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In.TUNE

Innovative Universities in Music and Arts in Europe

Knowledge Hub 1 (D4.3)

Strengthening our research dimension (WP4)

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Innovative Universities in Music & Arts in Europe – IN.TUNE is the only European University Alliance in the field of music and arts. It brings together eight universities from North, East, South and West Europe, striving to deepen their cooperation to bring about institutional transformation and the enhancement of their quality, performance, attractiveness and international competitiveness. In line with the goals set by the European strategy for universities, underlining the important role of higher education in shaping sustainable, democratic and resilient societies, IN.TUNE members are committed to the development of a joint long-term strategy with a strong artistic dimension for high quality education, research, innovation and service to society, becoming a role model for the wider higher education community across Europe and beyond.

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Executive Summary

IN.TUNE

The European University Alliance [IN.TUNE – Innovative Universities in Music & Arts in Europe](#) brings together eight universities across the continent, committed to the development of a joint long-term strategy for excellence in education, research, innovation and service to society. This strategy is built on a shared perspective on our institutions' roles within society, a joint vision and approach towards deep institutional cooperation, and a shared dedication to the European values of diversity, democracy, social and human rights.

Through the establishment of IN.TUNE, we aim to:

- Build an effective, systemic and sustainable framework for deep institutional cooperation, drawing on our previous and existing collaborations to drive transformational change across our institutions.
- Strengthen, through this deep institutional cooperation, artistic and educational innovation and research, not only within our institutions, but also throughout the higher music education sector and the broader cultural and creative sector industries, providing students and professionals unique with educational opportunities that will improve their ability to access, create and maintain sustainable careers.
- Play an active role in shaping the future of our sector and our societies by addressing contemporary educational, professional, societal, technological and ecological challenges. Together, through the joint creation of forward-looking institutional environments, we will empower students and staff to engage with these challenges through their creative work, both at institutional and transnational level.

Work Package 4: Strengthening our research dimension

Strengthening our research dimension (Work Package 4) focuses on enhancing the research capacity of the alliance by developing a comprehensive [IN.TUNE Research Cooperation Framework](#) that embeds research within the alliance-wide educational collaboration. This includes conducting an inventory and comparative analysis of existing research resources, policies, and expertise across partner institutions.

Based on this analysis, three [IN.TUNE Knowledge Hubs](#) will be established, bringing together (doctoral) students, teachers, and researchers. These hubs will facilitate multidisciplinary research collaboration in a higher music and arts education context. The aim is to address how diverse research approaches link education and research, including how research results feed back into education.

Additionally, the work package will focus on improving research supervision through annual training programs, leading to the creation of an **IN.TUNE Register of Research Supervisors**. This register will provide access to specialised supervision across the alliance across study programmes. Furthermore, the development of an **IN.TUNE Repository of Research Outcomes** has been planned to offer students and staff a digital platform for sharing outputs for educational use and promoting collaboration.

Based on the experiences gained in the alliance through these activities, a **Position Paper on Research** will be published by the end of month 48 of the Alliance (December 2027), outlining the position of the alliance with regards to research in artistic education, including proposals for improvements as compared to the current state of play and how research feeds back into learning, teaching and training, in alignment with the principles of the Vienna Declaration on Artistic Research, which acknowledges the importance of the 'knowledge triangle' of education – research – innovation.

Deliverable summary

The first IN.TUNE Knowledge Hub has been established enabling alliance partners to share, develop, and discuss approaches related to WP4's goals and to strengthen collaboration in research-based and research-oriented education within the alliance.

Knowledge Hub 1 was implemented **in two major phases: a communication platform** designed to connect interested experts within the Alliance, **and a content platform** to complement the communication structure. **The communication platform approach in the form of an email list proved to be an essential tool for rapid information exchange**, and played a crucial role in shaping the final program for the first Annual IN.TUNE Research in Education Event AIRE (see deliverable D4.6). **The content platform was set up within the Research Catalogue (RC)**, a well-established international repository for the publication of artistic research, a non-commercial solution which is suitable for collaboration and publishing, teaching purposes, workflows – experimentation and exchange.

The content platform features overarching themes that are continuously expanded by alliance institutions through adding materials and hosting connected content and webinars. **It currently hosts four key areas that were identified as relevant to research in our educational environments:** Research-led teaching and artistic practice in higher education, Challenging canons and rethinking music curricula, Interdisciplinary and transdisciplinary teaching approaches, and Community engagement, diversity, and field-based learning.

The Knowledge Hub 1 **content platform is designed as a living digital environment that will continue to evolve**. It will expand to include emerging areas of interest highlighted within

the communication platform and evolve with upcoming AIRE events, webinars, meetings, and shared materials. It will also serve as a model for the other two Knowledge Hubs of the WP.

The technical format used in RC employs a free form, flexible and media-friendly webpage format called an exposition. The format is well-suited for merging different forms of media and text into a single highly customizable presentation, accommodating diverse and context-specific needs of organizing materials produced, e.g., in artistic research.

Four alliance institutions, HdK, mdw, NMH and Uniarts, are already RC's **partner institutions**. Currently, RC has 5740 public expositions and more than 30 000 registered users. This ensures a **stable and futureproof platform**.

Knowledge Hub 1 provides a well-functioning solution for the promotion of 'European knowledge-creating teams'. It also serves as a model for the subsequent Knowledge Hubs in the work package. To mitigate the risk of the Knowledge Hub becoming a static website, **institutional effort and commitment** need to be secured in developing clear guidelines, directions and sharing capabilities for a self-sustaining operation. Mitigating the risk will safeguard **Knowledge Hub 1 as a sustainable framework for collaboration, knowledge exchange, and long-term development of research-based education in the arts within the Alliance**.

Knowledge Hub 1 (D4.3)

1 Objectives of the deliverable and associated tasks

Higher education institutions in music (and the arts, more broadly) have been making a gradual shift from being mere professional training institutions to institutions where research is conducted in addition to traditional professional training. Institutions are not just expected to engage with research with the aim to educate and train musicians and artists as self-reflective practitioners that are able to deal with changes in the profession and in society, but also to create new knowledge for the field and engage with new forms of research that are relevant for artistic practice, for academia and for the audience at large.

The name of Work Package 4 (WP4) is Strengthening our research dimension. It has the objective of developing an IN.TUNE Research Cooperation Framework. Our previous deliverable, D4.2, served that objective by producing an inventory and analysis of research areas and environments, which support the sustainable development of higher education in the arts, the artistic practices in respective fields of arts, and thereby society at large. A major outcome of the inventory and comparative analysis was the acknowledgement of the significance of the interplay between research and education. The inventory and analysis in D4.2 laid the basis for the subsequent stages of the work package: deliverables D4.3, the first Knowledge Hub of the work package, and D4.6, the first Annual IN.TUNE Research in Education (AIRE) event.¹

The descriptions of this deliverable 4.3 and deliverable 4.6 are interconnected in the WP4 briefing paper, which reads (emphasis added):

Based on this inventory and analysis [D4.2], **the establishment of IN.TUNE Knowledge Hubs** as 'European knowledge-creating teams' bringing together (doctoral) students, teachers and researchers to develop, test and implement close cooperation in the area of research. Three of such 'Knowledge Hubs' will be implemented [...] allowing different approaches for research to be tested and giving the alliance the flexibility to support a diversity of research activities with different needs. The themes for the research cooperation will be based on the above-mentioned comparative analysis of fields of expertise and needs. An emphasis will be given to

¹ It is emphasised that all activities and tasks under this work package, including the ones described in this document, are limited to preparatory and coordination tasks eligible under the European Universities Initiative and in line with the Description of the Action of the Grant Agreement. Any activities identified as outside the scope of the grant and European Universities Initiative, such as conducting research projects or the publication of research, will not be carried out under IN.TUNE funding; all activities focus on integrating existing research insights into education.

research themes that will promote the link between research and education and multidisciplinary cooperation in research, involving expertise from other artistic disciplines. The outcome of the work of the Knowledge Hubs will be presented in annual IN.TUNE Research Conferences to present outcomes to and engage with wider audiences.

The two deliverables, D4.3 and D4.6, are due in month 24, and reported separately. The deliverable reported here, D4.3, is associated with task T4.4: Set up IN.TUNE Knowledge Hubs. After the current deliverable, the task is continued with future deliverables D4.4 and D4.5, the subsequent Knowledge Hubs, which are due months 36 and 48, respectively.

2 Applied methods and encountered constraints

From its onset, the committee of Work Package 4 (WP4C) perused the guiding documents of WP4, and engaged in planning the implementation of the WP, and in designing a framework for the current deliverable D4.3, considering how it could best

- a) build on the preceding deliverable D4.2, the inventory and analysis of research areas and environments,
- b) connect with D4.6, Annual IN.TUNE Research in Education Event AIRE 2025,
- c) serve as a basis for the subsequent deliverables D4.4 and D4.5, Knowledge Hubs 2 and 3, and finally
- d) contribute to the concluding deliverable of WP4, the IN.TUNE Research Cooperation Framework (D4.1).

The perusal of the guiding documents, and the considerations of the work package coordination and the long-term objectives of WP4 and the alliance led to critical discussion on how to interpret the given tasks and key notions therein, and what needs to be taken into account in producing the deliverables. The committee also set up task forces to address the issues and to develop the notions of knowledge hubs and annual IN.TUNE research events. In regards to the Knowledge Hubs, the discussions on the perceived constraints and affordances included issues such as:

- *What exactly are knowledge hubs, on practical terms?*

The guiding documents describe them "as 'European knowledge-creating teams' bringing together (doctoral) students, teachers and researchers to develop, test and implement close cooperation in the area of research." In that sense, a knowledge hub is a joint arena for discussions and questions, and for sharing and production of knowledge on a theme, a container for activities that develop the theme, and a shared space for mutual encounters

and community involvement. For it to be accessible and functional online, a knowledge hub also requires suitable, usable and affordable technical solutions. In the current deliverable, Knowledge Hub 1, **the matters of providing joint space for collaboration, community involvement, and technical solutions have been addressed in a two-phase implementation.**

- *What is the division of labour* between the three working groups planned for the work package, and their tasks, carrying towards the completion of the WP's objectives and the production of the deliverables, in particular the three Knowledge Hubs (D4.3–4.5) and the three research events (D4.6–D4.8)?

The guiding documents state that "based on the above inventory and analysis [D4.2], the WP4C will establish three *IN.TUNE Knowledge Hubs*" and "each Knowledge Hub will be responsible for organising an annual dissemination conference, under the supervision of the WP4C." To build a strong link between working groups, knowledge hubs and conferences (a.k.a. AIRE events), and to safeguard a clear division of labor, the committee concluded that each working group would have the task of setting up one knowledge hub and AIRE event, each with specific main themes. The main themes are strongly present in D4.2, and reflected in the names of the first two working groups currently in operation: Research areas and environments (WG1), and Research education and supervision (WG2). The third working group, starting 2026, will focus on improved access to research to support research-led teaching. The current deliverable continues the work by WG1 on the inventory and analysis of research areas and environments. **The themes** of D4.2 were cultivated first **for the call** for Knowledge Hub 1 and AIRE 1 to the following three:

- a) research culture in the institutions of higher education in the arts: how is research performed and what are its implications for education?
- b) researcher identities or positions (in the institutions of higher education) in the arts: who does the research? what role does it play in our educational institutions?
- c) resources and infrastructures for research (in the institutions of higher education) in the arts: how is it organised institutionally in relation to other missions of the institutions – education, artistic activities and societal engagement? And how these resources support research-led teaching?

In Knowledge Hub 1 and WG1, the themes were further refined to these themes of the first Annual IN.TUNE Research in Education event (see D4.6).

- *What is the relationship between a knowledge hub and a research event, in concrete terms?*

We wish to build a sustainable framework for strategic and structural collaboration between the alliance institutions, and conceive the knowledge hubs more as continuous rather than

happening at a certain point in time. The Annual IN.TUNE Research in Education Events, meanwhile, gather the audience together on the event theme, in a focused period of time, for mutual encounters both on-site and online. **Once a knowledge hub is set up, the activities in it build up towards an AIRE event. An AIRE event, in turn, functions both to disseminate the knowledge hub, to present and discuss the thematic issues, and to produce questions and materials for future activities of the knowledge hub.** In the current deliverable, an open call was launched to invite participants to the AIRE event, and – preceding it – to “take part in a dedicated online Knowledge Hub which will serve as an incubator for the content of the AIRE. Engagement in the Knowledge Hub is a key part of the process, shapes contributions at the event and is expected to continue beyond the event itself.”

- *How do knowledge hubs best engage their participants?*

In developing future collaboration in a sustainable way, we have acknowledged that in addition to the inventories and analyses within the work package and its working groups, it is necessary to increasingly engage students and faculty members to identify and express the potentials and also concerns that may exist or arise in future collaboration. Instead of producing finalized solutions or structures right away, we have found it necessary to also allow us to **react to observed needs, while progressing to implement the objectives of the work package.**

Therefore, in regards to knowledge hubs and research events, we concluded that they do not have to “start big”. **A ready-made content would not be in concord with the objectives of building a joint space.** However, it is an important mission of a knowledge hub (and therefore of a working group) to engage the community. In the current deliverable, this is taken into account in the two-phase implementation consisting of a low-threshold communication platform and a flexible content platform as the technical platforms of Knowledge Hub 1. After resolving technical solutions, there remain three central objectives for a successful operation of any knowledge hub: 1) setting up meaningful seed activities and contents that invite, engage and retain participants, 2) reaching a critical mass of participants sufficient for self-sustained operation, and 3) monitoring and supporting the self-sustained activities in the knowledge hub.

- *What resources are available and how are they best used for producing the deliverable?*

The personnel resources of WP4 WG1 have been used to produce the deliverable. Other than that, in WP4, there is **no specific budget for the Knowledge Hubs.** This has been **taken into account when planning for and deciding on the technical solutions of the Knowledge Hubs.** No external acquisitions have been made. Instead, existing technical

resources of alliance partners have been used. In addition, for communication, WP8 has been of good service.

Having the framework sufficiently established for implementation, an open call was launched in June 2024 for the WP's first working group (WG1), which then began its work in Sep 2024. In autumn of 2024, the inventory and analysis of research areas and environments (D4.2) was a joint effort by WG1 and WP4C. In 2025, setting up the first knowledge hub, the present deliverable, has been a major task of WG1, overseen and monitored WP4C, as described below.

3 Obtained results

Knowledge Hub 1 was implemented in two major phases. The first phase began in spring 2025 with the creation of a communication platform designed to connect interested experts within the Alliance. The second phase in summer and autumn 2025 focused on establishing a content platform to complement the communication structure.

3.1 Phase one: establishing the communication platform

A communication platform in the form of a mailing list² was set up in Spring 2025. This mailing list for the IN.TUNE Knowledge Hub 1 (KH 1) of WP4 serves as a technical platform, that **brings together academic staff and students of IN.TUNE alliance member institutions**, in order to create 'European knowledge-creating teams'. The objectives include developing, testing and implementing close cooperation across all types of research and research education. The KH activities contribute to the Annual IN.TUNE Research in Education Events (AIRE). The mailing list is subject to the data protection regulations of the mdw, and subscriptions to this list are moderated by the Chair of WG to guarantee participation by Alliance members only.

An invitation was circulated among members of the alliance institutions in late spring of 2025 via the IN.TUNE news. During the summer of 2025, 53 interested university staff (teachers, artists, researchers, administrative staff) and students joined the platform. From June 2025, relevant topics were proposed and discussed collaboratively. Through these discussions, three additional topics for the AIRE event were developed and later submitted to the AIRE call for contributions for the World Café sessions. Furthermore, coordinated via this platform, a pre-AIRE Zoom Meeting was organized in September for the KH members to get to know each other before the in-person event at mdw in November 2025.

The Knowledge Hub 1 **communication platform approach proved to be an essential tool for rapid information exchange**. It facilitated updates, supported the coordination of

² See <https://lists.mdw.ac.at/mailman/listinfo/in.tune-knowledgehub1>.

discussions, **and played a crucial role in shaping the final program for the AIRE** (see deliverable D4.6). The mailing list solution remains a low-threshold approach to engage potential members to the Knowledge Hub.

The initial mailing list has been a central low-threshold platform for working groups and institutional representatives to exchange ideas and develop the first AIRE event. **Its development also clarified the needs for a more dynamic platform, now being realized through the Research Catalogue portal.** From WP4's perspective, WG1 has considered many aspects of establishing an instant information flow in the initial phase and has made good decisions in developing a living content platform with a longer lifespan, utilizing the more interactive Research Catalogue platform.³

3.2 Phase two: creating the content platform

The second phase of developing Knowledge Hub 1 focused on **establishing a content platform to complement the communication structure**. After considering available options, the decision to host this platform within the Research Catalogue, a well-established international repository for the publication of artistic research knowledge that has been active for over a decade, was made in the summer of 2025.

Unlike many commercially available technical solutions, which may be or may not be in use in the alliance institutions, the Research Catalogue (RC) is a non-commercial collaboration and publishing platform, free to use and access for artists, students, teachers and researchers. It can also support teaching purposes, as well as student assessment and peer review workflows. According to its extended guide ([RC 2025](#)), RC strives to be an open space for experimentation and exchange. The RC employs a unique format: a free-form, flexible and media-friendly webpage, called an exposition. This format is well-suited for merging different forms of media and text into a single highly customizable presentation, accommodating diverse and context-specific needs of organizing materials produced, e.g., in artistic research.

The Knowledge Hub 1 content platform currently hosts **four key areas that were identified as relevant to research in our educational environments** with a specific focus on higher education at art universities: Research-led teaching and artistic practice in higher education, Challenging canons and rethinking music curricula, Interdisciplinary and transdisciplinary teaching approaches, and Community engagement, diversity, and field-based learning (figure 1). These areas were defined jointly, ensuring alignment with the overall strategic goals of the work package and the IN.TUNE Alliance. Furthermore, a list of experts has been collected and added.

³ See <https://www.researchcatalogue.net>.

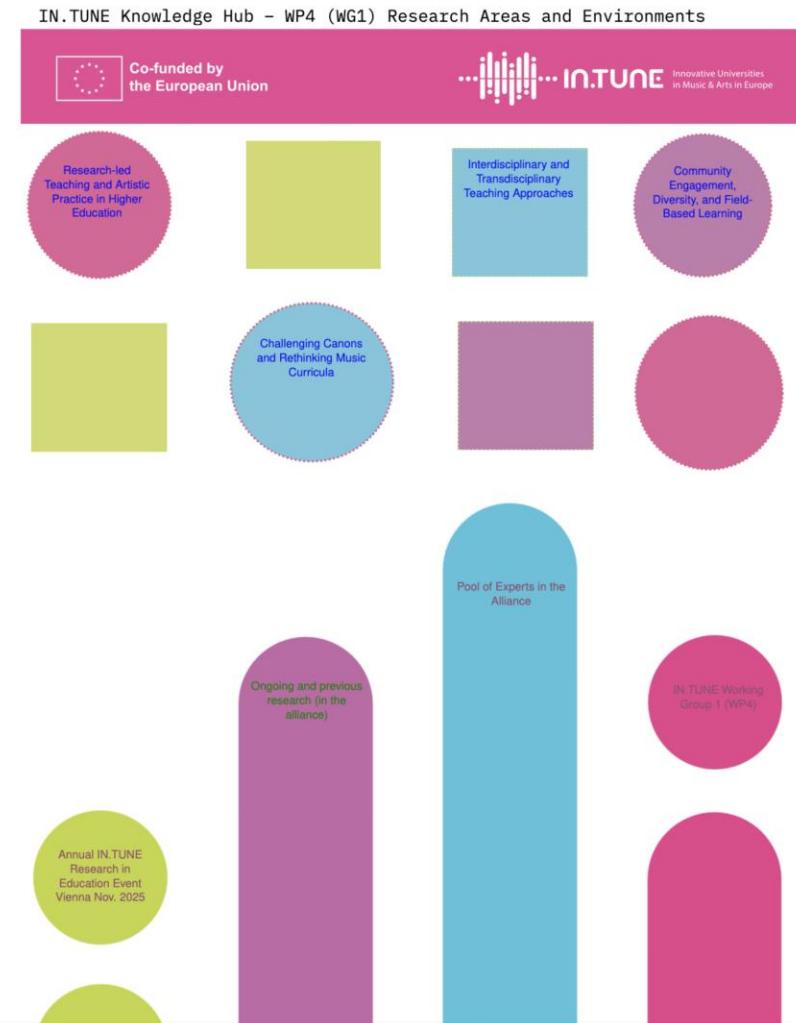


Figure 1. Entry point to the Knowledge Hub 1 exposition in the RC platform. Current disposition contains four thematic areas relevant to research in our educational environments.

This phase of **content curation involved close cooperation with the group of experts who had participated in AIRE and the communication platform**. Through Zoom meetings and continuous exchange before and after the AIRE event, relevant materials and reflections were gathered and integrated into the content platform.

The structure where the Knowledge Hub **reflects the thematic approaches of the AIRE conference** is a solid and engaging method, making the online site a hybrid space that connects physical idea exchange and development with online multimedia material creation (figure 2). **This dialogue seems very functional, future-proof, and has generated good directions and momentum for the website's design and content continuation.**

Challenging Canons and Rethinking Music Curricula

Consolidated Summary: Challenging Canons and Rethinking Curricula

Research and research education within the Alliance strongly focusses on the critical re-examination of traditional musical canons and narratives in higher education, promoting diversity, inclusion, and interdisciplinarity as the foundation for future musical creation and pedagogy.

Best Practice Examples

The four presentations from AIRE specifically represent best practice examples within the Alliance, illustrating how leading institutions are actively approaching the modernization of music education.

1. Deconstructing Gendered Canons and Inclusivity

- These projects directly or indirectly address the issue of gender bias in musical history and practice.
 - The projects by [Eva Beneke](#) (NMH) and [SIRGA](#) (ESMUC) are actively working to reinstate women into the narrative and curriculum, while [Nico Pérez Carbonell](#) (ESMUC) offered concrete pedagogical strategies for gender diversity inclusion in the classroom.

2. Interdisciplinarity and Integration of Artistic Research

- There is a strong emphasis on bridging the gap between theory, practice, and other disciplines.
 - [SIRGA](#) connects musical composition with cultural heritage restoration, while [Victoria Oftestad](#) (KonCon) uses historical theatrical repertoire (*The Mad Songs*) as a tool to develop contemporary performance expression and authenticity.

3. Critical Thinking and Student Reflection

- The goal is not only to change the curriculum but also to foster the active role of students in this process.
 - Beneke's research and the work of Nico Pérez Carbonell focus on empowering students through reflection, free expression, and the creation of safe spaces, thereby developing critical awareness and mutual understanding among future musicians and educators.

Conclusion

These examples demonstrate how our leading European music institutions are actively engaged in the decolonisation and modernisation of our approach to music education, moving from a passive transmission of the historical canon to active, inclusive, and contextual learning.

Related Projects:

Top: Music and Gender Identity: Tools and Strategies for Exploring Diversity in the Classroom (Nico Pérez i Carbonell, Escola Superior de Música de Catalunya)

Right Top: Challenging musical canons - evoking diversity in practice and theory (Eva Beneke, Norwegian Academy of Music)

Right Middle: Tracing the Madness (Victoria Oftestad, University of the Arts The Hague – Royal Conservatoire)

Right Bottom: SIRGA (Sound, Interdisciplinarity, and Artistic Restoration Guidance): Education through Interdisciplinary Practice (Montserrat Torras Salvador and Reiko Yamada, Escola Superior de Música de Catalunya)









Figure 2. An example of contents in the Knowledge Hub. Formatted text, hypertext, audio and video formats and, e.g., pdf are supported. RC also supports the [Dublin Core](#) Metadata vocabulary and [DOI](#) deposition for publications. Functionalities such as media repositories, editors, basic synchronization tools, feeds, and collaboration are available. The members of the IN.TUNE alliance can join the Knowledge Hub as institutional members or freely as individuals.

4 Discussion, with conclusions

4.1 Outlook and future development

To sum, Knowledge Hub 1 was implemented in two major phases: a communication platform designed to connect interested experts within the Alliance, and a content platform to complement the communication structure. The communication platform approach proved to be an essential tool for rapid information exchange, and played a crucial role in shaping the final program for the first Annual IN.TUNE Research in Education Event AIRE. (see deliverable

D4.6). The content platform was set up within the Research Catalogue, a well-established international repository for the publication of artistic research, a non-commercial solution which is suitable for collaboration and publishing, teaching purposes, workflows – experimentation and exchange. It currently hosts four key areas that were identified as relevant to research in our educational environments: Research-led teaching and artistic practice in higher education, Challenging canons and rethinking music curricula, Interdisciplinary and transdisciplinary teaching approaches, and Community engagement, diversity, and field-based learning.

The Knowledge Hub 1 content platform is designed as a living digital environment that will continue to evolve. It will expand to include emerging areas of interest highlighted within the communication platform and evolve with upcoming AIRE conferences, webinars, meetings, and shared materials from WP meetings and, e.g., IN.TUNE summits. The Knowledge Hub maintains a focus on desiderata in research and education. Knowledge Hub 1 will also serve as a model for the other two Knowledge Hubs of the WP.

4.2 Potential strengths

The Research Catalogue is owned and operated by the Society for Artistic Research (SAR). Four IN.TUNE alliance institutions, HdK, NMH, mdw and Uniarts, are already its partner institutions. Currently, RC has 5740 public expositions and more than 30 000 registered users. This ensures **a stable and futureproof platform**.

The institutions' administrative staff are increasingly familiar with the infrastructure, and they have designated staff to maintain and develop the Knowledge Hub.

The academic staff and the students are more and more used to the format of multimedial expositions. This creates **solid opportunities to produce contents and develop the formats further**.

The research-based education in the arts is using artistic research to fuel the curricula developments, and there is a **strong need for digital formats to share this work**.

Meanwhile, the mailing list solution remains a low-threshold approach to engage potential members to the Knowledge Hub.

4.3 Potential challenges

The institutional effort and commitment to develop the Knowledge Hub in collaboration with alliance partners needs to be secured. The risk of it becoming a static website due to a lack of guidelines, clear directions and sharing capabilities is a key concern. Mitigating this risk will be a condition for reaching self-sustaining operation in the Knowledge Hub. The alliance and WP4 should focus on this issue. Due to their mutual differences, the alliance partners may

have differing views on functional materials and sharing strategies, which could hinder the progress of material dissemination. The alliance should leverage the AIRE conferences, digital meetings, and webinars effectively to align expectations.

4.4 Changes from the original proposal

The IN.TUNE Grant agreement, part A, p. 14, describe task T4.4, associated with the current deliverable as follows: "Based on the above inventory and analysis [T4.3], the WP4C will establish three IN.TUNE Knowledge Hubs: two with shorter collaboration periods (two years) and one for the entire duration of the funding period (four years) to allow for different approaches to research." The current deliverable is the one planned for the longest duration, and it is numbered as Knowledge Hub 1 because it is the first KH to be delivered, which changes the order given in the Grant agreement, part A, p. 34, according to which KH1 and KH2 last for two years and KH3 for four. However, for a four-year duration during 2024–2027, the Knowledge Hub 1 should have started in early 2024, which clearly was challenging, because of the time needed for the prior inventory and analysis (D4.2), and the preparations needed before actually setting up the Knowledge Hub. On the other hand, the deliverable is now delivered on time (due date month 24), and whereas AIRE events are of finite duration, Knowledge Hubs 1–3 have been conceived as more continuous over the alliance period (pending on resources to maintain and develop them). Knowledge Hubs 2 and 3 will be set up and delivered in due time (months 36 and 48).

The Grant agreement, part A, p. 34, opens the description for the deliverable D4.3 as follows: "Report of the research activities of Knowledge Hub 1." We wish to reiterate, that all activities and tasks under this work package, including the ones described in this document, are limited to preparatory and coordination tasks eligible under the European Universities Initiative and in line with the Description of the Action of the Grant Agreement. Any activities identified as outside the scope of the grant and European Universities Initiative, such as conducting research projects or the publication of research, will not be carried out under IN.TUNE funding; all activities focus on integrating existing research insights into education.

Furthermore, in describing their durations, the Grant agreement, part A, p. 34, also describes the Knowledge Hubs as "thus allowing different approaches for research to be tested and giving the alliance the flexibility to support a diversity of research activities with different needs." Due to the restrictions in the alliance funding and following the guidance received, we are unable to actually test the different approaches for actual research collaboration between institutions of higher music education in conjunction with the Knowledge Hubs and the work package. This could be solved with research funded from other sources.

4.5 Conclusions

Addressing of the potential challenges successfully will pave way to meeting the central objectives for a successful operation of knowledge hubs: 1) setting up meaningful seed activities (such as webinars) and contents that invite, engage and retain participants, thereby 2) reaching a critical mass of participants sufficient of self-sustained operation, and, last, having become part of everyday operations in the alliance institutions, resolve the concerns of 3) monitoring of and supporting the activities in the Knowledge Hub. In its current state, **Knowledge Hub 1 provides a well-functioning solution for the promotion of 'European knowledge-creating teams'** that bring together students, teachers and researchers to develop, test and implement close cooperation. It also **serves as a model for the subsequent Knowledge Hubs** in the work package, both in terms of technical and operational solutions.

All in all, WP4 strongly believe that the solutions developed for setting up **Knowledge Hub 1 is a sustainable framework for collaboration, knowledge exchange, and long-term development of research-based education in the arts within the Alliance.**