



UNIVERSITÀ DEGLI STUDI DI MILANO

SELEZIONE PUBBLICA, PER TITOLI ED ESAMI, PER IL RECLUTAMENTO DI N. 1 UNITÀ DI PERSONALE CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO DETERMINATO DI CATEGORIA D - AREA AMMINISTRATIVA GESTIONALE, PRESSO L'UNIVERSITÀ DEGLI STUDI DI MILANO - DIREZIONE DIDATTICA E FORMAZIONE - BANDITA CON DETERMINA N. 6182 DEL 19.4.2021, PUBBLICATA SUL SITO INTERNET DELL'ATENEO IN DATA 19.4.2021 2021, RETTIFICATA CON DETERMINA N. 9168 DELL'1.6.2021, PUBBLICATA IN DATA 1.6.2021 - CODICE 21507

La Commissione Giudicatrice del concorso, nominata con determina n. 9297 del 4.6.2021, composta da:

Prof.ssa Antonia Baraggia	Presidente
Dott. Enrico Tapella	Componente
Dott.ssa Monica Delù	Componente
Sig. Francesco Fichera	Segretario

comunica i quesiti relativi alla prova orale:
Gruppo di quesiti N. 1

Le principali caratteristiche della riforma universitaria (Legge 240/2010)

Il candidato illustri le caratteristiche della mobilità per studio ERASMUS + e le modalità operative

Brano in inglese:

SETTING UP A PROJECT

The applicant organisation applies for the mobility project grant, signs and manages the grant agreement and reporting. This includes the possibility to apply for funding to organise blended intensive programmes, find partners for delivering the blended intensive programme and report on the outcomes.

Participating organisations involved in the mobility project assume the following roles and tasks:

Sending organisation: in charge of selecting students/staff and sending them abroad. This also includes grant payments (for those in Programme Countries), preparation, monitoring and automatic recognition related to the mobility period.

Receiving organisation: in charge of receiving students/staff from abroad and offering them a study/traineeship programme or a programme of training activities, or benefiting from a teaching activity.

Intermediary organisation: this is an organisation active in the labour market or in the fields of education, training and youth work in a Programme Country. It may be a member in a mobility consortium, but is not a sending organisation. Its role may be to share and facilitate the administrative procedures of the sending higher education institutions and to better match student profiles with the needs of enterprises in case of traineeships and to jointly prepare participants.

Gruppo di quesiti N. 2

Gli organi universitari cui spettano i poteri decisionali in materia di formazione e di didattica a seguito dell'entrata in vigore della legge di riforma del sistema universitario (Legge 240/2010)

Il sistema di riconoscimento e trasferimento dei crediti (ECTS)

Brano in inglese:

Mobility from Erasmus+ Programme Countries to Partner Countries



The objective of mobility from Programme Countries to Partner Countries is twofold. First, it provides more opportunities to students and staff to have an international experience as well as to acquire forward-looking and other relevant skills worldwide. Second, it enables higher education institutions from Programme Countries to establish longterm sustainable international cooperation with partner institutions from Partner Countries.

Up to 20% of funds awarded to each higher education mobility project can be used to fund outgoing mobility of students and staff from the higher education institutions located in Programme Countries to any Partner Countries in the world (Regions 1-14). These opportunities are intended to encourage an organisation in a Programme Country to develop outgoing mobility activities with several Partner Countries and are expected to cover the widest possible geographic scope.

Gruppo di quesiti N. 3

Come la legge di riforma del sistema universitario (Legge 240/2010) ha modificato l'articolazione e il "governo" degli atenei

Il candidato illustri gli obiettivi e le priorità politiche del programma europeo Erasmus +

Brano in inglese: Inclusion and diversity in higher education mobility

In order to make access to student and staff mobility as easy as possible, in line with the principles of the ECHE, higher education institutions must ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds. This means including participants with fewer opportunities, such as participants with physical, mental and health related conditions, students with children, students who work or are professional athletes and students from all study fields underrepresented in mobility. Defining internal selection procedures that take into account equity and inclusion and assess applicants' merit and motivation holistically is essential in respecting this principle. Furthermore, higher education institutions are encouraged to establish built-in mobility opportunities, such as mobility windows within their curricula to help facilitate the participation of students from all study fields. In this regard, blended mobility can help offer additional opportunities that may be more suitable for some individuals or student groups. In this context, having in place inclusion officers within the higher education institutions helps address inclusion and diversity. Inclusion officers can for example help raise awareness, define strategies for communication and outreach, ensure adequate support throughout mobility in cooperation with relevant colleagues and help facilitate cooperation between relevant staff within the institution with expertise in the field of inclusion and diversity.

Gruppo di quesiti N. 4

Il Rettore: elezione e funzioni ai sensi della legge 240/2010

Il candidato illustri le caratteristiche della ERASMUS + di personale docente e non docente e le modalità operative

Brano in inglese: Digitalisation and digital education and skills in higher education mobility

In line with the principles of the ECHE, higher education institutions should implement digital management of student mobility in line with the technical standards of the European Student Card Initiative. This means that higher education institutions participating in the programme must connect to the Erasmus without Paper Network in order to exchange mobility data and manage online learning agreements and digital inter-institutional agreements as soon as these features become operational for the different mobility activities between Programme Countries and from Programme to Partner Countries. Higher education institutions can use their organisational support funds for the implementation of digital mobility management. The institutions should promote blended mobility, the combination of a physical mobility with a virtual component, within their institution to offer more flexible mobility formats and further enhance the learning outcomes and impact of physical mobility. Higher education institutions must ensure the quality of blended



mobility activities and formal recognition for participation in blended mobility, including the virtual component. The institutions should also raise awareness among their students and staff about opportunities within the programme to acquire and further develop relevant digital skills in all study fields, including Digital Opportunity Traineeships for students and recent graduates to further develop or acquire digital skills³¹. Teaching and administrative staff can also benefit from digital skills trainings to acquire relevant digital skills for making use of digital technologies in courses and for digitalising administration.

Gruppo di quesiti N. 5

Il Senato Accademico: composizione e funzioni ai sensi della legge 240/2010

Le iniziative per il sostegno degli studenti universitari e per favorirne la mobilità

Brano in inglese:

Student mobility

Student mobility can be carried out from any Programme Country to any other Programme Country or any Partner Country and in any study field and cycle (short cycle/bachelor/master/doctoral). To ensure high-quality mobility activities with maximum impact on the students, the mobility activity has to be compatible with the student's degree-related learning and personal development needs.

Students may carry out the activities described below:

A study period abroad at a partner higher education institution. The study period abroad must be part of the student's study programme to complete a degree at any study cycle. A study period abroad may include a traineeship period as well. Such a combination creates synergies between the academic and professional experience abroad.

A traineeship (work placement, internship) abroad in an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace. Traineeships abroad are supported during studies at any study cycle and for recent graduates. This also includes teaching assistantships for student teachers and research assistantships for students and doctoral candidates in any relevant research facility. To further enhance the synergies with Horizon Europe, these mobilities can also take place in the context of Horizon Europe funded research projects, in full respect of the principle of no double EU funding of activities. Wherever possible, the traineeships should be an integrated part of the student's study programme.

Gruppo di quesiti N. 6

Il Consiglio di Amministrazione: composizione e funzioni ai sensi della legge 240/2010

Spazio Europeo dell'Istruzione superiore e European Universities: Il candidato illustri le caratteristiche dell'iniziativa, le principali finalità e i relativi strumenti di attuazione

Brano in inglese:

Doctoral mobility

To better meet the diverse learning and training needs of doctoral candidates and to ensure equal opportunities, doctoral candidates and recent graduates ('post-docs')³² can undertake short-term or long-term physical study or traineeship mobility periods abroad. Adding a virtual component to the physical mobility is encouraged.

Blended mobility

Any study period or traineeship abroad of any duration, including doctoral mobility, may be carried out as a blended mobility. Blended mobility is a combination of physical mobility with a virtual component facilitating a collaborative online learning exchange and teamwork. For example, the virtual component



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can bring learners together online from different countries and study fields to follow online courses or work collectively and simultaneously on assignments that are recognised as part of their studies.

Any student can also undertake blended mobility by participating in a blended intensive programme.

In addition, students (short cycle/bachelor/master) who are not able to participate in long-term physical study or traineeship mobility, for example, due to their study field or because they have fewer opportunities for participation, will be able to carry out a short-term physical mobility by combining it with a compulsory virtual component.

Milano, 09 luglio 2021

La Commissione

Prof.ssa Antonia Baraggia - Presidente

Dott. Enrico Tapella - Componente

Dott.ssa Monica Delù - Componente

Sig. Francesco Fichera - Segretario