

Press release



Wharton-QS Stars Awards 2014 Reimagine Education

Winners announced for the “Oscars” of innovation in higher education

Politecnico di Milano wins the Nurturing Employability Award

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Philadelphia, December 10th: The *Wharton-QS Stars Awards 2014: Reimagine Education* took place on December 9th in Philadelphia. The global competition received submissions from 427 universities and enterprises from 43 countries with 21 awards judged by a panel of 25 international experts – a ‘who’s who’ of higher education.

QS Quacquarelli Symonds, publisher of the [QS World University Rankings](#), has developed this **global competition to identify the most innovative approaches in higher education to enhance learning and student employability**, in partnership with The Wharton School SEI Center of the University of Pennsylvania.

The overall award has a prize fund of US\$ 50,000, offered by IELTS, and the judges decided it should be shared by two overall winners:

- ✓ PaGamO, the worlds' first-ever multi-student social game (National Taiwan University) in which students compete to amass virtual land and wealth by answering questions correctly and can then buy defences to protect themselves from monsters and other competitors. This highly engaging platform is popular for teaching probability in Chinese, teaching maths to K12 students in the USA , teaching dentistry to US Ivy league undergraduates and has been adopted by a fortune 500 company to teach management and leadership
- ✓ PhET Interactive Simulations (University of Colorado Boulder) provides interactive animations to teach students fundamental scientific principles. Over 130 stunning and engaging simulations have already inspired over 45 million students around the world.

Politecnico di Milano is the winner of the “Nurturing Employability” category with the initiative: “Enhancing Engineering Education for 21st century Employability”. The Dean, Professor Giovanni Azzone, received the Award in Philadelphia yesterday.

Nunzio Quacquarelli, managing director of QS said “Politecnico di Milano is among the few innovative Italian universities and one of the very few which has a truly international standing and reputation. The panel of international judges have voted Polimi as the best of the 43 universities in the Nurturing Employability category. Employability is a key mission for world-class university, to the point that QS includes reputation among employers as one of the criteria for the World University Rankings. Achieving great results, especially in a regional/European job market that is yet to recover, is remarkable indeed and I’m very pleased that the model created by Polimi has been recognized by international experts with this deserved award”.

Winners of other Wharton-QS Star Awards 2014, include:

Enterprise Awards			
Winner	ForClass: Driving Student Engagement through Accountability	For Class Ltd.	USA
Students learn better when they are engaged – both in the course content and class discussion. Engagement remains a constant struggle for professors across disciplines. ForClass has developed a solution: a single tool that drives student engagement through accountability, while streamlining content distribution, student assessment and classroom management for faculty – the first and only tool to combine these three elements.			
Runner up	African Management Initiative	AMI	Kenya
The African Management Initiative, AMI, is a pan-African social enterprise that empowers African managers & entrepreneurs through practical as well as accessible learning and coaching tools. They have developed the first online social learning platform in Africa, designed for an African context – low on bandwidth and with mobile in mind, partnering with Africa’s top business schools and practitioners to develop world class content.			
3rd place =	Labster: Virtual Laboratory	Labster	Denmark
In teaching science, one meets challenges like, the high number of students combined with budget limitations, high failure rates in passive learning such as lectures, expensive laboratory costs, and low learning efficiencies with cookbook methods. At Labster these problems are circumvented by introducing students to a virtual laboratory, in which they are invited to investigate and resolve life science case stories. This 3D virtual laboratory is built based on real life topics that students can easily relate to, and can be used by teachers as a supplement or an alternative teaching method.			
3rd place =	Career Exploration: The Gamification of an Undergraduate Sport Management	North Carolina State University	USA
The Gamification Module created within Moodle, an open source learning management system, was designed to actively engage as well as motivate students while improving their academic achievement and satisfaction with a distance education undergraduate course in sport management. This has been designed to assist students in the process of making career choices and developing the skills required for career advancement.			
E-Learning Awards			

Winner =	PaGamO, the worlds' first-ever multi-student social gaming	National Taiwan University	Taiwan
As the first-ever MOOC made in Chinese, this is a multi-student social gaming platform called 'PaGamO'. This platform allows thousands of students to compete on the same map by occupying territory through problem solving. Not only can one win land, but one can have problem based battles with others, creating monsters, and taking other students land. This program is easily adapted to insert problems from any subject matter or language to facilitate learning.			
Winner =	PhET Interactive Simulations	University of Colorado Boulder	USA
Designed to address the need to improve K-20 science education for US and world, as numerous reports call to increase the number of students pursuing technical fields and prepare graduates to enter the technical workforce, and lead technical innovation. PhET has developed over 130 research-based interactive simulations, emphasizing connections to the real world, make the invisible visible, and include the visual models scientist use. They are easily translated and able to be run both on or offline.			
Runner up	Studio by Purdue	Purdue University	USA
Dedicated to increasing student success by supporting the creation of technologies that transform the student experience, Studio by Purdue empowers faculty by enabling new pedagogical strategies, communications, and student engagement. The program prides itself in continually challenging the classroom paradigm while encouraging exploration into areas that classrooms have traditionally cut out of instruction. With broad applicability across subjects and adaptability for each course, this has change the teaching approach.			
3rd place	Enhanced E-learning through utilization of mobile learning	Yeungnam University	South Korea
Yeungnam University was the first university in Korea that started utilizing mobile learning as an alternative to take credit courses, launched in 2011. The mobile learning enabled students to take and review their courses anywhere and at any time with smart phones. In last three years, 958 mobile-based courses have been offered and 160,355 students from 95 different universities have been taking these for credit transfer.			
Hybrid Learning Award			
Winner	Developing & Stimulating Young Engineers: Simulations, Collaborations, & Creations	University of Utah	USA
The early learning curriculum has been transformed through the implementation of a new freshman design laboratory, coupling online content & simulations, engaging lectures, as well as proven hands-on, collaborative techniques. The course features a blend of different project and assignment forms, including a collaborative project between freshmen and seniors, which is designed to assist students into eventual employment and progress.			
Runner up =	"Principles of Policy Analysis" blended course	Delft University of Technology	Netherlands
The design of this course leverages cutting edge technology, innovative educational methodologies, and extensive student input to transform students' learning experiences. Students become intricately linked to the design of their own learning journeys, with a level of teacher interaction that directly responds to student difficulties in the moment. Students take responsibility for their own education, and the level of student success as well as satisfaction has risen has a result.			
Runner up=	Blended MOOC and On-campus learning	Hong Kong University of Science and Technology / Hong Kong Virtual University Program	Hong Kong
The program was established in 2005 with the goal of creating a virtual campus that is able to provide students around the world with the broad range of course possibilities offered by universities in Hong Kong. It is designed to improve the transition to higher education, offer a range of classes not available at one's home institutions, give graduates a variety of lifelong learning opportunities, and provide feedback to teachers.			
3rd place	Case based collaborative learning	Harvard University	USA
Case Based Collaborative Learning (CBCL) expands upon the characteristics and goals of team based learning, accomplishing student readiness, individual testing and group consensus. This is done through case presentations generating student responses, questions prior to the students' class attendance, and group evaluations requiring one answer to be given. This stems from the idea of guided exploration with hypothesis generation.			

Presence Learning Award			
Winner	Learning through interdisciplinary science research	McMaster University	USA
The 4-year Honours Integrated Science (iSci) program instructional and administrative teams have collaborated, with student involvement, to design and implement an innovative program of research-focused interdisciplinary education that produces scientists skilled in research and communication and ready to enter a range of professional fields. The result is an exciting and innovative program focused on student learning instead of teaching, a program focused on outcomes instead of administrative limitations.			
Runner up	Extreme Learning Process	Tsinghua University	China
Extreme Learning Process (XLP) is a trans-disciplinary learning activity design methodology that organizes learners from different disciplines to design and execute learning activities for other learners. It leverage modern ITC infrastructures to empower learners by giving them access to open source technologies, Crypto-currencies, and Distributed Version Control Systems to keep track of participants' contributions, conflicts, and learning outcomes throughout learning activities on a global basis.			
3rd place	The Global Understanding Program	East Carolina University	USA
The Global Understanding Program uses innovative technology based learning strategies to provide access to first hand, real-time international experiences to the 98% of East Carolina University (ECU) students who do not take advantage of study abroad options. Our activities provide students both here and at our 58 partner institutions in 30 countries on five continents the opportunity to develop essential skills necessary to succeed in a global, multicultural society. Through working on collaborative projects, students learn essential leadership skills such as the ability to work and develop a joint product in a cross-cultural environment, adaptability, self-awareness and empathy.			
Nurturing Employability Award			
Winner	Enhancing Engineering Education for 21st century Employability	Politecnico di Milano	Italy
In 2011, a new educational strategy was created in order to maintain a high level of employability as well as reputation in a globalized work environment. Now fully implemented, this strategy is based on traditional technical skills, cross-cultural skills, cross-disciplinary innovation, and a sense of developed social responsibility. This is then implemented through internationalisation of curriculum, strategic partnerships with companies, and a blended learning experience.			
Runner up	Accelerating Medical Innovation and Careers: MILI Global Valuation Laboratory	University of Minnesota	USA
While new medical technologies can save lives, the biggest hurdles are the need for a market. The purpose of the Medical Industry Leadership Institute Valuation Lab at the Carlson School speeds time to market by having students, inventors, and entrepreneurs conduct market valuation, product viability testing, intellectual property assessment, and strategy recommendations for new medical technologies. This helps not only students learn the process through a hands on process, but helps the medical industry as well.			
3rd place	The HealthFusion Team Challenge; Building Stronger Healthcare	Queensland University of Technology	Australia
This challenge is geared as an internationally recognised, extracurricular competition based in Australia for senior students in the health sciences. This gives students about to merge into the field an opportunity to develop and demonstrate expertise in teamwork and realistic scenarios that must be solved. Students from 20 different health disciplines work in teams over a sustained period.			
Teaching Delivery Award			
Winner	Burkenroad Reports	Tulane University	USA
This project demonstrates that small teams of college students have the potential to generate equity research of the same quality of Wall Street. Here, students are turned into real world research analysts concerning 'Stocks under Rocks' or those small capitalization companies that are often overlooked by big research firms. Students create comprehensive reports on small publicly traded companies in the US south, developing finance models, competitive analysis, forecasts, and investment recommendations.			
Runner up	Beyond Traditional Borders	Rice University	USA
Inspired by the Haitian saying, "You do not learn to swim in the library, and you learn to swim in the river." The curriculum is designed to develop leaders by giving students the opportunities to solve real problems and put their own ideas into action. Students become engineering leaders who can identify the most important technology challenges; lead multi-disciplinary teams, and implement entrepreneurial approaches for sustainability.			
Winner	Towards a Visual and Tangible Mathematics	Tec De Monterrey	Mexico
The only way that Mathematics can be conceived is through different representations and applications. Within technology there is the opportunity to create a way to interact with myriad representations of mathematics both in and out of the classroom. This is done using Augmented Reality as an emergent technology, which is used particularly for the learning of calculus at a variety of levels.			
Regional Award: Latin America			

Winner	Towards a Visual and Tangible Mathematics	Tec De Monterrey	Mexico
Regional Award: North America			
Winner	Purdue University	Studio by Purdue	USA
Regional Award: Asia			
Winner	XLP – extreme learning process	Tsinghua University	China
Regional Award: Europe			
Winner	The Global Integrative Module	ESADE	SPAIN
Global Interactive Challenge – “How can companies contribute to reducing economic inequality in the world” – online challenge involving top business schools with high engagement and societal benefits.			
Regional Award: Middle East and Africa			
Winner		King Saud University	Saudi Arabia
Self learning management tool for preparatory students to develop measurable skills – interactive e-books reduce cost of teaching so scalable – 76% student satisfaction with improvements in learning.			
Regional Award: Oceania			
Winner	Deakin Connect	Deakin University	Australia
Re-designed learning management system – personalized learning, evidential, industry partners, digital tools.			
MBA & Professional Education Award			
Winner	Developing & Assessing Global Leadership Skills through Immersive Business Simulation	Rady School, University of California, San Diego	USA
VirBela - a 3D virtual world technology that supports blended learning called VirBELA (Virtual Business Environment for Learning & Assessment). The technology includes voice over IP (VoIP), text chat system, and a 3D campus. Learners are represented by avatars. The campus includes a lecture hall, boardrooms, breakout team rooms, offices, exhibit hall, social venue, and complex multiplayer business simulations			
Engineering & IT Award			
Winner	iPodia	Viterbi School of Engineering, University of Southern California	USA
Inverted learning in iPodia goes beyond the flipped classroom, because it uses students' feedback on course contents to promote peer-to-peer collaborations and help teachers to guide classroom interactions.			
Natural Sciences Award			
Winner	Blended MOOC and On Campus Learning	Hong Kong University of Science and Technology / Hong Kong Virtual University	Hong Kong
Chemists Online - This is a collaborative project between universities and secondary schools in Hong Kong that aims at nurturing scientific literacy and questioning skills of students by providing them with exposure to university education through blended learning. The program has attracted over 8,000 students from 140 secondary schools in Hong Kong and Macau.			
Life Sciences Award			
Winner	Case Based Collaborative Learning	Harvard Medical School	USA
Team based online learning – improving student scores and improving employability in field			
Arts & Humanities Award			

Winner	DEMOLA	Maribor University	Slovenia
Open innovation platform enabling students across central Europe and Scandinavia to cooperate to creative innovative products – high engagement and real business outcomes			
The Palmer Group Innovative Learning among Private Business Schools Award			
Winner	Reaching the Masses in India through adaptive Online Teaching	Amity University and Amity Business School	India
Online bachelors – adaptive learning based on 7 min videos followed by Q&A – 45% drop in attrition – tens of thousands of students and free online in India – combined with employment skills development to support employability			
Outstanding Contribution to Education Award			
Winner	Shiv Khemka	Global Education & Leadership Foundation	India
The Global Education & Leadership Foundation (tGELF) works towards preparing the next generation of leaders to be able to act as ethical global citizens in the face of daunting challenges that will be thrown open to them tomorrow. We are passionate about helping identify young leaders with strong values and then supporting them to develop to their full potential.			

Nunzio Quacquarelli adds “QS recognizes that world university rankings cannot measure the incredible innovations in learning solutions taking place in universities and enterprises around the world. *Wharton QS Stars Awards: Reimagine Education* is our answer. We want to shine a light on the very best learning and employability solutions around the world, for the benefit to current and the next generation of students.”

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Notes

About the Wharton School at the University of Pennsylvania and the SEI Center for Advanced Studies in Management

Founded in 1881 as the first collegiate business school, the [Wharton School](#) of the University of Pennsylvania is recognized globally for intellectual leadership and ongoing innovation across every major discipline of business education. With a broad global community and one of the most published business school faculties, Wharton creates economic and social value around the world. The School has 5,000 [undergraduate](#), [MBA](#),

[executive MBA](#), and [doctoral](#) students; more than 9,000 participants in [executive education programs](#) annually and a powerful [alumni network](#) of 92,000 graduates.

The Wharton SEI Center for Advanced Studies in Management is the world's first "think tank" for management education. The Wharton SEI Center ensures the relevance of management research and teaching to the evolving needs of business and society in the 21st century by joining with global thought leaders in diverse fields to anticipate the needs of management, identify forces of change, and understand emerging management paradigms. The SEI Center engages in workshops, conferences, and lectures involving senior executives, academic leaders, and students to develop research and educational initiatives to meet the future needs of management.

QS Quacquarelli Symonds

Since 1990, QS has become established as the world's leading network for top careers and education. Producers of the QS World University Rankings, QS's innovative research, events, publications and university solutions provide new ways of bringing universities into contact with the best and brightest students worldwide.

QS World University Rankings

The QS World University Rankings is an annual league table of the top 800 universities in the world and is arguably the best-known and respected ranking of its kind. Compiled by the QS Intelligence Unit in close consultation with an international advisory board of leading academics, the QS World University Rankings is widely referenced by prospective and current students, university professionals and governments worldwide. The purpose of the rankings has been to recognize universities as the multi-faceted organizations they are and to provide a global comparison of their success against the notional mission of remaining or becoming world-class. The rankings are based on four key pillars, research, teaching, employability and internationalization.

QS World University Rankings by Subject

Since 2011 QS has extended the scope of the world's rankings to include the evaluation of 30 individual disciplines. The methodology utilizes adaptive weightings for the four criteria, to take into account the differences among disciplines.

The rankings are based on research citations, alongside reputational surveys of over 90,000 academics and graduate employers worldwide.

Nunzio Quacquarelli

Nunzio Quacquarelli, is founder and managing director of QS Quacquarelli Symonds Ltd, a global leading provider of independent information and research on top education and careers. Nunzio took his MBA at The Wharton School in the USA, where he won the Glockner Prize for Management, after gaining an MA at the University of Cambridge. At Wharton, Nunzio also led the team that won the Moot Corp Business Venture Award in 1990, in competition with teams from all the top US and European business schools. Before starting his own business Nunzio worked in strategy consulting in the UK and Italy. A respected journalist on management education and careers, Nunzio has written regularly for key media around the world. He is the Editor of several annual QS research reports including QS TopMBA.com Jobs and Salary Trends Report. Along with John O'Leary, Nunzio also conceived and designed the QS World University Rankings.

Committed to QS setting an example in socially responsible leadership, Nunzio has given this reality by establishing the charitable foundation, QS Scholarships which provides scholarships for higher education for young people who have already demonstrated socially responsible leadership.

Nurturing Employability	
APPLICANT	COUNTRY
The University of Queensland Graduate School	Australia
Faculty of Education, Queensland University of Technology - Brisbane Australia	Australia
School of Information Systems, Queensland University of Technology	Australia
School of Clinical Sciences, Faculty of Health, Queensland University of Technology, Brisbane	Australia
University of Wollongong, Graduate Career Development and Employability Portfolio	Australia
UNSW Business School	Australia
Ghent University Faculty of Economic & Business Administration	Belgium
University of Victoria Peter B. Gustavson School of Business Executive Programs	Canada
Copenhagen Business School & Singapore Management University	DKSG
University of Nantes	France
Pillai College of Education and Research, Chembur, Mumbai - India, Bachelor of Education (B.Ed)	India
Politecnico di Milano	Italy
Department of Medical Education, School of Medical Sciences, Universiti Sains Malaysia	Malaysia
Gunadarma University	Malaysia
Delft University of Technology	Netherlands
Otago University; School of Business; Executive Programmes; Otago MBA	New Zealand
Lisbon MBA international	Portugal
Professional Development Program (WatPD)	UK
BlueBook - A Campus for Financial Education	UK
University of Bath	UK
University of Exeter - College of Humanities	UK
English, Department of English, University of Exeter	UK
Heriott- Watt University	UK
Department of Modern Languages - Exeter	UK
University of Edinburgh - Information Services And Institute for Academic Development	UK
School of Arts and Humanities - University of Stirling	UK
University of Minnesota	USA
Indiana University / School of Education / Global Gateway for Teachers	USA
The Pennsylvania State University/School of Engineering Design, Technology, and Professional Programs/ Engineering Leadership Development	USA
Hult International Business School	USA
Sumy State University / Faculty of Technical Systems and Energy Efficient Technologies	USA
Carlson School of Management - Medical Industry Leadership Institute	USA
University of North Carolina - Chapel Hill - Kenan Flagler Business School	USA
University of Maryland, English, Professional Writing Program	USA
Prince Sultan bin Abdulaziz College for Emergency Medical Services	UAE

Strathclyde Business School	UK
Queensland University of Technology	Australia
School of Criminal Justice - California State University	USA
McMaster University/Engineering/School of Engineering Technology	Canada
College of Humanities. Department of Modern Languages - The University of Glasgow	UK
Common Purpose Student Experiences - University of North Carolina - Chapel Hill	USA
Division of Employability & Graduate Development - University of Exeter	UK