European Digital UniverCity

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

DELIVERABLE No. 2.8

EDUC Teaching Academy Online Courses

Version as of 11/03/2024

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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.	2.8
Document name	D2.8 EDUC Teaching Academy Online Courses
Work Package	WP 2 EDUC Education Agenda
Task	Task 2.6 Intensify the EDUC University Teaching Academy
Dissemination Level	public
Contractual Submission Date	M12
Actual Submission Date	M14
Name responsible Institution (task lead)	PTE
Contact	info@educ-alliance.eu
Abstract	The present document aims to provide an overview of the overarching framework, frame capacity development regarding online courses and outline the implementation steps using a development model. The document outlines the EDUC Teaching Academy Framework, the educational approach of the development process and the capacity development implementation (capacity development is used as an umbrella term to refer to the various targeted learning offers in the form of online, synchronous, asynchronous and hybrid formats addressing key digital teaching skills). The latter contains a detailed list and description of capacity development components based on particular implementation steps, on the content priorities provided by the pedagogical engineers and on the foundations from EDUC I guidelines and data.
Keywords	Capacity development, educational approach, implementation

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Introduction

The main goal of Task 2.6 is to provide global education- and training related offers for the partner institutions in the European University Alliance. The foundation of this endeavour is the variety of capacity development components offered in the EDUC Teaching Academy. Task 2.6 is made of three deliverables that are closely connected to each other. Deliverable (D) 2.6.1 is the action plan that framed the EDUC Teaching Academy and established a timeframe for completion the various incentives, 2.6.2 (i.e., the current document) is concerned with defining the various capacity development solutions and implementation steps and 2.6.3, building on the results of the capacity development offers, will outline a modular approach for designing and developing the *How to become an EDUCator* asynchronous online course and learning hub. While each deliverable has its own specific goals, they represent the continuous development of Task 2.6 and have a number of overlapping areas in terms of structure and content as well.

The present document aims to provide an overview of the overarching framework, frame capacity development regarding online courses and outline the implementation steps using a development model. Capacity development is used in the document as an umbrella term to refer to the various targeted learning offers in the form of online, synchronous, asynchronous and hybrid formats addressing key digital teaching skills. The document has the following sections:

- **EDUC Teaching Academy framework**: an overview of the framing principles and key variables of the Teaching Academy capacity development and involved parties (including the content developers and the intended target audience);
- **educational approach**: due to the diversity of profiles within our target group, we designed a holistic educational approach ad hoc to our challenge
- **capacity development implementation**: contains the categorised list of the capacity development components based on their type, content, recommended audiences, competence development possibilities and outcomes (1) based on the implementation steps outlined in Salmon's (2006) five-stage model, (2) content priorities expressed by the pedagogical engineers and (3) pre-established theoretical foundations from the EDUC I guidelines;
- **appendices**: supplementary information and additional data;
- **further appendices**: as the current document is the next step in implementing the EDUC Teaching Academy, Appendices A-F in the *Action Plan for EDUC Teacher Academy* (D2.6.1) provide relevant information to the empirical findings (A-D), the integration of the DigCompEdu framework (E-F) and currently available local support structures (G).

There are a number of **terms and acronyms** used throughout the document which are defined below for clarity:

- **capacity development**: targeted learning offers available to the EDUC staff;

- **Community of Practice (CoP)**: guided exchange of ideas and good practices in a community forum format;
- **EDUCator**: the primary target audience of the capacity development offers that refers to instructors who offer courses in a virtual format (exchange [VE] or mobility [VM]), construct learning materials to reach various learning objectives and aim to further develop their digital teaching skills;
- **global**: available to all EDUC partners;
- **local**: available to a specific EDUC partner;
- **Pedagogical Engineer (PE)**: experts on integrating learning methodology and technology who are responsible for guiding the EDUCators;
- **Teacher Journey (TJ)**: a specific Moodle course where EDUCators can present their courses and start cooperating with their partners;
- **Teaching Academy (TA)**: a subsection of task 2.6.2 focused on targeted digital teaching skills development;
- **VM**: virtual mobility;
- **VE**: virtual exchange.

The EDUC Teaching Academy framework

As framed in the task 2.6.1 Action Plan, the EDUC Teaching Academy is positioned as a **global offer that complements local services** which the EDUC staff and personnel from all eight partner universities have access to in the form of various learning offers and resources (based on trends identified in D 2.6.1). As such, the EDUC Teaching Academy aims to (1) provide thematic training opportunities addressing various areas, skills and levels, (2) build on and further develop the established theoretical framework from EDUC I, (3) offer state-of-the-art solutions, (4) promote inter-task connections and (5) establish the *How to become a better EDUCator* learning hub.

Educational approach

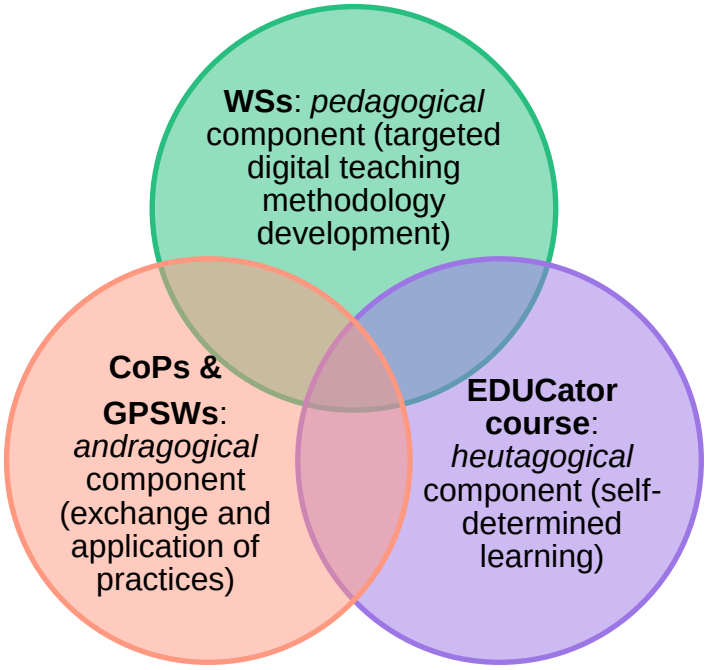
The overarching goal of the capacity development in the Teaching Academy is to further and scaffold the development of digital teaching skills of a very diversified profile of potential participants. They are EDUCators who are willing to internationalize their teaching but may need to still develop some specific competences to feel confident of running VM or VE on their own. These instructors can enrol based on their local PEs' recommendations and can also begin their development by completing a self-diagnosis to gain a more detailed understanding of their current digital teaching related skills. In order to reach this goal, the capacity development solutions are based on the **constructivist approach** that stresses the importance of active learning and positions

knowledge as “constructed, rather than innate, or passively absorbed” (Fox, 2001, p. 24). As a consequence, our educational approach is based on the Pedagogical-Andragogical-Heutagogical continuum (PAH) from Luckin et al. (2010) combining (1) a results-based (EDUC I feedback data) and needs-based (EDUC II requirements) analysis, (2) defining project- (DeFillippi, 2011), problem- (Allen et al., 2011), and process-based learning as key methodologies for digital learning support, (3) connecting the capacity development to DigCompEdu competencies (Redecker, 2017).

The *Scientific field- and topic-related online workshops* (WSs) will be the pedagogical component of the Academy’s general strategy of capacity development, addressing digital learning. As **pedagogical** component, EDUCators will be interacting with learning materials created by the PEs. The **andragogical** component will be the *“glocal” Community of Practices* (CoPs) and *Good Practices Staff Weeks* (GPSWs), where EDUCators will have more freedom to self-direct their learning process together with the PEs and local experienced teachers. The **heutagogical** component will be the integration of all those offers to promote a self-determined learning offer to the EDUCators as a sustainable and lifelong learning offer in the form of the *How to become a better EDUCator* (EDUCator course) modular online course.

Figure 1

An overview of Luckin et al.’s (2010) PAH continuum applied to capacity development in the EDUC Teaching Academy context



Capacity development implementation

The capacity development implementation is defined by the following **key aspects**:

- presenting EDUCators with context-relevant **digital teaching** training offers;
- launching, promoting and maintaining **professional collaboration** in the form of collaborations, good practices exchanges and networking;
- defining **connected capacity development aspects and areas** to maximize participation and transitions between capacity development offers;
- meaningfully integrating digital teaching competences.

Table 1

An overview of the six DigCompEdu areas

DigCompEdu areas	Definitions by Redecker (2017, p. 16)
professional engagement	"Using digital technologies for communication, collaboration and professional development"
digital resources	"Sourcing, creating and sharing digital resources"
teaching and learning	"Managing and orchestrating the use of digital technologies in teaching and learning";
assessment	"Using digital technologies and strategies to enhance assessment"
empowering learners	"Using digital technologies to enhance inclusion, personalisation and learners' active engagement"
facilitating learners' digital competence	"Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving"

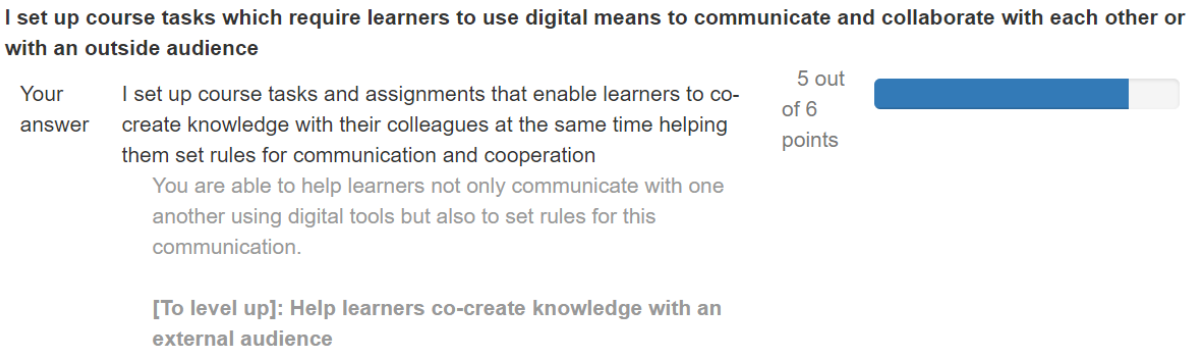
While Luckin et al.'s (2010) PAH continuum presents a meaningful frame for positioning the capacity development structure, the individual offers can be further contextualized based on targeted competence development. Redecker's (2017) **DigCompEdu** model identifies six key digital teaching areas connected to six levels starting from beginner to expert (or from newcomer to pioneer as referred to in the model) that are highly relevant for the Teaching Academy (see Table 1). The 22 competences defined in for the DigCompEdu areas provide a **relevant frame for capacity development** that can

- **address problematic areas** from the EDUC I feedback questionnaires (completed at the end pilot phase) such as (1) improving access to information, (2) optimizing course materials and work forms, (3) meaningfully integrating collaboration;
- **address content development priorities** identified by the PEs in a needs-analysis questionnaire at the end of the first year of EDUC II (n=6, see Appendix B) such as (1) course content and activities, (2) collaboration possibilities, (3) preparing, planning, designing and managing courses in various formats (such as meaningfully utilizing online, face-to-face and blended contexts VE and VM modalities).

Furthermore, DigCompEdu has an online self-assessment tool (https://ec.europa.eu/eusurvey/runner/CheckIn_HE_v2021_EN?startQuiz=true&surveylanguage=EN) that provides test takers with a detailed overview of their current digital teaching competences. The test is broken up into categories corresponding to the DigCompEdu areas (see Table 1) with multiple statements where the test takers need to indicate which one applies most for their context. These self-assessment statements are used to calculate a total score for digital teaching skills. Once completed, the results can be downloaded and also provide recommendations for improving the given DigCompEdu area (see Figure 2).

Figure 2

A sample for the DigCompEdu self-assessment tool results



Salmon's (2006, pp. 145-146) **five-stage model** is a relevant frame for developing online courses as it defines specific tasks for technical support and e-moderating. The stages include (1) "access and motivation", (2) "online socialisation", (3) "information exchange", (4) "knowledge construction" and (5) "development". While Salmon's (2006) model refers to scaffolding participants' involvement on a program-level, the frame is valid for the capacity development and can be adapted as an

implementation frame (see Table 2) with the following changes for the EDUC Teaching Academy and Teacher's Journey:

1. **access and motivation**: launching professional engagement;
2. **online socialization**: furthering professional engagement by creating a sense of community;
3. **information exchange**: familiarization with meaningful digital learning approaches;
4. **knowledge construction**: meaningfully applying (from consumers to prosumers) digital learning approaches;
5. **development**: continuous development, life-long learning and high level of self-efficacy.

Table 2

An overview of the Salmon's (2006) five-step model applied to implementing the EDUC TA capacity development

Salmon's (2006, pp. 145-146) stages	Description of the stage	Capacity development component	DigCompEdu competence development from Redecker (2017) (competences listed in *italics*)	Connected capacity development aspects and components
1. access and motivation	The first stage aims to • **motivate** potential EDUCators to participate in the capacity development; • ensure a **smooth** integration into the EDUC TA independently of the teachers' prior experience, interests and educational profile	This stage focuses on **promotion** in the forms of • **webinars**: providing information about the EDUC TA; • **CoPs**: reactivating and/or starting the local CoPs with a global session; • **self-paced learning materials**: available on the TJ with the aim of introducing the program	main focus: **launching professional engagement** **Professional engagement** (p. 24) • *1.2 Professional collaboration*: EDUCators joining the TA; • *1.4 Digital continuous professional development*: EDUCators registering their courses on the Teacher's Journey	n.a.
2. online socialization	The second stage aims to • promote **establishing** professional **connections** and networks; • create a **feeling of** being part of "glocal" **communities** and teams for EDUCators	This stage focuses on establishing multiple levels of **community building** and **good practices exchanges** in the forms of • **Global community of practices**: addressing global needs, utilising global support networks and sharing good practices based on globally relevant topics across the partner institutions • **Local community of practices**: addressing local needs, utilising local	main focus: **furthering professional engagement** **Professional engagement** (p. 24) • *1.2 Professional collaboration*: information and good practices exchanges; • *1.3 Reflective practice*: reviewing own practices;	**GCoPs-LCoPs**: local CoPs can address more specific needs **CoPs-WSs**: targeted competence development that can further the integration of good practices

		support networks and sharing good practices based on locally relevant topics	• *1.4 Digital continuous professional development*: EDUCators integrating good practices into their teaching contexts	
3. information exchange	The third stage aims to • **create spaces for sharing** and exchanging resources and experiences; • **promote a focused pedagogical approach** with guiding facilitation (i.e., a more remarked guiding from facilitators)	This stage focuses on **familiarising EDUCators with relevant pedagogical aspects of digital teaching** in the forms of • **Scientific field- and topic-related online workshops**: flipped-learning based thematic workshops connecting self-paced and synchronous learning in order to maximise competence development across the partner institutions; • **Good practices staff weeks for teaching staff**: thematic, intensive training sessions integrating existing good practices from EDUC alumni and context-relevant content development	main focus: **familiarization with meaningfully applying digital teaching pedagogy** **Digital resources** (p. 24): EDUCators assessing resources • *2.1 Selecting digital resources;* **Teaching and learning** (p. 24): EDUCators implementing strategies for planning • *3.1 Teaching;* **Assessment** (p. 25): EDUCators selecting forms of feedback • *4.1 Assessment strategies* **Empowering learners** (p. 25): EDUCators developing for active learning • *5.3 Actively engaging learning*	**WSs-CoPs**: local CoPs can further deepen relevant competence development from the WSs and GPSWs **GPSWs-CoPs**: presenting newly developed good practices in CoP and furthering professional community building
4. knowledge construction	The fourth stage aims to: • **foster** EDUCators **transitioning** from "consumers" of capacity development to a role of "prosumers" by starting to create their own learning concepts, materials and activities	This stage focuses on meaningfully **integrating relevant pedagogical and practical aspects of digital teaching** in the forms of • **Scientific field- and topic-related online workshops**: flipped-learning based thematic workshops connecting self-paced and synchronous learning in order to maximise competence	main focus: **meaningfully applying digital teaching pedagogy** **Digital resources** (p. 24): EDUCators assessing and integrating resources • *2.1 Selecting digital resources;* • *2.2 Creating and modifying digital resources;*	**WSs-CoPs**: local CoPs can further deepen relevant competence development from the WSs and GPSWs **GPSWs-CoPs**: presenting newly developed good practices in CoP and

	• **promote a focused self-directed learning approach** with facilitation by the PEs and CoPs (less scaffolding)	development across the partner institutions • **Good practices staff weeks for teaching staff**: thematic, intensive training sessions integrating existing good practices from EDUC alumni and context-relevant content development	**Teaching and learning** (p. 24): EDUCators implementing strategies for planning and using interaction • *3.1 Teaching;* • *3.2 Guidance;* **Assessment** (p. 25): EDUCators selecting forms of feedback • *4.1 Assessment strategies;* • *4.3 Feedback and planning;* **Empowering learners** (p. 25): EDUCators integrating active learning • *5.3 Actively engaging learning* **Facilitating learners' digital competence** (p. 25): EDUCators furthering learners' meaningful digital content creation • *6.1 Information and media literacy* • *6.2 Digital communication and collaboration* • *6.3 Digital content creation*	furthering professional community building
5. development	The fifth stage aims to • consolidate a strong community of EDUCators who are able to create learning concepts to be implemented successfully within EDUC	This stage focuses on **developing EDUCators' self-efficacy** on their own and with the support of the community in the form of • **How to become a better EDUCator online course**: a continuously developed learning hub based on a modular approach	main focus: **promoting continuous development** **Professional engagement** (p. 24) • *1.4 Digital continuous professional development*: EDUCators continuously developing their digital teaching competences on their own	**CoPs/WSs/GPSWs-EDUCator**: integrating relevant content in the EDUCator learning hub

Involved parties in the design and implementation of the capacity development components: the PEs are mainly responsible for planning, designing and implementing the capacity development components, however, local e-learning services could be involved in the process in case some of the local offers will be internationalized to be offered to EDUCators (see Table 3)

Content developer responsibilities: PEs and local staff will develop the content of the capacity development offers following a peer-review structure by (1) proposing the courses, (2) creating a call for revision of the rest PEs, (3) setting deadlines for giving asynchronous feedback and (4) reviewing feedback and implementing changes for a final presentation of the version to be approved in a synchronous session with all PEs and local e-learning services (in case of involvement) (see Table 3).

Table 3

An overview of the responsibilities of the various parties involved in the capacity development offers of the Teaching Academy

Tasks and responsible parties	lead and co-lead PEs	PEs	local support services	global support services
planning	✓			
designing	✓			✓
testing	✓	✓ (when relevant)		
reviewing	✓	✓		
promoting	✓	✓		
implementing	✓	✓ (local CoPs)	✓ (local CoPs)	✓ (global CoPs)

The whole capacity development is conceived as a **flexible-continuous-offer**, meaning that, depending on the different profiles and interests of teachers willing to join the EDUC Teaching Academy, they will be able to join at the stage (from Table 2) that best fits their own professional development needs. Nevertheless, during the first round, the Teaching Academy will not be able to offer all those stages because the capacity development offers are developed linearly at the same time as the opening of the offerings (for the detailed capacity development overview see Appendix A).

Guidelines and recommendations: the various capacity development offers like the *Scientific field- and topic-related online workshops*, *Global and local community of practices* as well as the *Good practices staff weeks* all follow predefined phases the involve EDUCators in various digital teaching skill and community building steps that are repeated and adapted to fit the individual offers (e.g., local CoPs, repeated WSs, etc.). Relevant materials are then continuously integrated in the *How to become a better EDUCator* modular online course (see Figure 3 and Table 4).

Figure 3

A visual representation of the (cyclical) capacity development implementation steps

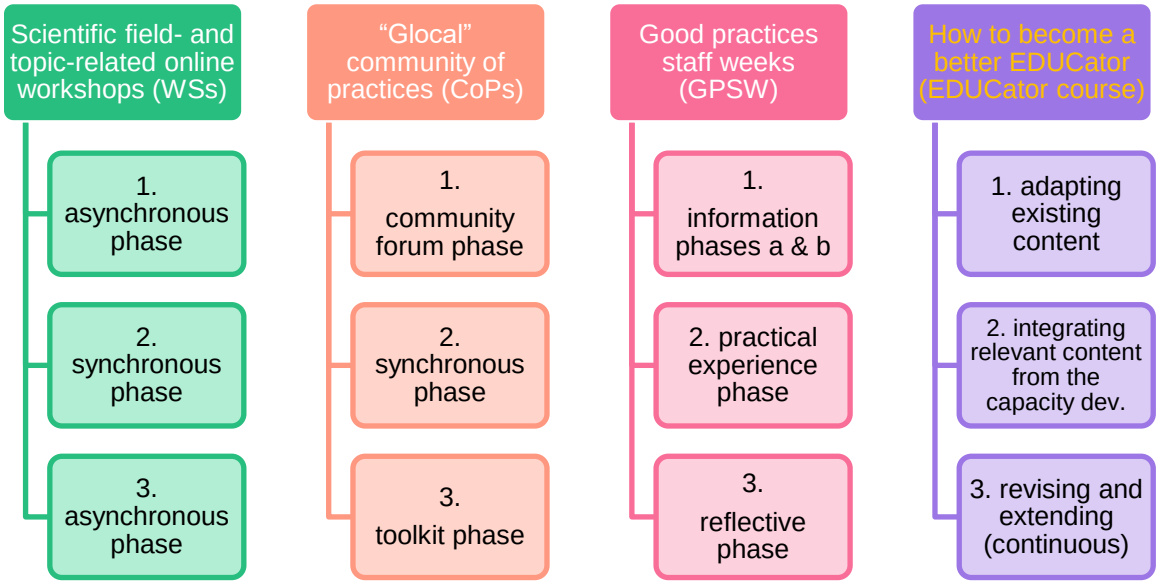


Table 4

A detailed overview of the capacity development implementation steps

Capacity development	Development path	Recommended for
Scientific field- and topic-related online workshops (WSs)	1. **asynchronous phase**: guidelines as information about EDUC course processes and workloads 2. **synchronous phase**: skills development via online events 3. **asynchronous phase**: individual questions and feedbacks based on the first and second phases	• interested teachers from partner universities who are not familiar with EDUC processes yet • involved teachers who want to build their EDUC course properly from the beginning • experienced EDUC teachers seeking for knowledge on a particular topic

"Glocal" community of practices (CoPs)	1. **community forum phase**: global and local needs, special features and shareable practices 2. **synchronous phase**: CoP meetings about particular practices of certain topics and problems 3. **toolkit phase**: building of and online knowledge base from shared practices	• interested teachers from partner universities who want to get informed about details of course projects • involved teachers who want to discuss topics and problems within a broader community • involved teachers who want to share and discuss their experiences • local education support staff members who want to share and discuss their experiences
Good Practices Staff weeks (GPSW)	1. **information phase a**: collecting needs on local, project partner and global level 2. **information phase b**: good practices presentation 3. **practical experience phase**: learning by doing 4. **reflective phase**: ways of usefulness and further development	• interested local teachers • involved local teachers • local education support staff • visitor educators from partner institutions • visitor education support staff from partner institutions • local stakeholders of partner institutions and communities

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Appendices

Appendix A: Capacity development frames

Table 1: Framing Scientific field- and topic-related online workshops

Scientific field- and topic-related online workshops (WS): Y1Q3-Y4Q4

General description	Workshops are organized along support needs of teachers from existing support practices of partner universities. Each workshop is based on Flipped-Learning by offering self-paced-asynchronous interactive learning materials (e.g., course template, sample contents, content and activity templates) and synchronous online events regarding using tools and discussing practices. Guiding materials are offered on the *EDUC Moodle* before synchronous events. Synchronous events can be 90-120 minutes long, and there can be 1-3 events per workshop topic.				
Assessment	poll of usefulness after workshop and written feedback at the end of the current semester				
Topic option 1: online course development	This workshop helps the process of EDUC course development from scratch or from the traditional university course to the complete international virtual mobility course. Participants face aspects of digital activities and digital content development, context of digital learning support and teaching processes.				
	main topic: educational development	**subtopics**: planning, course content and activities	**addresses**: 2c, 2d, 3a, 4b, 4c, 5b from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning and assessment	**target groups**: A1-B1
Topic option 2: formative	This workshop helps the process of student assessment, in order to empower students learning competencies, self-understanding and self-directed learning. It is based on the teaching concept of evidence-based learning, feedback implemented to the learning process and peer assessment as well.				

assessment and feedback	**main topic**: assessment and communication	**subtopics**: formative assessment and feedback	**addresses**: 3a, 3b from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, assessment, empowering learners	**target groups**: A1-B1
Topic option 3: collaboration and collaborative tools	This workshop is aimed to help teachers implement group-based activities during EDUC courses, and to achieve student collaboration on micro group, group and class level. It provides solutions for digital collaboration and motivation of students to communicate and collaborate across cultures.				
	main topic: collaboration	**subtopics**: student collaboration and collaborative tools	**addresses**: 2c, 3a, 3b, 4c, 5b from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, empowering learners	**target groups**: B1-C1
Topic option 4: tools of online platforms	The workshop targets effective use of the implemented online platforms in EDUC courses. It provides a guide to the functionalities of the virtual learning environment (EDUC Moodle) where VM and VE scenarios will be developed, sample contents and good practices for creating and sharing clear and motivating learning contents.				
	main topic: digital competences	**subtopics**: online learning tools and platforms	**addresses**: 3a, 3b, 5b from Appendix D in D2.6.1	**DigCompEdu areas**: teaching and learning, empowering learners, facilitating learners' digital competence	**target groups**: A1-B1
Topic option 5: communication tools	This workshop highlights digital communication opportunities, norms and habits, and provides effective communication strategies and framework for virtual learning groups. Teachers and students need to be aware how communicative behaviour can influence the teaching and learning process, and how we can create and maintain an inspirative communicative environment.				
	main topic: communicative competencies	**subtopics**: course communication and comm. tools	**addresses**: 3a, 3b from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, facilitating learners' digital competence	**target groups**: A1-C1

Table 2: Framing Strengthening of the 'glocal' community of practices

Strengthening of the 'glocal' community of practices (CoP): Y1Q1-Y4Q4					
General description	CoPs are community discourses about good practices already proven by EDUC courses or similar virtual mobility projects held at local and global levels. The local CoPs target specific needs of partner institutions while the global ones provide generally applicable practical solutions. They are provided before or during course preparation phase and based on the online community forum structure which includes the following steps: (1) topic proposals of the EDUC community via newsletter; (2) presentation of practice (online); (3) questions and ideas (online); (4) digital toolkit of practice (online, asynchronous). CoP meetings are held as synchronous online 60-90 minutes long events with PEs and occasionally experts of specific areas. Digital toolkit of practice is offered to each CoP topic via Moodle. PEs and teachers can build a community of mutual collaboration and assistance.				
Assessment	verbal feedback and regular written feedback of participants (after every CoP meeting)				
Global topic option 1: Course structures for various topics and target groups	This CoP topic targets finding the most appropriate course structure for future EDUC courses, courses under development. It provides sample structures according to various course topics, scientific areas and student groups, and those can be discussed by participants.				
	main topic: developing pedagogical and methodological competences	**subtopics**: course structures and course contents	**addresses**: 2c, 2d, 3a, 5b from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, empowering learners	**target groups**: A1-B2

Global topic option 2: Problem articulation and solutions	This topic provides an opportunity to articulate methodological issues and problems of an EDUC course. Building from prior issues the community members develop approaches to solve or even prevent certain types of problems.				
	main topic: developing cognitive and communicative competences	**subtopics**: problem articulation, discussion, mutual solutions	**addresses**: 2c, 3a, 5b, 6c from Appendix D in D2.6.1	**DigCompEdu areas**: professional engagement, teaching and learning, empowering learners, facilitating learners' digital competence	**target groups**: B1-C1
Global topic option 3: Digital tools for particular issues	This CoP targets to collect and implement a toolkit of digital tools regarding different issues that can occur during an EDUC course. Participants present and provide their most effective tools and sample solutions, and community members can discuss the adaptation of them to other courses.				
	main topic: developing digital competences	**subtopics**: pedagogical use of selected tools	**addresses**: 3a, 3b, 5b from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, facilitating learners' digital competence	**target groups**: A1-C1
Global topic option 4: Methodological questions of courses	This CoP topic is focused on various methodological issues relevant in virtual mobility situations and especially during courses led by an international group of teachers. It also highlights topics of cross-cultural cooperation.				
	main topic: developing pedagogical and methodological competences	**subtopics**: course activities, content, communication	**addresses**: 3a, 5b, 6c from Appendix D in D2.6.1	**DigCompEdu areas**: professional engagement, teaching and learning, empowering learners	**target groups**: A1-C1

Table 3: Framing Good Practices Staff Weeks

Good Practices Staff Weeks (face-to-face) for teaching staff: Y1Q3-Y4Q4					
General description	Good practices staff weeks are a compilation of teachers' existing good practices and problem-based thematic training sessions that are open for all participant teachers, from any partner universities. GPWSs topics are based on existing good practices of current EDUC teachers, Alumni and PEs. GPWSs are based on a face-to-face or hybrid weeklong thematic workshop structure with the following steps: (1) presentation of good practices (scientific- and/or topic-based); (2) Q&A and discussion; (3) thematic workshop(s): development, peer discussion, presentations and reflection; (4) closing discussion; (5) feedback. Topics given below mean the thematic framework; actual content topics are based on existing good practices.				
Assessment	poll of usefulness				
GPSW 1: Preparing course content	This week targets practical questions and solutions of course content development, including conversion of not-digital contents and contents designed for unicultural and face-to-face courses. It also helps planning workload of teachers, by highlighting development needs of different content types.				
	main topic: readying courses for Moodle (process-based approach	**subtopics**: course planning strategies, content examples and benefits, integration and workload (development and completion)	**addresses**: 2a, 2b, 2c from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, facilitating learners' digital competence	**target groups**: A1-B2
GPSW 2: Developing	This week of practice is dedicated to creation of contents which require an active learning approach for students. Interactive and collaborative learning materials help students take the initiative regarding their learning processes and working together with fellow students across cultures and levels of study.				

for interaction	**main topic**: preparing interactive and collaborative materials and tasks (content-based approach)	**subtopics**: H5P content development, collaborative projects, integration and workload (development and completion)	**addresses**: 3b, 3c from Appendix D in D2.6.1	**DigCompEdu areas**: digital resources, teaching and learning, empowering learners, facilitating learners' digital competence	**target groups**: B1-C1
GPSW 3: Utilizing the context	This week of practice highlights the similarities and differences between online and blended learning solutions. It is dedicated to online learning support and its benefits and limitations, especially in the field of time management.				
	main topic: supporting online and blended learning (project-based approach)	**subtopics**: content harmonization, scheduling, multi-week projects, benefits and limitations, integration and workload (development and completion)	**addresses**: 4b, 4c from Appendix D in D2.6.1	**DigCompEdu areas**: professional engagement, digital resources, teaching and learning, empowering learners	**target groups**: B1-C1
GPSW 4: Developing the tools of the trade	This week of practice highlights the development of teachers' skills essential for managing EDUC courses. It is dedicated to the bunch of skills identified by EDUC teachers and it is targeted for preparing future EDUCators for course management from the first idea to the completed course cycle.				
	main topic: targeted skills development (skills-based approach)	**subtopics**: project management skills, rhetorical skills, pedagogical skills, intercultural communication and collaboration skills, integration and workload (development and completion)	**addresses**: 5b from Appendix D in D2.6.1	**DigCompEdu areas**: professional engagement, digital resources, teaching and learning	**target groups**: A1-B2

Appendix B: Highest rated content development preferences expressed by the PEs

Capacity development	Item category	Not important	Somewhat important	Neutral	Important	Highly important	Other
Scientific field- and topic-related online workshops	***online course development***	-	course design (66.7%)	-	project planning (50%)	course content and activities (66.7%)	cooperating with different partners
	collaboration of students and collaborative tools	-	-	-	furthering collaboration (66.7%)	collaboration possibilities (66.7%) collaborative tools (66.7%)	linking collaboration to learning outcomes
	tools of online platforms	-	-	integrating platforms (33.3%)	integrating platforms (33.3%) harmonizing digital learning content (50%)	online learning possibilities (50%) integrating platforms (33.3%)	addressing GDPR
	formative assessment and feedback	-	-	-	assessment types (66.7%) providing assessment and feedback (66.7%)	assessment in virtual learning (83.3%)	peer assessment

	communication tools	-	-	communication tools (33.3%)	course communication (50%) communication tools (33.3%)	communication tools (33.3%) harmonizing digital learning content (66.7%)	-
Strengthening the 'glocal' community of practices	***course structures for various topics and groups***	-	-	-	course structure possibilities (66.7%) VM and VE limitations (66.7%) concrete course contents (33.3%)	-	VM and VE targeting intercultural competence discussing best practices
	problem articulation and solutions	-	-	-	trouble shooting and problem prevention (33.3%)	identifying problems in VM and VE scenarios (83.3%) brainstorming solutions (50%)	-

						trouble shooting and problem prevention (33.3%)	
	digital tools used for particular issues	-	-	-	pedagogical possibilities (50%) integrating selected tools in course design (50%)	pedagogical use of selected tools (50%) integrating selected tools in course design (50%)	-
	methodological questions of courses	-	-	-	relevant course activities (50%) harmonizing digital learning content (66.7%)	relevant course activities (50%)	matching learning approaches with learning outcomes
Good practices staff weeks	***preparing course content***	-	-	readying courses for Moodle (33.3%)	readying courses for Moodle (33.3%)	readying courses for Moodle (33.3%) planning strategies (50%)	sharing best practices

for teaching staff					planning strategies (50%)	content examples (50%)	
	developing for interaction	-	-	-	content examples (50%)	readying courses for Moodle (83.7%) planning strategies (83.7%)	-
	utilizing the context (online and blended)	-	-	multi-week projects (50%)	content harmonization among synchronous and asynchronous environments (50%) integration and workload (50%)	content harmonization among synchronous and asynchronous environments (50%)	-
	developing the tools of the trade	-	-	rhetorical skills (33.3%)	rhetorical skills (33.3%) collaboration skills (50%)	project management skills (83.3%) collaboration skills (50%)	-