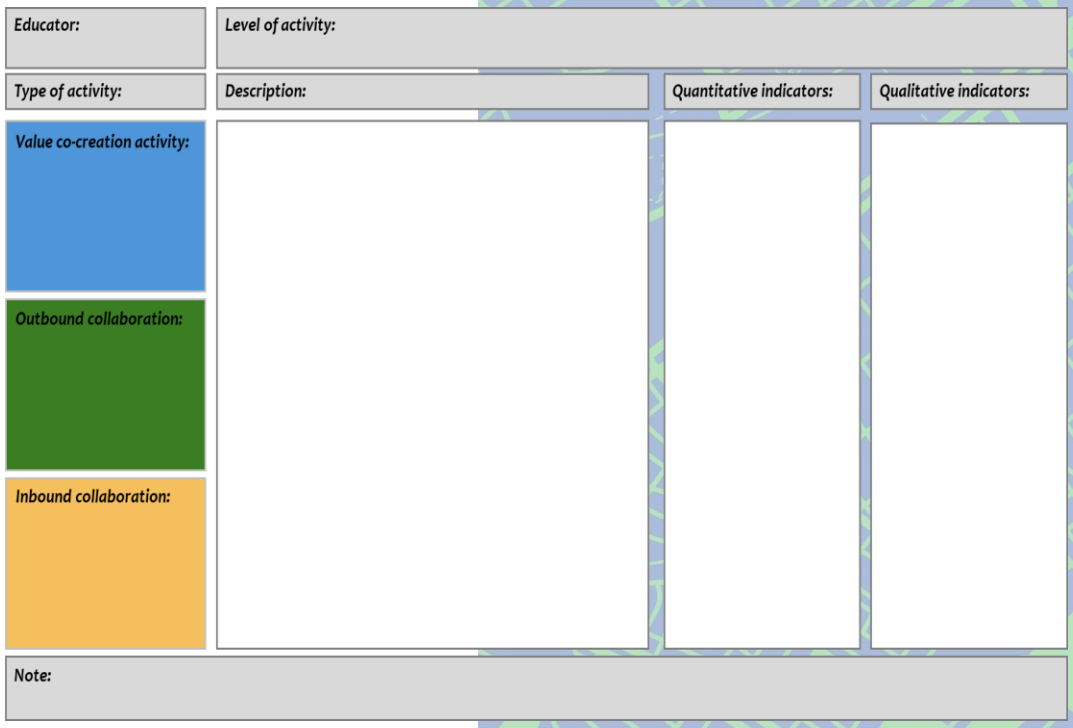
- **Self-assessment:** The matrix can be used by educators to reflect on their own engagement activities and assess the impact of these activities.
- **Organizational learning:** When used collectively across departments or institutions, the matrix becomes a valuable resource for mapping engagement patterns, informing strategic decisions, and aligning engagement activities with overall objective of the HEIs.
- **Motivational support:** By making engagement visible and valued, the matrix encourages educators to continue investing in collaborative and experiential learning approaches. It highlights the significance of connecting academic content with real-world challenges and stakeholders.
- **Promotional recognition:** The matrix can also be used for promotional recognition by department managers at HEI. It can be used in career development processes, peer reviews, and institutional reporting to acknowledge and promote the contributions of engaged educators.

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

The Engagement Mapping Matrix is envisioned it as a **flexible tool** that recommends main categories but **leaves the freedom to each HEIs** to adjust the elements to fit their educational mission, goals and circumstances. In essence, the Engagement Mapping Matrix is more than a documentation tool, it can be used as a **catalyst for reflection**, **recognition and promotion** of engaged educators.

This guide focuses on describing the parts and steps included in the Matrix. An overall view of The Engagement Mapping Matrix can be found in **Figure 1** on the left while the whole matrix and more instructions can be found in a separate pdf document.

FIGURE 1. ENGAGEMENT MAPPING MATRIX



[1] *While the Engagement Mapping Matrix includes elements that can be quantified, it is not intended to function as a statistical or data-driven tool for measuring individual engagement activities and compare the measures of individuals engagement activities. Instead, its primary value lies in enabling a dialogue and reflection, both at the individual and institutional level, about how engagement is practiced as well as recognized as well as promotion of engaged educators within HEIs. The matrix encourages educators and managers to explore the quality, diversity, and strategic relevance of engagement activities in education, and to identify areas for development and improvement across the organization. Its purpose is not to rank or compare, but to support a shared understanding of engagement and to inspire continuous enhancement of educational practices.*

STEPS FOR ENGAGEMENT MAPPING MATRIX

FIGURE 1. ENGAGEMENT MAPPING MATRIX

Educator:	*Level of activity:*		
Type of activity:	*Description:*	*Quantitative indicators:*	*Qualitative indicators:*
Value co-creation activity:			
Outbound collaboration:			
Inbound collaboration:			
Note:			

The Matrix consists of **different steps to take**. These **steps are as follows**:

1. Decide on the **purpose of the assessment**;
2. Decide level of **activity**;
3. Identify the **types of activities** for each category;
4. Describe the **identified types of activities**;
5. Add the **quantitative indicators** (if applicable);
6. Add the **qualitative indicators**;
7. Include **additional notes**.

1 STEP ONE: PURPOSE OF THE ASSESSMENT

The first step in using the Engagement Mapping Matrix is to **clearly define the purpose of the assessmen**t and to **identify the educator**(s). This initial step sets the direction for how the matrix will be used and interpreted.

Educators **should begin by asking** themselves: *What do I want to achieve with this mapping process?* The matrix is designed to be flexible and can serve multiple purposes depending on the context and goals of the user.

For some, the **matrix may be used as a self-assessment tool**; a way to reflect on and better understand the nature and scope of their own engagement activities. This can help educators recognize patterns in their work, identify strengths, and uncover areas for development.

Others **may use the matrix for program or course-level assessment**, documenting how engagement is embedded across different parts of the curriculum. This can support curriculum development, quality assurance processes, and alignment with institutional strategies.

The **matrix can also serve a promotional purpose**, helping to make visible the contributions of engaged educators. By showcasing meaningful collaborations and their impact, institutions can recognize and celebrate these efforts, potentially using the matrix as part of career development, performance reviews, or institutional reporting.

Finally, the **matrix can be a motivational tool**, encouraging educators to explore new forms of engagement and to see their work in a broader strategic context. It fosters a culture of reflection, innovation, and continuous improvement.

By clarifying the purpose of the assessment,, educators and institutions can ensure that the matrix is used effectively, not just as a form-filling exercise, but as a meaningful process that supports learning, development, and recognition.

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

STEP TWO: LEVEL OF ACTIVITY

The purpose of the level of activity is to **determine the main unit** of **capturing engagement**; recommended is to do it at the level of the course, but it could be elevated to an educational program level, or showcased for a smaller unit that a course, e.g. a module.



STEP THREE: TYPES OF THE ENGAGEMENT MAPPING MATRIX

The matrix is divided into **three main types of engagement**:

1. Value co-creation activity,
2. Outbound collaboration, and
3. Inbound collaboration.

By dividing the Matrix in this way, the matrix **encourages a more holistic** and **sustainable approach** to engagement in education and of being an engaged educator. Rather than treating engagement as a series of disconnected or occasional engagement activities that individuals and HEIs view the engagement activities as strategic choices and competitive factors that should be integrated in all parts of the education, from planning of programs and courses to the implementation as well as continuously reflected upon.

This perspective helps institutions **embed engagement** into t**heir core functions**, including **teaching, research, outreach, and governance**. As a result, the matrix not only contributes to enhancing the quality and relevance of education but also strengthens the institution's ability to respond to societal challenges and contribute meaningfully to its surrounding communities.

STEP FOUR: VALUE CO-CREATION ACTIVITY

One of the three main categories within the Matrix is the value co-creation activity. This refers to the **engagement activities** that are **related to designing** and **planning delivery of education**, i.e. activities that take place before or outside the direct involvement of students. These activities **typically involve interaction between educators and external stakeholders**, such as companies, public organizations, or community groups, with the aim of aligning education and practice.

Examples of value co-creation activities include:

- Co-developing course syllabi, assignments, or case studies with external partners;
- Planning joint educational initiatives or events that will later involve students;
- Applying for external funding to support innovative teaching practices;
- Designing learning experiences that integrate outbound or inbound collaboration; and
- Engaging external stakeholders in the evaluation of student performance or course outcomes.

The list of co-creation activities are examples that are identified at universities, organizations and from literature. However, these activities need to be decided by the user of the matrix. See figure 2.
These activities are essential to engaged educators, as they ensure that the educational design is informed by diverse perspectives and grounded in real world cases.

By involving external partners early in the planning and design of education and courses, educators can create more meaningful and impactful learning environments that prepare students for their future career.

In this way, the Engagement Mapping Matrix encourages a shift in perspective, from viewing engagement as a series of isolated or ad hoc activities to understanding it as an integrated, and ongoing process. Rather than simply listing events or counting interactions, the matrix invites educators and HEIs to reflect on how engagement in education can be designed and implemented with a collaborative and engaged focus. This process can already begin in the planning phase course or program development where external stakeholders can be involved to co-create course or program content. It can then continue through continued collaboration, where students, educators, and partners are engaging in learning experiences such as industrial projects in courses that bridge academic knowledge with real-world challenges.

FIGURE 2. EXAMPLES OF VALUE CO-CREATION ACTIVITIES

1. *Ideating course design or (re)design;*
2. *Developing syllabus;*
3. *Developing course assignments, projects, case studies or other educational materials;*
4. *Developing and planning course activities that involve outbound or inbound collaboration.*
5. *External funding applications aimed at educational improvements and/or development*
6. *Involvement in evaluating student performance*
7. *Developing and organizing events that facilitate learning*
8. *…*
9. *Etc.*

STEP FIVE: OUTBOUND COLLABORATION

Outbound collaboration refers to **educational activities** where **students engage in learning experiences** that take place **outside the campus**, often at the location of an external partner. Here, students will get learning experiences when they engage directly with external partners in environments beyond the traditional classrooms at campus. These activities are **designed to expose students to real-world contexts**, allowing them to apply theoretical knowledge in practical, often professional, settings.

Such learning experiences may include:

- **Visits to external partners**, it can be done individually or in groups. During the visits students can explore the external partners' operational environments, engage in discussions with professionals, and observe practices relevant to their field of study.
- **Internships or placements**, where students work within companies, public institutions, or non-profit organizations to gain hands-on experience and contribute to ongoing projects. This can be done nationally or internationally.
- **Fieldwork,** outside the campus where students collect data and collaborate with external partners.
- **Collaborative projects,** where students work on assignments or challenges defined by external stakeholders, often require them to visit partner locations for meetings, research, implementation or presentations.

These activities are **typically integrated into the program** or course curriculum and **aligned with specific learning outcomes**. They offer students the opportunity to develop professional and interpersonal skills, gain insights into industry practices and societal challenges as well as to build networks and relationships with external actors.

From an educator's perspective, outbound collaboration **requires careful planning** and **coordination with external partners**. It **involves designing meaningful tasks**, ensuring alignment with course objectives, and providing support for students throughout the engagement. When done effectively, these activities can significantly enhance educational experience and foster deeper learning.

Moreover, outbound collaboration contributes to the institution's broader mission of societal engagement. It strengthens ties between academia and the community, promotes knowledge exchange, and supports the development of socially responsive graduates.

FIGURE 3. EXAMPLES OF OUTBOUND COLLABORATION ACTIVITIES

1. *Visits to external partners (organizations), group or individual;*
2. *Internships*
3. *Field work outside the campus on the activities with the external partners (data collection, observations, performing assignments, ect.)*
4. *...*
5. *Etc.*

STEP SIX: INBOUND COLLABORATION

Inbound collaboration refers to **activities** that **involve students' learning on the campus involving external partners**. In this activity, external partners are physically present on campus to engage directly with students. These partners may include professionals from industry, public sector representatives, non-profit organizations, entrepreneurs, researchers, or community leaders.

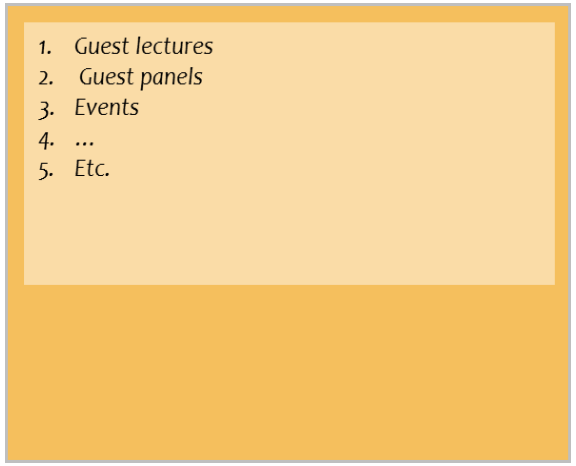
These collaborations can take many forms, for example:

- **Guest lectures and panels**, where external experts share insights, experiences, and current challenges from their fields.
- **Workshops and seminars**, offering students hands-on learning opportunities guided by practitioners.
- **Joint campus sessions**, where students and partners co-create solutions, discuss case studies, or engage in project-based learning.
- **Mentorship programs**, pairing students with professionals for guidance, feedback, and career development.
- **Collaborative events**, such as innovation labs, hackathons, or exhibitions hosted on campus.

Inbound collaboration activities are valuable as they allow **students** to **connect theory with practice at campus**. For educators, it provides **opportunities to align course content** with current **industry or societal needs**, and to **co-design learning experiences** that are both **academically rigorous** and **practically relevant**.

From an institutional perspective, inbound collaboration **strengthens the university's role** as a hub for knowledge exchange and societal engagement. It **supports the development of engaged learning ecosystems,** where students, educators, and external actors work together to address complex challenges and co-create meaningful educational outcomes.

FIGURE 4. EXAMPLES OF INBOUND COLLABORATION ACTIVITIES





STEP SEVEN: QUANTITATIVE INDICATORS

The quantitative indicators **help illustrate the scale and structure** of your **engagement activities** and can be useful for **reporting**, **benchmarking**, or **identifying trends** over time. Including quantitative data allows educators and institutions to **better understand the reach** and **intensity of engagement**.

In this part, you should include measurable data that reflects the scale and structure of the engagement in all the activities. **Examples include:**

- Number of students involved;
- Number of external partners;
- Hours of engagement;
- ECTS credits assigned to the activity; and
- Course evaluation scores or other feedback metrics.

Note: *Numbers alone do not tell the full story, they provide a helpful snapshot that complements qualitative insights and supports institutional learning.*

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS



STEP EIGHT: QUALITATIVE INDICATORS

The qualitative indicators should be viewed as **reflections** that can **help capture the deeper value** and **impact** of the engagement activities. *What worked well? What could be improved*, and *how the experience affected students and external partners?* These qualitative indicators are especially useful for **understanding the experience** of engagement and can **inform future** course design, collaboration strategies, and institutional development.

This section allows you to **tell the story behind the numbers**, offering **context** and **meaning** that can **guide** both **personal reflection** and **broader discussions** about engagement activities in HEIs. This section is for your personal reflection.

Describe the impact of the engagement beyond numbers:

- How did students respond?
- What feedback did you receive from partners?
- Did the activity lead to long-term collaboration or new opportunities?
- What challenges or successes stood out?

This narrative helps **capture** the **deeper value** of the engagement and can be a step for **further dialogue** about engaged educators at the HEIS or for you own understanding of engagement activities in the courses.

STEP NINE: NOTES

This final step of the Engagement Mapping Matrix provides a s**pace for reflection** and **additional information** that does not fit neatly into the previous steps but is nevertheless essential for **capturing the full scope** of the engagement activity.

In this section, educators are encouraged to **document, reference contacts** who were involved in or who supported the engagement, such as external partners, institutional staff, or colleagues who may serve as points of follow-up for future collaboration. It can also be used **to outline resource needs** or, **requests for additional support** whether that involves financial assistance, administrative backing, or infrastructural resources necessary for sustaining or scaling the activity.

Beyond these practical considerations, the notes section offers an opportunity for deeper reflection on the overall assessment process, allowing educators to **highlight lessons learned**, **challenges encountered**, and potential **areas for improvement**.

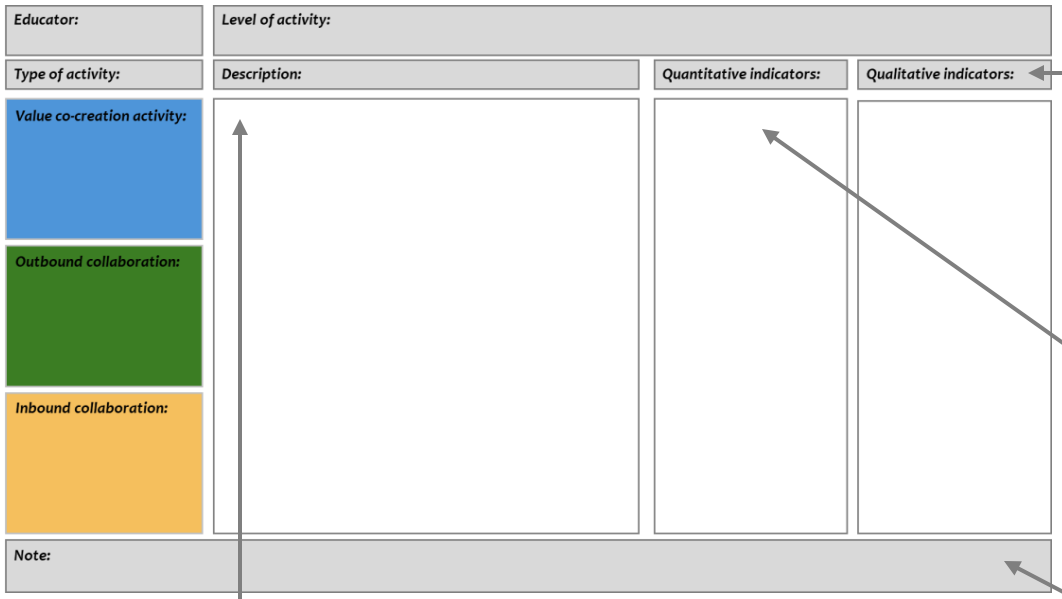
This reflective element makes it possible to **connect** the specific **activity** to **broader institutional strategies**, **identify opportunities** for continued partnership, and ensure that **valuable insights** are not lost.

Ultimately, the notes field serves as both a **practical log** and a **reflective space**, ensuring that the assessment is not just a static record but a living document that can inform future initiatives, guide institutional development, and promote a culture of engaged and collaborative education

Value co-creation activity:

… activities related to designing and planning delivery of education; limited to contact between educator and the external partner and not involving students directly. [1]

Level of activity: *purpose is to determine the main unit of capturing engagement; recommended is to do it at the level of the course, but it could be elevated to an educational program level, or showcased for a smaller unit that a course, e.g. a module.*



Qualitative indicators:

… a reflective note of an educator about assumed results and impact beyond quantitative indicators .

Outbound collaboration:

… activities that involve students' learning at the external partner location and/or outside the campus. [2]

Quantitative indicators:

… number of external partners involved; number of students; hours of engagement; a course evaluation data; etc.

Notes:

… information on reference contacts; need for resources and/or support; etc.

Inbound collaboration:

… activities that involve students' learning on the campus involving external partners; external partners present on the campus. [3]

Description:

… A short description of the engagement case; including but not limited to name of the course; involved external stakeholders; description of collaboration; intended learning outcomes

[1, 2, 3] *For extensive list of typical collaboration formats in each category see the next slides. Please note that a single engagement case can include multiple types of activities.*

Annex 2: Sample Engagement MAPPING

Educator: Darko

Level of activity: A course level / master studies

Type of activity:	Description:	Quantitative indicators:	Qualitative indicators:
Value co-creation activity:	*Applied international marketing (course); master level; delivered Spring 2024; participating external partners local SMEs and governmental organization for supporting Swedish export; components:* *Project assignment (3.5 ECTS); students are assigned in teams of 4-5 to assist a local SME in the assessment of market opportunities and planning market entry strategy for a foreign market; external partners are involved in creating the project assignment.* *Company visits: during the course students are, in their project teams expected to visit assigned SME at least once.* *Joint campus session. Students meet with assigned SME at campus during the first week of the course.* *Guest lectures, during the course there is two guest lectures from companies; one guest lecture from governmental organizations supporting Swedish export; one guest panel discussion with three practitioners at the end of the course.* *Evaluating student performance; partner SMEs evaluate students; 10% of the project grade.*	*3.5 ECTS activities* *55 students* *2 master programs* *12 SMEs* *5 govern. organization* *Course evaluations on selected indicators above school average*	*The course repeatedly scores high course evaluations; students appreciate the opportunity to work with real companies.* *For several years, we succeeded to get support from five Swedish governmental organizations, that consider this partnership to be the longest lasting one with an educational institution in Sweden.* *In the exit survey for participating SMEs 9 out of 10 expresses wish to participate in the course again.*
Outbound collaboration:			
Inbound collaboration:			

Notes:

Field	Information to Include
Educator	*Your name or team name.*
Level of Activity	*Course/module/program level and study level (e.g., bachelor, master).*
Type of Activity	*Value Co-Creation, Outbound Collaboration, Inbound Collaboration.*
Description	*Brief summary of the activity: course name, external partners, student involvement, learning goals.*
Quantitative Indicators	*Numbers: students involved, hours of engagement, number of partners, evaluation scores.*
Qualitative Indicators	*Reflections: impact on students, feedback from partners, long-term outcomes.*
Notes	*Additional info: contact persons, resource needs, support required, etc.*

Note: *This is not an exhaustive list. These examples are designed to help educators identify or design engagement opportunities that suit their course goals and context.*

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Engagement Mapping Matrix Supporting Guideline

MAPPING ENGAGED EDUCATORS CAREER PATHWAYS

Project 2023-1-SE01-KA220-HED-000164910

Amsterdam – Bucharest – Cork – Evry – Jönköping – January 2025

