



Academic Highlights

Launch of the Guide on personal branding and the CV Generator tool

Glance at the Future

Metaverse as educational experience

Spotlight on Research

The AB4Rail final results



Academic Highlights

LAUNCH OF THE GUIDE ON PERSONAL BRANDING AND THE CV GENERATOR TOOL

The second part of the research activity in the framework of Brand4careers was completed in February 2023. This activity aimed to receive feedback from the students and career counselors regarding the CV generator, a tool which gives the opportunity to create the CV based on personalized approach to allow users to present their strong characteristics.

The CV Generator comprises two main steps. In the first step there is a branding personalization layer which guides the student for the identification of their passions, skills, values, and knowledge so as to conclude to a personalized brand direction. More specifically, the tool will "profile" the student by identifying their personality elements.



The Generator allows users to select a layout and fill in the empty fields, while it also organizes the information according to the skills that characterize them the most, as they have been identified in the "profiling phase". The CV will contain a "Skills" section which allow young individuals to showcase their expertise, in order to attract the most attention from recruiters. Users will be able to see their CV online, share it with potential recruiters and download it, while they can also edit their CV and change its design.

All partners were also actively involved in the development of a Guide on personal branding training for career counselors, coaches and human resources professionals. Based on the feedback of the needs identification analysis performed with career counselors of different countries with regards to the digital skills and competences required for efficient career management training, a well-structured guide has been created. It contains useful information and tips about self-branding, digital adaptability, how to design and organize online career counseling and as well as how to motivate others through social media.

For more information on the project please visit the website <https://brand4careers.eu/>

GUGLIELMO MARCONI UNIVERSITY GRADUATION CEREMONY

On 15 February 2023, in the marvelous building Simonetti Odescalchi in the heart of Rome, the Graduation ceremony for the awarding of the certificates of the Master of Business Administration program to foreign students of the 2021-2022 academic year, took place.



About 100 students from more than 30 different countries gathered in Rome to celebrate the achievement of the degree which, today more than ever, offers them the opportunity to compete in the increasingly challenging and global job market.

The program, designed for those who want to expand their knowledge in business organization and management and aspire to reach leadership positions, provides the tools to become a top figure in the company with a solid understanding of business management and specialized skills.

Guglielmo Marconi University also offered to the students attending the Ceremony a two-day intensive training workshop on Leadership Development, focusing on expert guidance and insights into the shifting nature of professional training, with a particular focus on the importance of strategic leadership development, employee satisfaction, problem-solving skills, coaching and effective leadership behaviours.

HANDS STEERING COMMITTEE MEETING HOSTED BY GUGLIELMO MARCONI UNIVERSITY IN FEBRUARY, 22ND- 23RD

The 12th Steering and Scientific Committee meeting of the Erasmus+ project: Traditional Craft Heritage Training, Design, and Marketing in Jordan and Syria – HANDS was hosted by Guglielmo Marconi University in Rome on 22nd – 23rd February.



The Erasmus+ project “HANDS” is a Capacity-Building project in the field of Higher Education (E+CBHE), funded by the European Commission. The project aims to transfer the European experience in education to Jordan and Syria. It includes partner universities from Jordan, Syria, Germany, Italy, and Spain.

The objective of this meeting was to follow up with the project activities. Participants were engaged in interactive discussions about their plans for implementing the project. All the partner organisations coming from

Europe, Syria and Jordan actively joined the meeting. All the most relevant activities related to each work package were presented and the next most important tasks and deadlines have been set up.

The project will create a potential Levantine vocational craft project in Middle East based on high expertise of Syrian and Jordanian craftsmen and to serve the community in the field of vocational skills training projects. Providing a university vocational career-relevant training of high-quality through special designed courses based on innovative heritage training and state of the art craft facilities. Hands project will therefore provide practice-oriented career relevant education in short and intense courses that lead to accredited vocational diploma degree preparing craft based craftsmen for professional practice in craft heritage projects through establishing a traditional craft centres in Jordan and Syria. The meeting in Rome thanks to the participation of all the partners contributed to the progress achievement of the project's objectives.

For further information, please send an email to i.reggiani@unimarconi.it

by Ilaria Reggiani



Spotlight on Research

THE AB4RAIL FINAL RESULTS

They have been two years of excellent work within the AB4Rail project funded by the Europe's Rail Joint Undertaking. The work was brilliantly carried out by prof. Franco Mazzenga, technical director of Radiolabs and professor at Tor Vergata university, Alessandro Vizzarri, currently researcher at the USGM, Anna Maria Vegni, researcher at Rome TRE university and Romeo Giuliano, professor of Networks and wireless systems at Guglielmo Marconi University.

AB4Rail contributes providing solutions by highlighting rail transport as the key element of future mobility. The results are in terms of Alternative communication Bearers to provide service continuity in train control and to investigate the best transport and application protocols for rail traffic classes.

According to AB4Rail studies, three alternative bearers have been selected: High Throughput Satellite (HTS) Low Earth Orbit (LEO), the High-Altitude Platform Stations (HAPS) and Free Space Optics (FSO), with respect to traditional bearers such as GSM for railway and GEO satellites.

The new LEO constellations promise very interesting performances in the future communication systems in the rail sectors. It can be integrated in the Adaptable Communication Systems (ACS) and Future Railway Mobile Communication Systems (FRMCS) substituting the obsolete GSM dismissed by 2030. Results, based on Starlink and OneWeb constellations analyzed on the Rome-Florence railway line, showed interesting performance in terms of visibility, service connectivity, and traffic capacities (up to 1 Gbps), thus enabling LEO technology to be adopted in the railway scenarios of the next years.

Concerning the HAPS and considering to host the LTE eNB on board, the opportunity to use a dedicated enhanced User Equipment (UE) with higher antenna gain and transmission power, to exploit more efficient modulation schemes emerges. FSO, on the other hand, is mature for static environment but many advances are required for dynamic scenarios since performance degrades in case of additional losses on the link.

In the project options for transport and application protocols have been also investigated. For example, we evaluated HTTP over TCP with BBR or with Cubic congestion protocol, over the SCTP and QUIC protocols. Furthermore, TLS is also considered for providing security in HTTP and FTP transmissions.

From AB4Rail results the use of TCP with BBR and QUIC even in conjunction with HTTP application protocol provides the best performance in terms of throughput and latency, showing a substantial insensitivity to moderate packet loss.

The final dissemination meeting of the AB4Rail project was held in December 2022. Among the speakers were Dr. Marinic, Program Manager of Europe's Rail JU, Enrico Spinelli, Business Applications Engineer in the European Space Agency and Claudio Ramini, vice president of NTT DATA.

In addition to the final event, the latest results obtained in the AB4Rail were disseminated at the international transport conference Transport Research Arena held in Lisbon in November 2022 and in the international journal Sensors.



UNITEL PROJECT AT THE ICELET 2023 INTERNATIONAL CONFERENCE ON E-LEARNING AND E-TEACHING

The 16th National and the 10th International Conference on e-Learning and e-Teaching (ICeLeT 2023) has been organised in collaboration with UNITEL Partners from Feb. 29 till March 2, 2023. The Conference aimed at the Recognition of problems and challenges, and effectiveness solutions for e-learning system, Thinking of quality promotion of e-learning system, presenting latest scientific and researching achievements in the e-learning system, Exchanging lived academic experiences about e-learning among covid-19 pandemic, and finally presenting successful experiences in implementation of e-learning system.



The scientific board of UNITEL Project led one of the main Panel on 1st March entitled "The UNI-TEL Project: Current Activities and the Future Impacts." The most important discussed topics have been the activities done, the next challenges and what the key actors have to do to ensure the sustainability of the project. Important topics have been discussed. The most relevant presentations were focused on: teaching/Learning Models, Methodologies, and Design for Blended Self-navigating, Gamified Learning, the Role of Social Networks and Other Virtual Environments in E-learning, creative and Interactive Content in E-Design, Social, Cultural and Ethical Aspects in E-learning Systems, Policies, Strategies and Programs in E-learning, Virtual and Remote Laboratories, Metaverse and AR/VR for Teaching and Learning, and finally, Learning Analytics.

More than 200 participants from European, International and Iranian Universities joined the Conference and the discussions.

For further information, please see the official website: <https://icelet.ir>

by Ilaria Reggiani



Glance at the Future

Metaverse as educational experience

In recent years, we have seen an exponential increase in technology and its integration into our daily lives. One of the most recent innovations that has captured the world's attention is the metaverse. But what is the metaverse? In simple terms, the metaverse is a virtual environment where people can interact with each other and with virtual objects.

The metaverse has the potential to revolutionize many areas of our lives, including education. In the world of education, the metaverse offers a wealth of opportunities that can help improve the learning experience for students and faculty.

One of the key benefits of the metaverse in education is the ability to create a virtual learning environment. In this environment, students can access a wide variety of resources, such as videos, images, presentations and documents. Additionally, the professors can customize the learning experience for each student to meet their individual needs.

Moreover, the metaverse can be used to simulate real-life experiences in order to provide students with hands-on experience without the risks associated with the real-life situation. For example, medical students can learn to treat injuries or illnesses through virtual simulations, providing them with the ability to build skills without the risk of real harm to patients.

Another benefit of the metaverse in education is its ability to create a collaborative learning experience. Students can work together in a virtual environment, share ideas and solve problems together. Additionally, educators can create learning environments where students can work alongside industry experts, such as scientists or entrepreneurs, to gain knowledge and skills directly from the source.

Finally, the metaverse offers an opportunity to connect students and faculty from all over the world. Using the metaverse, students can participate in virtual lectures and seminars, and collaborate with their peers abroad. Besides, educators can create lessons that involve experts from different countries, able to deliver lessons or contribute to discussions.

Ultimately, the metaverse presents a unique opportunity to enhance the learning experience of students and educators around the world. Using the metaverse in education can provide a personalized virtual learning environment, hands-on simulations, collaborative experiences, and the ability to connect students and educators across the globe. As technology continues to evolve, the metaverse represents a new tool for shaping the future.



by Tommaso Saso



Community reporting method for the digital inclusion

During the pandemic, universities - like all educational institutions - faced the need to transfer from traditional modalities of face-to-face learning and teaching to one of screen-to-screen format. In this abrupt transfer to technology-enhanced learning, experiences of both learners and teachers have divided.



Those with digital skills and access to devices have thrived, those without them have started to alienate from learning and the community of learners. Suddenly, this lack in learning to learn skills is starting to accumulate, and some students have started to adopt a surface learning approach. Furthermore, as pupils from second cycle education are starting to enrol in universities, they face challenges in the crucial transition from a student to a learner, and from a learner to a future expert.

Dig-2-Inc - Inclusive Digital Learning is an Erasmus+ project which offers training and design principles to staff members to facilitate inclusion of low-SES students. With a novel method of

community reporting, we engage teachers and students to voice out experiences of diversity and support a culture of active engagement, equality and non-discrimination.

This project addresses the need to improve life and digital skills of low socio-economic-status students in higher education. In practice, the project focuses on acquisition of academic skills, with a perspective of skills needed in the digital era in particular. Academic skills are defined as abilities, strategies and habits that can help learners succeed in an academic setting. The project aims to raise awareness of teachers and instructors in universities of the challenges low SES students have in the acquisition of academic skills such searching for information, critical thinking and academic writing, focusing on their use in the digital environment.

The project carries out a mapping study to develop a deeper understanding of the conditions and circumstances low-SES students face in their transition from secondary education to university studies. Using a community reporting method, we give voice to students and teachers experiences, empowering the academic community to work for inclusion. Inclusion is embedded in institutional strategies with correspondence to accessibility, non-discrimination and equality, offering the staff and students further empowerment and authorization for their shared development work. These actions are aimed for a better sense of belonging of low-SES students, working with the students.

By creating an awareness campaign based on the results of the mapping study, staff members will be offered workshops to align facilitation of inclusion to the key strategic processes aimed at reducing latency and drop out in education. These aims are important to every staff member, as a smooth educational process reduces need for specialized instruction and remedial teaching. Based on this internal motivation, teachers, counselors and education coordinators will be invited to participate in a training program, which offers them design principles and knowledge on how to facilitate engaging learning in hybrid and digital environments. For students, the project develops an ecosystem of microcredentials and open badges, which enables them to develop life skills and digital skills necessary in higher education. These skills are tailored to the operational context of universities as clear definitions of and criterion for gradual advancement in academic skills.



In addition to developing cognitive and learning-to-learn skills, project partners strengthen social partnerships to support attention to needs of low-SES students, and to extend the use of purposeful pedagogic strategies for inclusion to secondary schools, which prepare learners for higher education.



GMU Magazine has been released with the contribution of all academic staff and partners around the world, if you wish to contribute highlighting any important news in accordance with the line of the release, please do not hesitate to contact us sending an email to d.chesheva@unimarconi.it