European Digital UniverCity

Co-funded by the Erasmus+ Programme of the European Union

DELIVERABLE No. 2.7

Action Plan for EDUC University Teacher Academy

Version as of 25/01/2024

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Acronym	EDUC
Full Name	European Digital UniverCity – The bridging alliance
Grant Agreement No.	101089535
Programme/Call	ERASMUS-EDU-2022-EUR-UNIV-1
Instrument	European Universities Initiative
Start date	01/01/2023
Duration	48 months
Deliverable No.	2.7
Document name	D2.7 Action Plan for EDUC University Teacher Academy
Work Package	WP 2 EDUC Education Agenda
Task	Task 2.6
Dissemination Level	public
Contractual Submission Date	M6
Actual Submission Date	M14
Name responsible Institution (task lead)	PTE
Contact	info@educ-alliance.eu
Abstract	The aim of the action plan is to provide an overview of the proposed training structure for the EDUC Teaching Academy. The action plan identifies the key dimensions of the Academy, such as ambition, target audience, platforms, materials and developers. Next, the overall frame and relevant approaches are identified which is followed by the action plan timeframe. Finally, the appendices include relevant supplementary data for the document.
Keywords	Action plan, time frame, EDUC Teaching Academy, capacity development.

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Introduction

Task 2.6 is a support task for other education- or training-related tasks within the EDUC European University Alliance. Its main purpose is to provide global solutions regarding digital lifelong-learning integration in the form of the **EDUC Teaching Academy**. The EDUC Teaching Academy is based on a process-oriented approach which

1. integrates a development of offers based on analysed and emerging needs identified within existing tasks;
2. positions itself as a global solution available to all partners in English that complements their local support offerings and practices that are predominantly offered in the native language(s) of the given institution;
3. promotes the collaboration of the task experts in developing solutions;
4. caters to various profiles with different training needs (see Appendix F).

The **action plan** at hand aims to present a sustainable, result-based and practice-oriented roadmap for distilling teachers' 'capacity development' within EDUC, its design principles, goals, scope, implementation strategy and timeframe for realising the EDUC Teaching Academy. The document has the following main sections:

- **the EDUC Teaching Academy**: an overview of the framing principles and key variables of the Teaching Academy that addresses the general frame, involved parties and task connections;
- **design principles**: establishing the foundation for the Teaching Academy that integrated (1) the comparative analysis of the EDUC I feedback data, (2) the DigCompEdu framework (Redecker, 2017), (3) relevant content adapted from the EDUC I guidelines and (4) prioritising training contents based on the task experts' needs;
- **action plan roadmap**: a categorised list of the implementation steps of the Teaching Academy based on development priorities identified in the design process by the pedagogical engineers of the partner institutions;
- **appendices**: key findings, supplementary information and additional data referenced throughout the document.

The term *capacity development* is used throughout the document to refer to the various groups of offers that include workshops, community of practices, staff weeks and guidelines within the EDUC Teaching Academy. Capacity development has overarching topics relevant to developing, integrating and supporting digital learning and is positioned to address teachers' capacity development needs on a global level within the EDUC European University Alliance. This integration will not only develop teachers' key digital teaching skills but it will also enable them to further their students' digital learning skills which are key competencies in the DigCompEdu framework.

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The EDUC Teaching Academy

As a **global support solution** complementary to the local support facilities, the EDUC Teaching Academy has the following main goals:

1. to **prepare teachers for working with virtual learning environments** and familiarise them with key variables that affect teaching styles, learner motivation, material development, communication and collaboration;
2. to present **an expanding and modular course** that scaffolds the teachers' journey and will be realised through the *How to become a better EDUCator* asynchronous online course;
3. to **provide possible task connections** when relevant and complementary to the various tasks within EDUC (e.g., course material design principles).

With the capacity development offers, the EDUC Teaching Academy aims to

1. help instructors **integrate the theoretical framework into their educational contexts** with the thematic *Scientific field- and topic-related online workshops*;
2. offer a **continuous forum for answering practical questions** related to the instructors' contexts as well as opportunities to develop specific subskills using the collective expertise of the pedagogical engineers within the *Strengthening of the 'glocal' community of practices* sessions;
3. build on the experiences of the EDUC I alumni and experts in digital teaching and provide *Good Practices Staff Weeks (face-to-face) for teaching staff* that helps instructors to reflect on their own practices and **integrate existing good practices** into their specific contexts.
4. offer the *How to become a better EDUCator* online course, **integrate and develop materials to further the development of the EDUC staff**.

The **ambition** of the Teaching Academy is to present a solution to further the digital teaching skills development of EDUCators within the Alliance and optimise the workflow of the EDUC staff by providing a common frame. As such, the **target audience** (N=210 teachers) of the Teaching Academy are academic staff and personnel from the partner universities who (1) are interested in joining EDUC, (2) have already joined EDUC and are in the process of preparing their courses and (3) are already active EDUCators but want to develop their skills further.

The **materials** are primarily developed by the lead (University of Pécs) and co-lead (University of Potsdam) pedagogical engineer teams in cooperation with the task experts involved in Task 2.6 who (1) express content and training needs based on relevant task connection, (2) reflect on developed materials, (3) pilot developed content and provide feedback. Regarding the Community of Practices, the pedagogical engineers are also tasked with managing local Community of Practices at their respective institutions. If the partner universities have relevant training materials in

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English that they make available to the Alliance, they can be integrated into the various capacity development offers. However, as the local support and training materials are predominantly available in the given university's language(s), the Teaching Academy will develop globally available capacity development offers which are shared in English on the EDUC *Moodle* with the synchronous opportunities provided using videoconferencing tools.

Design principles

The action plan for the Teaching Academy is built on the following approaches:

- a **problem-based approach** using the results from EDUC I: the pilot phase of EDUC concluded with feedback data involving all major participants of EDUC (students, teachers and EDUC staff) that helped to identify key training needs;
- a **process-oriented approach** by (1) analysing the feedback data from EDUC I (see Appendix A), (2) establishing action plan categories (see Appendix B), (3) generating a problem-based tier list (see Appendix C), (4) creating action plan items and task connections (see Appendix D) and a (5) prioritized list of items identified by the task experts of the education work package;
- a **competence-based approach**: the DigCompEdu framework defines 22 competencies for successful digital learning implementation (Redecker, 2017, p. 15) which are relevant for the Teaching Academy's goals (see Appendix E).

Action plan timeframe

The capacity development offers of Task 2.6 provide context for addressing key issues at various levels and on a global scale to complement local support solutions (see Appendix G). The various courses and programs offered by the instructors of EDUC represent a learning context built on virtual mobility, exchange, collaboration and cooperation that the Teaching Academy will support with the following solutions:

- **Scientific field- and topic-related online workshops (WS) (Y1Q3-Y4Q4)**: **WSs** are organised along the support needs of teachers from existing support practices of partner universities. Each workshop is based on asynchronous guiding materials and synchronous, 90-120-minute-long online events regarding using tools and discussing practices. For piloting, contents are prioritised based on the assessment of the pedagogical engineers involved in the education work package based on topics like *course development*, *assessment and feedback possibilities*, *integrating collaboration*, *using online* and *communication tools*. After the pilot phase, the EDUC staff will also have

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the chance to express their training needs which will provide the bases for the second offering of WSs Based on the expressed needs, certain topics might potentially be offered multiple times, however, each topic will be integrated into the modular course by Y4Q4 in the *How to become a better EDUCator* course.

- **Strengthening of the 'glocal' community of practices (CoP) (Y1Q1-Y4Q4)**: **CoPs** are thematic community discourses about good practices already proven by EDUC courses or similar virtual mobility projects. They integrate the expertise of the pedagogical engineers and are based on the online community forum structure addressing emerging training needs. The glocal CoPs are made up of local and global solutions in order to promote targeted development and collaboration between the EDUC staff members on relevant VM and VE topics.
- **Good Practices Staff Weeks (face-to-face and hybrid) for teaching staff (GPSW) (Y1Q3-Y4Q4)**: **GPSWs** are a compilation of teachers' existing good practices and problem-based thematic training sessions integrating the experiences of EDUC alumni instructors and are offered in a face-to-face and hybrid daylong thematic workshop structure four times during EDUC II in collaboration with the glocal CoPs.
- **Integration of a new online course: 'how to become a better EDUCator?' to the Academy (EDUCator) (Y2Q3-Y4Q4)**: The *How to become a better **EDUCator*** course serves as the theoretical and practical framework where the guiding materials and resources are shared with instructors. The goal is to have a modular course that is constantly updated with materials from the various online trainings that serves as a starting point for VM and VE course developments. The course integrates relevant content from the WSs, CoPs and GPSWs as well.

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Table 1: *Action plan implementation timeframe*

	Tasks	Year 1 (2023)				Year 2 (2024)				Year 3 (2025)				Year 4 (2026)			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
framing	analyzing the EDUC I feedback data																
	developing an action plan framework for the EDUC TA																
	positioning the EDUC TA based on local support inventory																
	prioritising content development based on needs analysis																
	harmonising the DigComEdu frame with the EDUC TA																
workshops	conceptualization and development of learning materials																
	promoting the workshops																
	first round of offers (piloting)																
	evaluation and continued improvement																
	second round of offers based on EDUC staff needs																
	identification of new topics and needs for development																
CoPs	identifying potential leaders of the local CoPs																
	promoting the Community of Practices																
	conceptualization of common activities for glocal CoPs																
	thematic glocal CoPs																
	evaluation and improvement of glocal CoPs																
GPSWs	preparing and promoting the GPSWs																
	establishing connections with local CoPs																
	harmonizing content between CoPs and GPSWs																
	promoting the GPSWs																
	thematic GPSWs																
EDUCator	preparing the EDUCator course as a learning hub for trainings																
	designing the EDUCator course structure																
	integrating existing content																
	prioritizing interactive material development																
	integrating materials from the WS, GPSW and CoP sessions																
	establishing the modular course structure																
	testing and developing content based on emerging needs																

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Appendices

Appendix A: Overview of the various feedback data collection instruments used in the EDUC pilot phase

Data collection instrument	Components	Number of participants	Summarising document (SD) or raw data (RD) provided by	Data analysed by
Student feedback questionnaire (WP5)	survey with five-point Likert scale and open-ended items	N=196 students (6.5% of the sample)	Rozenn Joufflineau and Sujal Chouhan (SD)	Rozenn Joufflineau and Sujal Chouhan
Teacher feedback questionnaire (WP5)	survey with five-point Likert scale and open-ended items	N=36 teachers	Rozenn Joufflineau and Sujal Chouhan (RD)	Krisztián Simon and Krisztina Fodorné Tóth

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External review (WP5)	multiple-choice and 5-point Likert-scale items focus groups qualitative document analysis (12 syllabi) non-participatory observation (6 from the analysed syllabi)	N=219 students (6% of the sample) N=4 students and 5 teachers	Mechthild Baumann, Mareike Meis and Sati Cakar (SD)	Mechthild Baumann, Mareike Meis and Sati Cakar
WP8 and WP10 deliverables (WP8&10)	teacher survey group discussions student survey	N=10 teachers and 41 students (N=37 [survey] and N=4 [group discussions])	Julia Blumental and Coline Porée (SD)	Julia Blumental and Coline Porée (SD)
M3 interview results (all WPs if possible)	open-ended and 5-point Likert-scale items	n.a.	respective PEs (SD)	respective PEs

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Appendix B: Overview of the various feedback data collection instruments used in the EDUC pilot phase

The aims and the structures of the individual data collection instruments varied based on the research questions they were designed to find answers for. For this reason, in order to define meaningful areas for grouping and analysing the data, six overarching categories have been established to address the emerging issues in a meaningful manner. These categories are as follows:

1. **access to information** (results connected to promotion, enrolment, EDUC services and course information in general),
2. **course objectives, modalities and learning materials** (results connected to course objective clarity, developed and implemented learning materials and their presentation),
3. **collaboration, communication, interaction and tools used** (results connected to the various collaboration possibilities, communication between students and teachers, level of interaction and the number as well as qualities of tools used),
4. **perceptions of VM/ VE modalities** (results connected to the various virtual mobility and - exchange realisations),
5. **benefits of the international context and skills development** (results connected to the various skill development possibilities that students and teachers experienced in their EDUC involvement, as well as their training needs)
6. **support received and overall satisfaction** (results connected to the various support possibilities and how well the projects reached their expected and planned goals).

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Appendix C: Generating a problem-based tier list

Using the established action plan categories from the analysed responses, three tiers were established in order to pinpoint specific issues. This multi levelled approach was used to determine factors that were (1) already well implemented in EDUC I (labelled as *not problematic*) which can be used in EDUC II without major changes, (2) areas that require minor changes (labelled as *somewhat problematic*) and (3) issues that require immediate attention (labelled as *highly problematic*).

Category	**Not problematic** (can be continued as is, no addressing needed)	**Somewhat problematic** (some changes are needed, minor issues)	**Highly problematic** (immediate changes are needed, major issues)
(1) Access to information	**Students** were mostly satisfied with the **information quality** and found the **enrolment process** clear and easy.	The **student** responses highlighted issues regarding course objective **clarity**, requirements, information access, application deadlines and the **limited visibility** of the various promotion channels. The **EDUC staff** highlighted the need for using the promotional period to clearly **indicate course workloads, durations and application timelines** due to the differences in scheduling based on the academic calendars.	**Teachers'** answers indicated that there was limited awareness of **information sources and services** which means that the various EDUC services outside of Moodle, like the EDUC Academy, are not known. Both **students and the EDUC staff** stressed the **lack of common recognition and evaluation** through **ECTS**. **Teachers** also listed **limited transparency** regarding seeing all steps of the course development process as problematic.

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(2) Course objectives, modalities and learning materials	**Students** found **information** regarding courses, such as objectives easy to find, **instructions and explanations** very clear and **documents** were also rated from satisfactory to good. **Students** also **liked** the flexibility **course modalities** provided and how learning **materials** were adapted to their constraints.	**Students** expressed their **need for clearer information** regarding courses which includes more defined objectives, schedule, content, structure, workload and evaluations. Regarding the **course materials**, the main areas of improvement **students** request concern completed materials and providing all materials in English.	The main issue highlighted by **students** addressed the **workload and scheduling** of their courses. **Students** would welcome **more practice opportunities**, such as quizzes, before their final exams and also suggested a possible **multi-semester course** structure instead with higher workloads.
(3) Collaboration, communication, interaction and tools used	**Students** were **satisfied with Moodle** and found it user friendly. **Students** also highlighted they could **improve** their **English** language **skills**. **Teachers** were **satisfied with** the **project management tools**.	**Students enjoyed** the **interactivity** in their courses, however, they **also found it lacking**. **Students** found the **large number of tools** used a problem as half of the sample used two or more tools with **MS Teams, Moodle and Zoom** being in the top three.	The most important issue expressed by **students** concerns **limited or no collaboration and the lack of interaction between students and teachers** which resulted in decreased motivation. **Teachers** also expressed frustration regarding **passive student behaviour**. The **EDUC staff** recommends **more frequent communication** between students and teachers.
(4) Perceptions of VM/ VE modalities	**Students** identified various **benefits** of using digital tools in learning. **Teachers** are open to developing more VM/ VE courses as they became **more skilled**.	Both **students and teachers** listed similar reasons for their **moderate VM/ VE perceptions** that boils down to the format.	A key issue **students** expressed with their VM/ VE courses concerns the **lack of interaction and collaborative activities** encountered in their courses.

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	Various **innovative pedagogical design**s have been identified in the analysed sample course syllabi.	**Students** generally **prefer physical mobility** more and some **teachers** would also prefer **face-to-face teaching**. Both students and teachers had **trouble with adjusting to the format** with teachers also stressing the additional **workload**.	
(5) Benefits of the international context and skills development	**Students** highlighted the **benefits of the international context**, like international learning as well as **developing** their digital learning, language, soft and critical **skills**, intercultural competencies, language and rhetorical skills, sharing core European values and their overall openness to working abroad. **Teachers** expressed that participating in EDUC projects **developed** their digital, project management, problem-solving and language **skills**.	Only **some students** reported that they could **develop new skills** for future professional careers. **Teachers** expressed **mediocre or somewhat high training need**s regarding digital skills, project management, intercultural communication and collaboration and language and rhetorical skills. Some **teachers** felt that the project had **little impac**t on their problem-solving and intercultural communication and collaboration skills.	Some **teachers** expressed **strong training needs** concerning their digital, project management as well as language and rhetorical skills. **Teachers** also highlighted the unexpected time investment due to the **significant workload** of their projects.
(6) Support received and overall satisfaction	**Students** were overall satisfied with their EDUC courses and would recommend them to their peers. **Teachers** were overall satisfied with their project and the support they	The EDUC courses have largely met **students'** expectations and are mostly willing or very interested to repeat their courses.	Courses in WP8 and WP10 had significantly high **student dropout rates** at almost 50%.

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received, felt they had enough interactions with their partners, would repeat their courses, would develop new courses and would recommend developing EDUC courses to their colleagues.	**Teachers** do not plan on changing the scale of their courses and most offered courses are integrated into existing curricula and are not new courses.	Participating in the EDUC project has **only partially changed teachers' perceptions** of VM/ VE possibilities.

Appendix D: Defining action plan items in terms of their relevance and connections to other tasks

Category	Relevance	Action plan item	Task integration and connection to other tasks
(1) Access to information	A key finding of EDUC I is the need for **project transparency** for all parties which needs to be addressed locally and globally.	(1a) intensifying local and global **promotion** channels (e.g., social media and workshops) and **familiarising** participants with the various EDUC websites and platforms (EDUC website, Course Catalogue, etc.). EDUC websites are supposed to be integrated into the central EDUC Portal. (1b) the EDUC platforms (Moodle, Course Catalogue and Academy) can be used to **illustrate the application process** and call for projects that participants can access before enrolling or applying.	**Task 2.1**: *Create a sustainable EDUC Virtual Campus* **Task 2.3**: *Internationalisation of Curricula*

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		(1c) this can be supplemented by **local promotion** and newsletters (Task 2.1), but it is key that information contributing to **transparency** (dates, prerequisites, workload, requirements, learning outcomes) are shared among the sources (the recognition of course completion and ECTS needs to be clarified)	**Task 2.1**: *Create a sustainable EDUC Virtual Campus*
(2) Course information and learning materials	Next to project-level transparency, **course-level transparency** is also needed for students to learn about the requirements and prerequisites prior to registration. Regarding design, the **course materials** need to ensure access by providing meaningful **English language scaffolding**.	(2a) the issue of **transparency** is connected to the "access to information" category of the findings as results regarding **scheduling, content, workload and assessment** are present here too which means these need to be addressed on all levels (2b) using a **common EDUC course syllabus format and integrating objectives** in the Course Catalogue can solve this issue as it can provide information on the prerequisites, requirements and course to help students make more informed decisions. (2c) aiding teachers in the planning, course adaptation and design processes by **familiarising** them **with VM and VE** content requirements and **possibilities**, collaboration and interaction options can be beneficial in **determining proper workload** with suitable and complete materials (2d) alternatively, **new course formats**, like multi-semester courses or micro credentials can be experimented with as well.	**Task 2.3**: *Internationalisation of Curricula* **Task 2.3**: *Internationalisation of Curricula* **Task 2.6**: *Intensify the EDUC Teaching Academy* **Task 2.4**: *Innovative Formats in Priority Areas* **Task 2.5**: GOMP
(3) Collaboration, communication,	Even though **key tools** such as Moodle were **rated user-friendly**,	(3a) designing a **modular asynchronous training** (2.6.6), using **thematic workshops** (2.6.3) and building on existing **good practices** (2.6.4 and 2.6.5) can provide teachers with **practical**	**Task 2.6**: *Intensify the EDUC Teaching Academy*

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interaction and tools	courses had **limited collaboration and interaction** that resulted in lower student satisfaction, decreasing motivation and even dropouts.	**course elements** (embedded in relevant pedagogical and field-related methodological considerations) (3b) teachers also need to be familiar with **tool options and application possibilities** (e.g., utilising integrated solutions such as Moodle assignments and H5P interactive books) and make sure that **teacher presence is integrated in** their **VM/ VE courses** (e.g., regular communication with students, providing feedback, opportunities for interacting both during and outside the courses). (3c) besides a shared syllabus structure, teachers would benefit from **sample syllabi** that illustrate the approximate workload connected to course elements that **integrate interaction** (e.g., interactive videos), **collaboration** (e.g., peer reviews) and **cooperation** (e.g., presentation) **in virtual contexts** (this would help calculate workload as well, resulting in higher transparency)	**Task 2.6**: *Intensify the EDUC Teaching Academy* **Task 2.3**: *Internationalisation of Curricula*
(4) VM/ VE modalities	Defining variables regarding the moderate VM and VE perceptions concern students face-to-face learning preferences, courses not meeting their expectations and scheduling issues which can be	(4a) **connecting the course syllabi and Course Catalogue** by defining **further details** such as 'skills and competences developed' and 'course activities' could provide further information for students in the enrolment process (4b) while **teachers** indicated becoming more skilled, the higher **workload** was a **major issue** impacting their VM and VE perceptions which affected the materials the sometimes-incomplete course materials and limited collaboration options as well (4c) it is key to aid teacher in the planning and course design processes to **utilise the benefits and flexibility of the virtual**	**Task 2.3**: *Internationalisation of Curricula* **Task 2.6**: *Intensify the EDUC Teaching Academy* **Task 2.6**: *Intensify the EDUC Teaching Academy*

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	addressed by better **utilising the possibilities of the virtual course structure**.	**context** by providing them with context-relevant examples and proving the required technological and methodological support	
(5) The international context and skills development	The **international context and collaboration possibilities** were rated highly in EDUC I and can be further developed in the **enrolment** and **course development processes**.	(5a) the '**skills and competences developed**' section in the Course Catalogue and the EDUC course syllabus would help students to enrol in courses that **target** their **development needs.** (5b) teachers expressed various **skills training needs** which can be addressed by providing **training and examples** for utilising the virtual context by targeted material development and **implementing collaboration in** the **various learning stages** (e.g., based on Bloom's taxonomy) addressed by training materials (2.6.6), good practices (2.6.3-2.6.5) and teacher testimonies from EDUC I (EDUC Alumni)	**Task 2.3**: *Internationalisation of Curricula* **Task 2.6**: *Intensify the EDUC Teaching Academy*
(6) Providing support	Developing **multi-level support** in terms of transparency (promotion, development and enrolment) and providing FAQs as well as training materials will **improve the cooperation and**	(6a) teachers' support can be further increased by having a **transparent call for projects** and supporting collaboration with their international partners (6b) the **Teacher Journey Moodle course** aims to address this need and provide teachers with a flexible and open application process (6c) issues regarding the limited or low satisfaction scores can stem from the unexpected workload regarding the VM and VE courses that can be addressed by providing **multi-level support**, such asynchronous solutions (e.g., further training, sample materials and	**Task 2.3**: *Internationalisation of Curricula* **Task 2.3**: *Internationalisation of Curricula* **Task 2.6**: *Intensify the EDUC Teaching Academy*

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	collaboration of all parties.	template courses) together with the current support, **fitting teachers' respective educational contexts, digital skills, and support needs**

Appendix E: Connections between action plan categories in terms of EDUC I relevance and corresponding DigCompEdu competencies

Category	Relevance based on EDUC I results and DigCompEdu integration	Corresponding DigCompEdu competencies from Redecker (2017)
(1) Access to information	A key finding of EDUC I is the need for **project transparency** for all parties which needs to be addressed locally and globally.	1.1 Organisational communication (p. 24)
(2) Course information and learning materials	Next to project-level transparency, **course-level transparency** is also needed for students to learn about the requirements and prerequisites prior to registration. Regarding design, the **course materials** need to ensure access by providing meaningful **English language scaffolding**.	1.3 Reflective practice (p. 24) 2.1 Selecting digital resources (p. 24) 2.2 Creating and modifying digital resources (p. 24) 4.1 Assessment strategies (p. 25)
(3) Collaboration, communication, interaction and tools	Even though **key tools** such as Moodle were **rated user-friendly**, courses had **limited collaboration and interaction** that resulted in lower student satisfaction, decreasing motivation and even dropouts.	1.4 Digital Continuous Professional Development (p. 24) 3.1 Teaching (p. 24) 3.2 Guidance (p. 24)

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		3.3 Collaborative learning (p. 24) 3.4 Self-regulated learning (p. 24) 4.2 Analysing evidence (p. 25) 4.3 Feedback and planning (p. 25) 6.2 Digital communication and collaboration (p. 25)
(4) VM/ VE modalities	Defining variables regarding the moderate VM and VE perceptions concern students face-to-face learning preferences, courses not meeting their expectations and scheduling issues which can be addressed by better **utilising the possibilities of the virtual course structure**.	5.1 Accessibility and inclusion (p. 25) 5.2 Differentiation and personalization (p. 25)
(5) The international context and skills development	The **international context and collaboration possibilities** were rated highly in EDUC I and can be further developed in the **enrolment** and **course development processes**.	5.3 Actively engaging learners (p. 25) 6.1 Information and media literacy (p. 25) 6.3 Digital content creation (p. 25) 6.5 Digital problem solving (p. 25)
(6) Providing support	Developing **multi-level support** in terms of transparency (promotion, development and enrolment) and providing FAQs as well as training materials will **improve the cooperation and collaboration of all parties**.	1.2 Professional collaboration (p. 24)

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Appendix F: Summary of the key points of the DigCompEdu levels

DigComp Edu level	Description (Redecker, 2007, p. 30)	Strengths and limitations (Redecker, 2007, p. 30)	Training needs (Redecker, 2007, p. 30)
Newcomer A1	"[is] aware of the potential of digital technologies for enhancing pedagogical and professional practice"	"very little contact with digital technologies and use them mainly for lesson preparation, administration or organisational communication"	"guidance and encouragement to expand their repertoire"
Explorer A2	"[is] aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice"	"started using digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach"	"encouragement, insight and inspiration"
Integrator B1	"experiment[s] with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their practices"	"are eager to expand their repertoire of practices"	"still working on understanding which tools work best in which situations"
Expert B2	"use[s] a range of digital technologies confidently, creatively and critically to enhance their professional activities"	"purposefully select[s] digital technologies for particular situations"	"use[s] experimentation as a means of expanding, structuring and consolidating their repertoire of strategies"
Leader C1	"consistent and comprehensive approach to using digital technologies	"a broad repertoire of digital strategies from which they know how to choose the most appropriate for any given situation"	"continuously reflect[s] on and further develop[s] their practices"

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	to enhance pedagogic and professional practices"		
Pioneer C2	"question[s] the adequacy of contemporary digital and pedagogical practices, of which they themselves are Leaders"	"driven by the impulse to innovate education even further"	"experiment[s] with highly innovative and complex digital technologies and/ or develop novel pedagogical approaches"

Appendix G: Summary of the local VM and VE training offering from the eight partner universities (from task 2.6.2 report: *Inventory of the currently existing support services and needs analysis of learning opportunities, workshops etc. to support EDUC teaching staff*)

Table 1

Thematic overview of the VM and VE services of the partner universities

Institute	IT/PE support	Workshops	Trainings	Further support materials
Université Paris Nanterre (France)	✓	✓	✓	✓
Université de Rennes (France)	✓		✓	✓
Universität Potsdam (Germany)	✓	✓		
Masaryk University (Czech Republic)	✓	✓	✓	✓
Università degli Studi Cagliari (Italy)	✓	✓	✓	✓
University of Pécs (Hungary)	✓	✓	✓	✓
Universitat Jaume I (Spain)	✓	✓	✓	✓
University of South-Eastern Norway (Norway)	✓	✓	✓	✓

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Table 2
Detailed comparative overview of the VM and VE services of the partner universities

Topics, portfolio	Formats, planning	Pedagogical methods	Distribution and delivery	Economical model, funding
Université Paris Nanterre (France)				
Thematic workshops • Platform Boost EDUC (getting familiar with the interface, enrolment mode, adding activities) • Video (creation, broadcasting) • Moodle activities (wiki, glossary, H5P plugin, test) • Personalization of course space (guidelines and instructions, progression)	workshops or Teams meetings (supplemented by a tutorial document and an online course dedicated to the UPN EDUC teachers offered on the local Moodle platform)	tailor made and adaptative (according to needs) support using interactive solutions embedded in constructivism	face-to-face workshops and online consultations	EDUC-funded incentives, support or training mechanism
IT/PE support for synchronous and asynchronous courses	• Regular set meetings • Extra meetings on request according to the needs for each project. • trainings (digital & pedagogical) • tutorials (online or documents)	finding best-suited solutions for specific course Taking part in the local Community of Practices (sharing experiences and practices, opening up to new methods and activities to meet the needs expressed by the teachers)	-Online consultations via MS Teams -Regular e-mail exchanges -Support material provided through the local Moodle (interactive content or step by step guidance documents)	EDUC-funded incentives, support or training mechanism
Université de Rennes (France)				

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Topics, portfolio	Formats, planning	Pedagogical methods	Distribution and delivery	Economical model, funding
IT/PE support continuous support and monitoring for the transformation of the training offer into competences	continuous and on-demand support (in the context of calls for projects)	individual and personalised support	request in the framework of calls for projects	EDUC-funded incentives, support or training mechanism and integrated into standard university practices
Guiding materials: video capsules on university pedagogy	set of 30 video clips on various topics related to university education	self-training: theoretical, methodological sections with teacher testimonies	capsules available on the pedagogical support portal	integrated into standard university practices
Trainings: acquisition of skills on pedagogy in a university environment	methodology guide set (Catalogue of scientific and methodological resources, short online training modules, short synchronous online training courses)	self-training, tutored training and exchange of practices	portal dedicated to pedagogical support, Moodle training platform, synchronous training calendar	integrated into standard university practices
Trainings: acquisition of technical and digital skills specific to distance learning	online tutorials (digital tools used by teachers at R1 University) and short synchronous online courses	self-training, tutored training and exchange of practices	portal dedicated to pedagogical support, Moodle training platform, synchronous training calendar	integrated into standard university practices
Universität Potsdam (Germany)				
Topics, portfolio	**Formats, planning**	**Pedagogical methods**	**Distribution and delivery**	**Economical model, funding**

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Thematic workshops ● Activating students online ● Designing e-exams to be competency-based ● Developing online teaching concepts ● Developing teaching concepts (hybrid & blended learning concepts) ● Developing students' future competencies with COIL/Virtual Exchange ● Doing it right - Using it Well! ● Opportunities of formative e-assessments ● Focus on your own teaching ● From the idea to the teaching video with little effort ● Hybrid teaching formats ● Individual teaching style consultation ● Introduction to H5P ● Introduction to working with Moodle ● Introduction to Zoom ● Stress-free (digital) studying ● Teaching Starter Kit ● Tool dance into ● Using interactive whiteboards in university teaching	workshops offered once or multiple times	offering workshops based on a set of pre-established key areas that can scaffolding instructors' digital skills development	face-to-face workshops and consultations	integrated into standard university practices (not EDUC specific)

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• Working with the test module in Moodle				
IT/PE support for synchronous and asynchronous courses	on request	finding best-suited solutions for specific course	online consultations via MS Teams or e-mail	EDUC-funded incentives, support or training mechanism

Masaryk University (Czech Republic)				
Topics, portfolio	**Formats, planning**	**Pedagogical methods**	**Distribution and delivery**	**Economical model, funding**
IT/PE support for synchronous and asynchronous courses	on request	finding best-suited solutions for specific course	online consultations via MS Teams or e-mail	EDUC-funded incentives, support or training mechanism
Workshops	Thematic workshops for teachers covering key topics of the teaching process in synchronous and asynchronous teaching (from preparation for teaching to its evaluation, including other dimensions of teaching - social, psychological …). Mentoring program. Offer of individual consultation.	Workshops Mentoring Consultation Demonstrations and sharing of good practice Discussion	Online workshops (pre-announced and promoted) Online consultation and mentoring (on request based on teaching records of individual teachers)	Integrated into standard university practices (not EDUC specific)
Trainings	Thematic training primarily focused on the handling of videoconferencing tools and the possibilities of their connection with university systems (automation of activities).	Training	Video recording for self-learning Guidelines on university websites.	Integrated into standard university practices (not EDUC specific)

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Further support materials	Possibility to watch the recordings of the workshops and trainings (see above). Useful materials for workshop and training participants. Several websites within the university serving as an information signpost for teaching and also as a source of guidance, sharing of experiences, etc. Tutorials covering pedagogical, social and technical aspects of teaching. Infographics Creation of the MOOC course "Distance learning at university" (Czech language) Internal conferences.		Video recordings for self-learning Printable materials Specific university websites with comprehensive information.	Integrated into standard university practices (not EDUC specific)

Università degli Studi Cagliari (Italy)				
Topics, portfolio	**Formats, planning**	**Pedagogical methods**	**Distribution and delivery**	**Economical model, funding**
IT/PE support for: ● synchronous online course and content development and adaptation ● adaptation or creation of asynchronous online course and content development and adaptation	face-to-face, on request	analysis of the course's characteristics and needs, brainstorming and Q/A sessions, definition of general and specific goals, evaluation method	online consultations through Teams (or in presence if possible)	EDUC-funded incentives, support or training mechanism

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Thematic instructional packages ● University teaching after the Bologna Process and the space of higher education. ● Effective learning strategies. The evidence-based approach. ● Tools and methods for teaching based on cognitive activation. ● Tools and methods for teaching based on formative evaluation. ● Fundamentals of communication techniques, functions and styles ● Control of non-verbal communication (posture, gestures, expressiveness, ...) ● The most frequent and critical relational problems: how to identify and mitigate them ● Opportunities and limits of online teaching tools ● Managing relationship in online teaching ● Methodologies for interactive online teaching ● Working group management and online tutorship ● Monitoring and evaluation in online experiences	pre-recorded videos + ppt, both in Italian language mandatory for new teachers (the program is not running anymore)	self-learning modules	online, on Moodle	integrated into standard university practices (produced before EDUC)

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Hands on trainings ● MS Teams oriented on streaming (for teachers and students) ● Adobe Connect oriented on streaming (for teachers and students)	tutorial (videos, texts and images)	list of features and how to perform tasks by using the available ones/ list of features and how to perform tasks by using the available ones	online, restricted access to teachers and students	integrated into standard university practices (produced during C19)
Guiding materials ● several guides are delivered to let teachers, students and staff use different tools such as webmail, website, personal sites, university platform	tutorial (texts and images)	List of features and how to perform tasks by using the available ones	online, restricted access to teachers, students and staff	integrated into standard university practices (produced during C19)
University of Pécs (Hungary)				
Topics, portfolio	**Formats, planning**	**Pedagogical methods**	**Distribution and delivery**	**Economical model, funding**
IT/PE support for synchronous and asynchronous courses	online consultations on Teams within the six-month-long support period available to instructors whose applications have been accepted by the EDUC European University Alliance	a six-month-long support period that starts with a needs analysis interview regarding development goals, possibilities and includes a number of follow-up meetings	online consultations and email support	EDUC-funded incentives, support or training mechanism
Guiding materials ● asynchronous content development support using tutorial and workshop videos	asynchronous content development support with online tutorial and workshop videos covering beginner and advanced level Moodle and Teams uses available on the website of the Digital Learning Support Center of the University of Pécs	asynchronous self-study resources accessed by the instructors	the website of the Digital Learning Support Center of the University of Pécs	integrated into standard university practices

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Workshops (see sample topics below) • Formative assessment • Interactive material development • Using mind maps • Using Moodle • Gamification	Thematic workshops offered by the Digital Learning Support Center of the University of Pécs familiarising instructors with key theoretical considerations of digital learning support, material development and integration.	face-to-face (held three times per semester)	integrated into standard university practices	integrated into standard university practices
Trainings • A 3-module based course targeting blended learning integration	Asynchronous Moodle course and personalized consultations offered by the Digital Learning Support Center of the University of Pécs	online (held two times per academic year)	integrated into standard university practices	integrated into standard university practices

Universitat Jaume I (Spain)

Topics, portfolio	Formats, planning	Pedagogical methods	Distribution and delivery	Economical model, funding
IT/PE support for synchronous and asynchronous courses	on request	face-to-face or online: phone, e-mail or videoconference (Google Meet).	integrated into standard university practices	integrated into standard university practices
Training program for new teachers: • University teaching planning • Didactic methodology for • university teaching • Tools and strategies for the assessment of learning	annual planning, part of the Universitat Jaume I teacher training plan (2020-2023)	finding best-suited solutions for specific courses	face-to-face + Moodle	integrated into standard university practices
Training and workshops: Permanent program for teachers: pedagogical renewal and digital skills	permanent offer, semester planning, part of the Universitat Jaume I teacher training plan (2020-2023)	finding best-suited solutions for specific courses	face-to-face, hybrid or online + Moodle	integrated into standard university practices

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Training: Digital self-training courses: ● use of Virtual Classroom (Moodle) including design of questionnaires for online exams and interactive multimedia content (H5P) ● Creation of OERs ● Audiovisual tools ● Videoconference (Meet)	asynchronous permanent offer, part of the Universitat Jaume I teacher training plan (2020-2023)	self-learning online courses	online (Moodle)	integrated into standard university practices
Guiding materials technical and digital skills: ● Moodle & online teaching ● Video ● Videoconferencing ● Accessibility ● OER & IP ● Classroom equipment	guides, videos, tutorials, infographics, presentations, web pages, etc.		available at the Center of Education and New technologies (CENT) website	integrated into standard university practices

University of South-Eastern Norway (Norway)				
Topics, portfolio	**Formats, planning**	**Pedagogical methods**	**Distribution and delivery**	**Economical model, funding**
IT/PE support: ● LMS (Canvas) ● Zoom ● Panopto	on request	Individual and personalized support	one-on-one consultations online or face-to-face	integrated into standard university practices

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• Digital educational tools (mentimeter, …) • Course (re)design: constructive alignment, assessment, student active learning, …				
Workshops • Themes on demand • -student active learning, online teaching (good practice), course design, learning designs in canvas, LMS and tools, AI for educational use.	on request for a whole faculty group; or open Webinars. Offered once or several times.	presentations with student active learning activities; or hands-on workshops	online or face-to-face	integrated into standard university practices
Trainings University pedagogy courses: • Course 1: Teaching, learning and assessment in higher education • Course 2: Teaching and learning in a digital time • 10 ECTS each, 150-200 hours allocated by institutes • requirement for academic employees (national requirement) • Researching and developing your own teaching practice (FUVU)	each semester	flipped classroom	mix of online and face-to-face meetings; asynchronous work before and after meetings on LMS and other digital tools.	integrated into standard university practices
Further support materials: Website: Norwegian and English (online teaching and learning, flipped	continuous updates	asynchronous self-study	Available online – open to all	integrated into standard university practices

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classroom, student active learning, LMS and other digital teaching tools) – text, videos and references https://edu.usn.no/en/				

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