

Deliverable 10.2

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Evaluation on measures for the acquisition of European knowledge.

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Main Author	Julia Blumental
Institution	Université Paris Nanterre
E-mail	jblument@parisnanterre.fr
Abstract	This short report describes the goals and procedures established in order to promote the acquisition of the European knowledge among EDUC student. It assesses the implementation and makes recommendations to improve and/or extend the procedure to a larger population of students.
Keywords	Online resources, cross-disciplinarity, European matters, catalogue

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Purpose of the document

The aim of this deliverable is to report the assessment of the activities implemented in the task “Giving access to multidisciplinary knowledge on Europe” and make recommendations to improve and/or extend the procedure.

The subtasks responded to the following output:

OC 10.1 – Increase European, multicultural and entrepreneurial skills among EDUC students

Introduction

Since its creation, EDUC has been promoting the acquisition of competencies and knowledge for the development of student's sense of a European identity and facilitating their professional insertion into the socioeconomic environment in the actual context of globalization.

This task targeted the elaboration of an online courses offer for all EDUC students focusing on a multidisciplinary approach toward Europe its goals and values.

This deliverable describes the implemented procedure and online course offer, presents the analysis of students' and organizers' feedback and shows to what extent the initial objective has been met. Finally, the deliverable concludes with some recommendations for the development of further activities.

I. Description of the implemented activities

a. Online course offer

In the proposal, EDUC planned to provide 12 online courses about Europe, its goals and its values, by developing the conditions for sharing existing resources and designing innovative formats and pedagogies.

EDUC Online course offer

Name of the course	University	Academic period
Cultural spaces: "Imperial Europe, colonial Europe"	University Paris Nanterre	20/02/2022 – 20/05/2022
Reception of the Roman urbanism in the Ancient World	University Paris Nanterre	01/03/2022 – 09/05/2022
European Law: Politics of the European Union	University Paris Nanterre	01/03/2022-22/05/2022
International and European Sanctions	Masaryk University	11/10/2021 – 07/02/2022

The Fall of an Empire or the Rise of Europe?	Masaryk University	11/10/2021 – 07/02/2022
EU Law and Harmonization of Laws	University of Pécs	01/02/2022 – 01/05/2022
Central European and Political Structures	University of Pécs	01/02/2022 – 01/05/2022
Law and Religion in Europe	University of Cagliari	23/05/2022 – 02/09/2022 03/10/2022 – 2/12/2022
The future of Europe	University of Cagliari	23/05/2022 – 02/09/2022 03/10/2022 – 2/12/2022
International Environmental Law & Policy – IEL&P	University of Cagliari	23/05/2022 – 02/09/2022 03/10/2022 – 2/12/2022
Grimms' Fairy Tales in their European context	University of Potsdam	25/04/2022 – 25/07/2022
Eukaryotic Genetics: Discovering Genetics - a powerful toolkit to unravel the basis of life	University of Rennes 1	09/02/2022 – 04/05/2022

The courses were developed according to a shared framework with the following criteria:

- **Number of students** : The courses were designed to accommodate between 20 and 50 students. Seven of the twelve courses were prepared for 30 students.
- **Modality** : All courses were asynchronous (except for 2 courses which offered weekly synchronous sessions with asynchronous material in the Moodle).
- **Pedagogical content** : The pedagogical content integrated recorded lectures, interactive multimedia content, PowerPoint presentations, videos, readings.
- **Duration** : The courses were designed for a duration between two and four months. Seven of the twelve courses had a duration of three months.
- **Digital Access** : All courses were available on EDUC Moodle (except for two courses that took place when the EDUC moodle was not developed yet).

b. General Implementation Aspects

Elaboration of a common offer

For the elaboration of the common offer, each university of the Alliance identified existing courses at BA and MA level with subjects related to Europe that could be relevant for EDUC students. The methodology for the identification of the courses and the contract terms and conditions established with the teachers involved were proper to each partner.

The universities agreed on 11 courses among this inventory and managed the resources internally to make them accessible to all EDUC students (including the conversion into online

courses and the subtitling in English). The offer were completed by the creation of a new course from Potsdam University in order to reach the initial milestone.

All teachers were offered support from Pedagogical Engineers at their home university during the preparation and implementation of their project. Pedagogical Engineers provided assistance regarding the adaptation and the creation of pedagogical content on the EDUC Moodle. As The digital aspect of the online curriculum was a new pedagogical aspect for many of the teachers, they were offered training by Pedagogical Engineers on how to adapt a face to face course to an online and asynchronous version by using various digital tools. Pedagogical Engineers also provided technical support.

In addition, teachers received assistance for the translation and subtitling of their materials in order to make them available for all students across the Alliance.

Promotion of the courses and student application process

The EDUC Course Catalogue was developed as a common tool by the Alliance in order to simplify the application process for students. The Course Catalogue provides students with information about all the available online courses about Europe, as well as the necessary information in order to apply to these courses. These include the language of the course, starting semester, mode of the course (synchronous or asynchronous), platform used, prerequisites, etc.

As for the promotion, since the Course Catalogue is online and accessible to students at any time during the year, it serves as a constant way to promote the online courses offer. Moreover, given the different academic calendars and local constraints, each partner was also responsible for the promotion of courses at their university at the start of/ during application campaigns, using the appropriate communication channels in order to reach their own students.

It was decided early on that a decentralized approach was easier for applications: after finding the course they want to enrol in on the course catalogue, students can apply through the application link before the set deadline. The university responsible for the course can then review the applications and let students know whether they have been accepted or not, as well as all the necessary information in order to gain access to the platform used for the course.

Students are usually accepted on a “first come, first served” basis, under the condition that they are enrolled at one of the Alliance’s universities for the academic year and that they meet the prerequisites, if existing.

Students were generally not able to collect ECTS through these courses as they were not part of the general curriculum of either compulsory or selective-compulsory courses. The courses were designed as a voluntary add on.

II. Students' feedback and assessment of the activities and outputs

a. Assessment methodology

The evaluation of the online courses offered by the Alliance is an important aspect of the project as it helps to enrich and improve EDUC activities. The courses focusing on European matters and the cross-disciplinary courses happened to be very similar in their modality and the way they were delivered. This is the reason why the same assessment methodology was applied to both types of courses.

At the end of the semester, all stakeholders involved in the online courses (students, teachers and EDUC staff) received a survey collecting their feedback on course content, modality, relevance and general aspects of course implementation.

After an analysis of the responses from the survey, two workshop were held, one workshop with students and one workshop with EDUC staff, with the aim of finding suggestions and recommendations for further online courses.

b. Stakeholders' feedback

Students' participation and feedback

The courses were to be designed to accommodate between 20 and 50 students. Seven of the twelve courses were prepared for 30 students.

Involved students in EDUC online courses

Name of the course	Number of available places	Number of applications received	Enrolled students
Cultural spaces: "Imperial Europe, colonial Europe"	30	31	24
Reception of the Roman urbanism in the Ancient World	30	11	10
European Law: Politics of the European Union	30	48	23

International and European Sanctions	30	65	17
The Fall of an Empire or the Rise of Europe?	30	43	25
EU Law and Harmonization of Laws	30	31	31
Central European and Political Structures	40	33	33
Law and Religion in Europe	100	42	34
The future of Europe	100	78	66
International Environmental Law & Policy – IEL&P	100	90	63
Grimms' Fairy Tales in their European context	20	4	4
Eukaryotic Genetics: Discovering Genetics - a powerful toolkit to unravel the basis of life	30	5	3

The average occupancy rate of the courses offered in the academic period 2021/2022 is 69% and the average student dropout rate of the courses is 46.5%. The feedback from students and EDUC staff helped to find reasons for the rates obtained and to suggest some recommendations.

At the end of the course, students completed a survey evaluating the course promotion and application process, the course development and content, the learning platform, the course language and tools and their overall impression and recommendations. As stated before, the survey was common to the European knowledge courses as well as the cross-disciplinary online curriculum courses, therefore the analysis of this survey led to the common following conclusions:

- **Promotion and application process for the courses :**

According to students, the most efficient means of promotion were the emails from local universities. Emails from the EDUC staff and the EDUC website also emerge but to a lesser extent.

The information about the courses and the registration process are very clear and rather easy to find and follow but incomplete. Students would have liked to find more details about the course schedule (end and start dates), course content, overall course structure, workload, and evaluations.

- **The course development and content :**

The documents, materials and activities were rated satisfactory to good. Some students noted that documents were incomplete, some videos needed improvement, some materials were not in English.

Students liked the fact that the courses were asynchronous because they were more adapted to personal constraints. However there is a strong demand for more interaction with the teacher/platform and collaboration with students from other universities. They made several suggestions, such as adding a chat on the platform, adding oral activities, or adding more synchronous sessions.

Students were not prepared for the workload and indicated very different hourly dedication. They reported that it was difficult to stay motivated because there was a strong feeling of loneliness and lack of guidance/supervision, not enough intermediate quizzes before the final exam and that it was hard to combine the online courses with their regular courses. For example, a student asked for the possibility to complete courses with a high workload in two semesters.

- **The learning platform, language and tools :**

The survey indicates that the EDUC Moodle was the most used learning tool by the students. As a majority of courses were taught through the platform, the majority of the students got to use it.

Moodle was deemed user-friendly and functional by students, but also limited for collaboration with other students according to the students who answered the questionnaire.

Microsoft Teams and Zoom were also used by some of the students.

As for the language of the course, for a large majority of students, using a different language for learning was a major obstacle. It is important to consider this difficulty, however it needs to be nuanced with the fact that students also appreciate this opportunity to work on their English skills

- **General competencies**

- Digital learning:

Regarding digital learning, students felt that it had a positive impact in the way that it pushed them to become independent in their learning, change their approach to education, discover different support and interesting sources of knowledge. However, the opinion that digital learning facilitates collaboration between students was very divided. In the comments, some students said that there was no interaction, no discussion or chat/forum, no assessments, no essays, and no group assignments. Despite the digital aspect, some courses did not include collaborative activities.

- International learning:

According to the students, international learning is relevant in the current globalization context as nowadays countries are connected with each other and it is mandatory to acquire international notions and work with people from other countries. They also appreciate the fact that it helps them leave their comfort zone. On the other hand, as the collaboration with the other students was often very limited, students did not feel the impact of international learning on this aspect. Among the kind of exchanges and collaboration they developed, the two answers that stand out are “chat” and “none”. Yet students search for more collaborations with the international students as it allows them to improve their language skills, find ways to communicate and consider other points of view on the topic.

- **Professional goals and competencies:**

Students identified that they worked on several skills through the courses, which can be useful for their professional goals: communicate in a foreign language, improve their language skills and their digital skills, work in an international environment, do research with different various learning resources. Also, some expressed that this experience could be an asset for their application to Master degree programs later on.

- **Personal goals:**

Regarding their personal goals, students liked the opportunity to practice their English and acquire a global approach on various subjects.

- **General impression and recommendations :**

Overall the courses met the personal objectives of the students and their professional objectives to a lesser extent. They would repeat the courses and recommend them, and

indicated that those courses are less stressful than their regular curriculum. They also liked that these courses offered other disciplines.

Teachers' feedback

The feedback of the teachers is also an important element to ensure the quality of the courses offered and to complement the feedback from students. At the end of the course, the teachers completed a survey evaluating the EDUC staff support and follow up, the online course, the skills they acquired, the project's perspective and sustainability, and their overall impression and recommendations. As stated before the survey was common to the European knowledge courses as well as the cross-disciplinary online curriculum courses, therefore the analysis of this survey led to the common following conclusions:

- **EDUC staff support and follow up**

The most used EDUC services were the EDUC Moodle and support for the project development. Regarding the answers about the use of the EDUC Course Catalogue as a service, it is more likely that teachers didn't know that their courses were actually being promoted there, as only two teachers mentioned it as having used it. The EDUC Academy service was not mentioned by the WP8/10 teachers who responded. Although they are part of the EDUC Academy, training sessions given by local Pedagogical Engineers were not presented as such at the time of the survey.

Nine out of 10 teachers were supported for the development of their project. A large majority of them were supported on the technical and pedagogical aspects and a majority of them were satisfied with the support received. Half of the teachers also received financial and administrative support and seemed mostly satisfied with it as well.

All teachers were satisfied with the progress as well as the outcome of their project. Half of the teachers were quite satisfied with the project's temporality too. More than half of the teachers were little to moderately satisfied with the regularity of project meetings.

As a project management tool that they used, most teachers mentioned Microsoft Teams, with some also using Google Workspace, and a majority of them seemed satisfied with the tools they used for project management.

- **The online course**

Half of the teachers communicated fairly regularly with the students (once a week or more), while the other half exchanged less frequently with them. More than half of the teachers were fairly dissatisfied with their exchanges, citing the general passiveness and low participation of the students as well as the low number of students participating during the offered synchronous tutoring sessions as reasons for their dissatisfaction.

All teachers declared that their final project was close to what they first imagined. They could fulfill their professional goals as they developed new materials and obtained a structure and content in line with their initial expectations. Nevertheless, several teachers find that there is still room for improvement regarding their project.

- **Skills development and acquisition**

According to the teachers the skills that were mostly impacted by their EDUC project were digital skills, project management skills and to a lesser extent their language and rhetorical skills. There was mostly little to no impact on their skills related to coping with difficult / challenging contexts and their intercultural communication and collaboration skills.

The responses to the survey highlight a strong need for training in the fields of digital, project management as well as the language and rhetorical skills.

Of all recommendations made by teachers, anticipation is at the top of their list. They highlighted the importance of being able to invest a lot of time in the project, and of starting working as early as possible on the project because of the significant workload. According to the received responses, curiosity is also an asset.

On the technical side, teachers recommended having and/or developing video recording and editing skills, as well as following the advice of the Pedagogical Engineers. The teachers also recommended focusing on communicating more with students, which implies having good language (especially English) skills.

- **Project perspectives and sustainability**

Out of 10 teachers, 9 indicated that they would be willing to repeat their course, whereas one would rather not. A majority didn't feel the need to make the project change in scale.

On the pedagogical side, the cooperation / interaction between students and teachers, the students' participation as well as the evaluation of students should be improved according to the teachers. On the technical / administrative side, the teachers requested technical

assistance with video making. One teacher also suggested enrolling less students to better engage with them.

Teachers seemed overall satisfied with the content of their courses. On the technical side, the video format and the EDUC support team are aspects the teachers want to maintain. Regarding the course characteristics and the methods of teaching/learning, positive aspects that were highlighted by teachers are the asynchronicity of the course as well as the implementation of self-paced learning and self-assessment quizzes.

- **General satisfaction**

Some of the teachers declared that their EDUC project changed their perception of virtual mobility and exchanges as they realized that mobility through virtual technology is easier than they expected and that asynchronous courses can actually work.

More than half of the teachers are open to developing more mobility courses in order to reach more students, but also because some of them came to a better understanding of the content of their course and the best ways to teach it. However some teachers disliked the virtual aspect of their course and would prefer face-to-face teaching. When asked if their experience made them want to further internationalize their courses or develop new courses using virtual mobility and exchanges, teachers' opinions were divided.

Several teachers expressed a need for more “transparency” in regards to EDUC processes and during the project development. Some of them also request more time to develop and work on their project.

Only one of 10 teachers stated he/she would not recommend an EDUC project to fellow teachers. Although some teachers highlighted the time-consuming nature of EDUC projects and the high level of responsiveness required over several months, they also found it an overall interesting and enriching experience, as it enabled them to develop new skills (including digital), discover alternative teaching methods, as well as work in an international environment. These are reasons why they want to recommend EDUC.

Key factors making EDUC attractive for teachers are: the development of new skills and the use of new tools and media, the support received from EDUC during the development of their project, the internationalization of their course and their teaching, as well as the challenge that their project represents.

Administrative Staff feedbacks

Due to the low average occupancy rate of the courses offered during the academic period 2021/2022 and sometimes high average student dropout rate of the courses, the expected number of enrolled students defined in the proposal was not met. It was therefore decided to reflect on the courses and processes from a staff member's perspective to identify the problems and obstacles responsible for the low participation in EDUC online courses.

As stated before the evaluation was common to the European knowledge courses as well as the cross-disciplinary online curriculum courses, therefore the staff members' analysis led to the same conclusions.

Each university was asked to reflect on the difficulties their EDUC teams had identified while implementing the courses and processes related to them, and to send their observations as well as potential causes for the identified difficulties. The feedback from all partners were then put together and analyzed in order to identify the main categories of problems that appeared during the implementation of the courses.

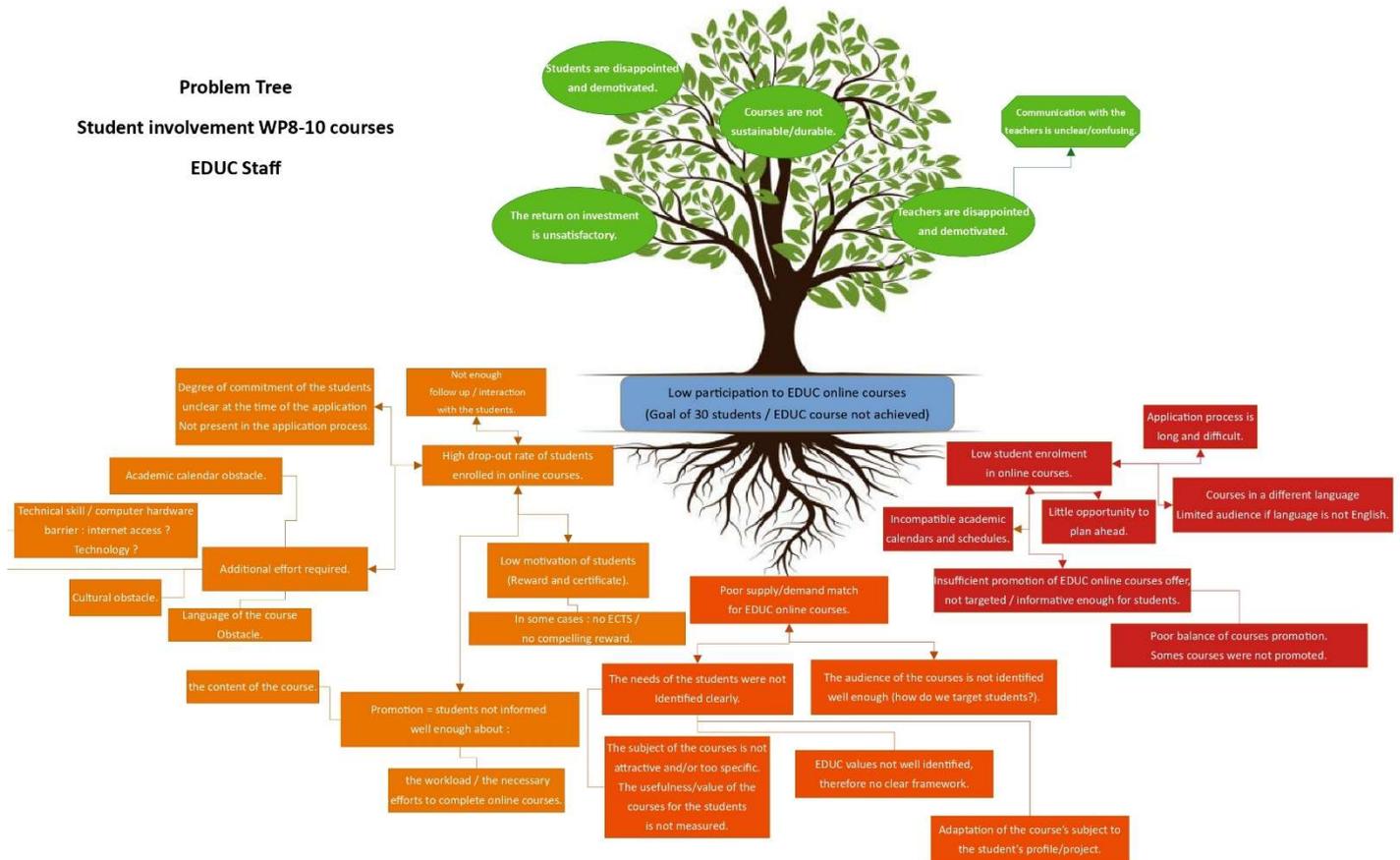
Three main problems were identified: the high drop-out rate of students enrolled in online courses, the poor supply/demand match for EDUC online courses and the low student enrolment in online courses. For each major issue, EDUC staff members detailed the related problems and barriers. The identified problems are presented in the following problem tree¹.

¹ The problem tree is available in the appendix.

Problem Tree

Student involvement WP8-10 courses

EDUC Staff



c. Milestones, Indicators and purpose of the activities

The second part of the assessment relies on the achievement of the quantitative and qualitative objectives.

Achievement of the quantitative indicators

In the EDUC proposal, the alliance established milestones for the number of converted and subtitled face-to-face courses into online courses and for the number of students involved in these European online courses.

Achievement of the quantitative indicators

Expected indicators, Milestones and Outcomes	Actual numbers and comments
Conversion of 12 face-to-face courses into online courses (M5-M11)	11 courses were converted to online courses and delivered during the academic period 2021-2022. An additional course were created to complete the EDUC course offer

Subtitling 12 online courses (M5-M11)	Twelve courses were subtitled and delivered during the academic period 2021-2022.
Experimentation phase (M13-M36)	The courses were delivered during the academic period 2021 -2022. The first course opened in October 2021 and the last course closed in December 2022.
Number of students involved in these European online courses: 180 students for 6 courses in year 2 and 360 students for 12 courses in year 3	A total of 333 students were enrolled in the online courses. The covid-19 pandemic caused many disturbances in the internal organization of the universities. There were not two sessions but only one session for the twelve courses. In addition, the courses had a low average occupancy rate (courses were open for a total of 570 students)

Achievement of the qualitative objectives and outputs

Through the EDUC online courses offer, the objective of the Alliance was to increase European and multicultural skills among EDUC students. Both of these objectives were met. All subjects taught in the implemented courses were Europe-centered, with the aim of creating a common sense of European identity among the EDUC students. The courses were open to all EDUC students and the student body was therefore multicultural. Students could work on multicultural skills through their interactions with the teacher and their classmates.

However, according to the students, taking the same course is not enough to develop multicultural interactions and the relationship between the course topic and the notion of European identity is not obvious. Courses should incorporate tools for more multicultural interactions and content that explains how course knowledge builds a common identity.

III. Recommendations for further activities (improvements and good practices)

The assessment of the implemented courses were completed by two workshops, one with students and one with EDUC staff members, in order to work on a set of recommendations for further activities. As stated before, the evaluation process was common to the European knowledge courses as well as the cross-disciplinary online curriculum courses. It therefore led to joint recommendations.

a. Recommendations made by the students

After the analysis of the student survey, a workshop with students became evident. The Alliance seeks to improve student participation in the design and development of activities and the workshop is an ideal space to establish dialogue between stakeholders. In addition, it is interesting to receive suggestions from students as they have a perspective that staff may not have. Of course, these suggestions do not take into account institutional limitations and may not be legally feasible. However, they provide a good basis for new ideas.

The initial goal was for 12 students from all EDUC universities (two per university) to participate. However, only four of them were able to join (two from Masaryk University and two from University of Paris Nanterre). Considering the low number of students who participated, it cannot be considered representative of all courses and student's opinions. Nonetheless, this workshop was less about evaluating the courses than providing a space for students to discuss their experiences and have an impact on the way we improve our courses through the suggestion of solutions.

Of course, these suggestions do not take into account institutional and local limitations and may not be feasible from a data protection and/or legal perspective. Nevertheless they provide a good basis for new ideas and change in the coming years.

Agenda of the workshop :

Activity 1: Presentation of the students survey results to the students and discussion around these results.

Activity 2: Presentation of 3 problems selected by EDUC staff members among the ones reported by students in the survey (the lack of interaction with teachers and/ or other students, the adaptation of the course (subject) to the student's profile / project, the application process deemed long and difficult), and discussion round with students during which they were encouraged to write down their suggestions of ways to counteract these problems and improve the courses.

Activity 3: Discussion around three statements: "The course allowed you to add a different field of study to your curriculum", "The course allowed you to improve your language and/or intercultural skills", "The course allowed you to work towards your personal and/or professional goals".

Results of the workshop:

For this first edition of the workshop, only 4 students participated (2 from UPN and 2 from MU).

- **Students' experience with EDUC online courses**
 - **Lack of interaction with teachers and/or other students**

Students suggested several activities in order to make the online course more interactive.

- *Create a student profile on the EDUC Moodle:* create a space on the platform where students could introduce themselves to others through a short post, including what university they're from, what languages they speak, their interests. This would allow students to know who is taking the class with them in order to make the experience less « lonely ».
- *Hold an introduction synchronous meeting:* this would allow students to get to know their teacher and peers in order to facilitate interactions during the course of the semester.
- *Hold optional online synchronous sessions:* this would allow students to ask questions, discuss the course materials and would make the course more interactive overall. This would not necessarily have to be every week and could be occasional: dates could be set at the beginning of the semester in agreement with the students for example. The synchronous session should not be an online conference but an interactive session.
- *Include peer reviewing:* if synchronous sessions take place, then maybe create rooms for students to work together and discuss the session's topics for a short while, with the teacher being able to go to each room to answer questions and give more information.
- *Incorporate interaction on Teams during the synchronous sessions:* for courses that include synchronous sessions, include a channel for students to ask questions directly.
- *Implement interactions on social networks between sessions:* this would be a way for students to communicate in a more informal way than emails with their teachers and vice versa, but also to interact more easily with other students.
- *Include interactive videos:* one of the students suggested using interactive videos, i.e. videos on which you can click to answer a question for example, which he experienced in another EDUC language course. For example, the idea would be to create videos with quizzes at the end, where questions are asked and you then click on the right answer. The point would be to make the learning experience more « fun ».
- *Create an « online forum »:* have a space where (once a week for example) a few students would have to post a question in order to create a debate with the other students who would have to comment and leave their own arguments. The student

who suggested this activity experienced it in another course outside of EDUC and found it very interesting.

- *Offer the opportunity for students to make short presentations about selected topics:* these presentations could then be made during one-off synchronous sessions with the whole group of students and the teacher.

- **Adaptation of the course (subject) to the students' profiles / projects**

Students were asked to reflect on the relevance of the subject of the courses. When asked how they would go about selecting adequate topics for new EDUC courses, students suggested following the overall trends in society and education in order to select subjects important to young people. What could be interesting would be for teachers to try and approach their subjects taking current trends into account.

In addition, the students made the two following suggestions:

- *Provide even more options/topics in the catalogue:* the students found that the current options are interesting but there could always be more subjects covered.
- *Provide more information « upstream »:* make sure that the course catalogue entails all the information that might help students determine whether or not a course suits their academical / personal goals, as well as whether or not they have the time and resources to take it and meet the expectations.

- **Application process is long and difficult**

Regarding the application process, the students suggested the following activities:

- Communicate more with the students during the application and selection process: keep them informed of the selection process and the expected start of the course, as well as the date they should expect an answer on whether they were selected or not.
- Make sure that students know who they can contact: at the university who provides the course as well as their home university if they have questions about their EDUC course.
- Create a roster of EDUC online courses alumni: this would allow students to have peers who already took a course whom they could contact to ask questions about certain courses and processes prior to sending their application.

- **Other identified problems and suggestions**

The conversation with the student led to additional suggestions regarding other problems they experienced:

- Provide subtitles in English for all video content made by teachers: a student shared that while the videos in her EDUC course included slides with key elements that were all in English, the teacher would explain everything in French without subtitles, which made her feel like she was missing out on more detailed explanations. Providing English subtitles for the entirety of the video when the teacher speaks in the home university's language would prevent this situation.
- Make sure to provide all materials in English: some extra materials, non obligatory but which could help students with the course, were not translated into English, which made it hard (if not impossible) for non French-speaking students to study them.
- Provide subtitles in English including when the teacher is presenting in English: because accents can differ which sometimes can make it more difficult for students to understand everything perfectly and also because there can be specific vocabulary or even names that students don't know. Subtitles would allow students to make sure they understand the full content of the video.

When asked if they would like to take an EDUC course that would include some parts in the receiving university's language, the students were of the opinion that it could be okay and even interesting to have a multilingual dimension to the course, as long as it is in a limited fashion and doesn't keep them from successfully following the course, and as long as long as the Course Catalogue specifies the languages so that they can apply knowingly.

- **Students' experience with courses on European matters**

- **You feel more like a European citizen after taking this course**

The course had no specific impact on the students' sense of "European citizenship. Both stated that they already felt "European" before taking the course. They give two suggestions for the development of the feeling of "European citizenship" through the online courses: to give more importance to the interaction between the students and to highlight the connection between the subject of the course and the current problems in Europe today.

- **The course allowed you to improve your language and/or intercultural skills**

Both students improve their language skill and learned about another culture thought this course but they didn't learned intercultural skills because there were few interactions with other students.

- **The course allowed you to work towards your personal and/or professional goals**

The courses allowed the two students to acquire more knowledge about a subject they liked, to see how an online course from another university can be, and how to work with international classmate. However, the subject of the courses was not related with their professional goals.

b. Recommendations made by the administratif staff

The result of the assessment and the reflection of EDUC staff was the identification of three main problems causing the low participation of EDUC students in the online courses. Then, the partners identified smaller problems and the barriers that caused these larger problems.

The next step was to prioritize and select some of these problems and come up with SMART (Specific, Measurable, Attainable/achievable, Relevant and Timely/time bound) objectives and suggest activities that can be implemented to solve them, which was done through an online brainstorming "workshop" session.

The EDUC Staff Workshop

The objective of the workshop was to prioritize and select some of the small problems and define activities that could be implemented to solve the major ones. The EDUC staff members participating were divided into 3 focus groups.

The first group made the following suggestions :

- Offer a proper call for projects and develop truly new courses instead of importing an existing, hard to adapt, offer. This implies giving time and funds to interested teachers.
- Define a clear course of action for these courses: targeted audience, format... Outreach/popularization is an easy to implement way of doing so.
- Offer a common valorization of said courses through ECTS to give stakes to hold onto for students.

- The previous items will lead to a clear image of what we offer, and thus a clear image to communicate on. If these courses are offered as "the EDUC outreach courses" for instance, they must be identifiable as such everywhere in EDUC (Course Catalogue, Moodle, EDUC Website, Social Network, ...).

The second group focused on the academic calendar, the promotion and incentives for students:

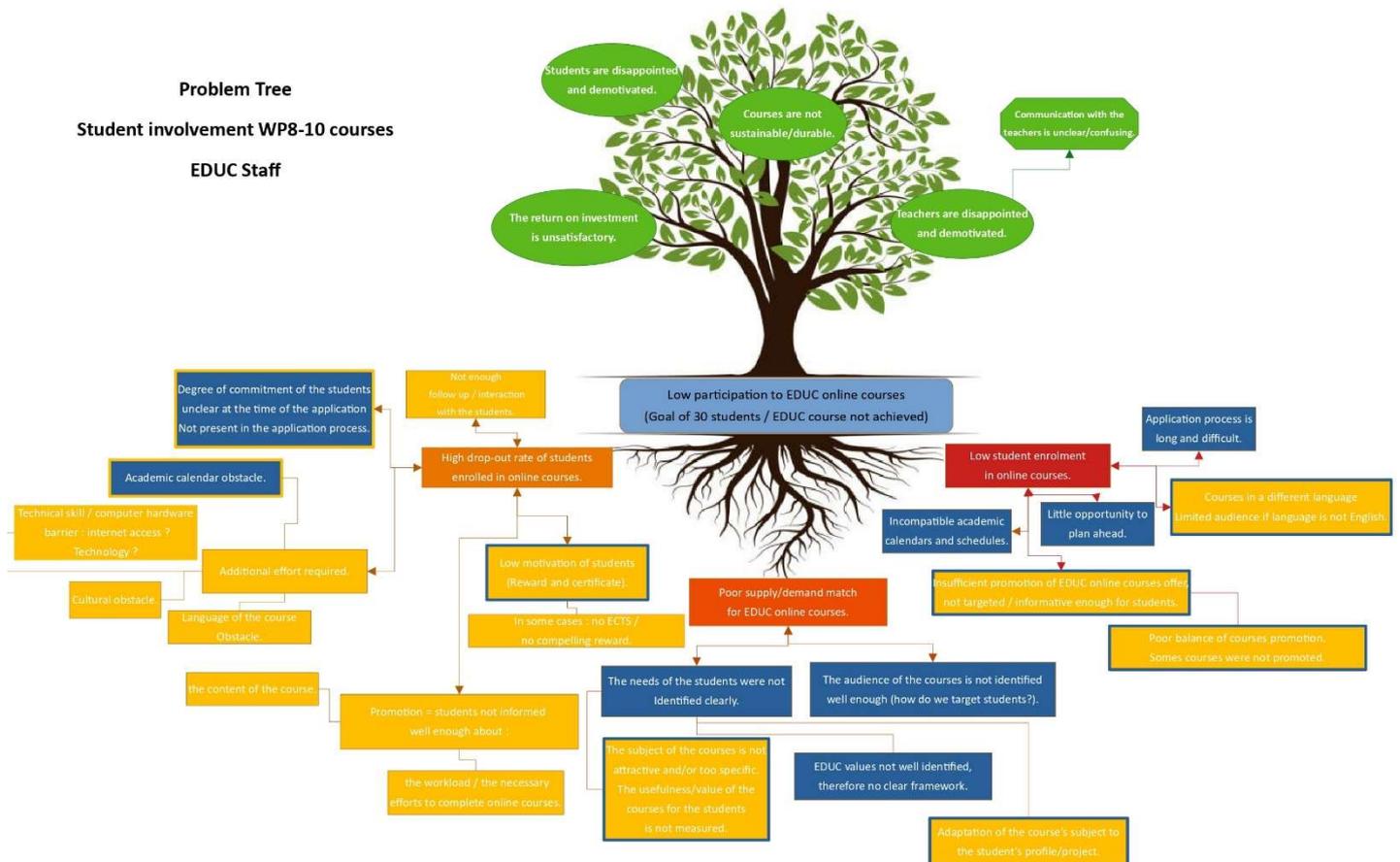
- For promotion, the information about workload and duration of the course should be highlighted. Some of the students dropped out because they did not expect such a long duration and additional workload for the course. A recommended weekly workload could be added in the course information in the Course Catalogue.
- Concerning the academic calendar, the access to the course could be longer. The student could have the flexibility to complete the course in one month or in six months.
- As an incentive, the student could earn intermediate rewards such as badges. For example, "introduction to"/"intermediate knowledge in" or "gold/silver" badges. This could help students keep up with their educational pathway.

The third group focused on the the application process which was deemed long and difficult:

- Agree at the Alliance's level on a list of all the information that is crucial to have in the Course Catalogue for each course, which would allow students to be better informed when they consider applying to a course. This list could then be taken into consideration during the further development of the Course Catalogue.
- Create a clear timeline for applications and courses, so that students know when to expect the EDUC team to contact them about the course, and so that they are aware of the courses' start and end dates from the moment they apply.
- Communicate more clearly and/or regularly with students. Several students felt "lost" after applying to courses. Communicating with them early on could help make the process easier for them, for example letting them know when they will have confirmation whether they are selected or not as soon as they apply.

The hierarchization of problems

Some improvements need to be made at the university level and others at the Alliance level. This distinction can introduce more flexibility for partners in the implementation of activities. An analysis of the previous problem tree helps to level out the problems and recommendations. It is interesting to note that some of the topics assessed as problematic by the staff were not identified as obstacles for students.



The problems in yellow are the ones that should be managed at the university level, taking into account the local context and the collaboration with local staff members outside of EDUC as well as the teachers.

The issues in blue are those that should be managed at the Alliance's level, such as developing a common framework, a common timeframe, and tools for collaboration and coordination.

The problems in yellow with a blue outline are problems for which solutions should be identified at the Alliance's level but whose implementation has to be done at the universities' level.

The problems in blue with a yellow outline are activities that must be fully managed by the university under the common framework.

Conclusion

To conclude, the experience of EDUC phase 1 was overall satisfactory and promising for the future of the EDUC Alliance.

Although the context of the Covid-19 pandemic did hinder the implementation of online courses on Europe and its goals and value, the Alliance still managed to implement the 12 online courses expected.

Most importantly **“the world got bigger”** for 200 students and 17 teachers from across the 6 universities of the Alliance as they got the opportunity to take part in this international digital learning and teaching experience.

Following this experience, a majority of teachers wish to continue and improve their courses and the feedback of students is overall positive. We have also observed that several students who took online courses during the academic year 2021/2022 have enrolled into new courses during the first semester of the academic year 2022/2023.

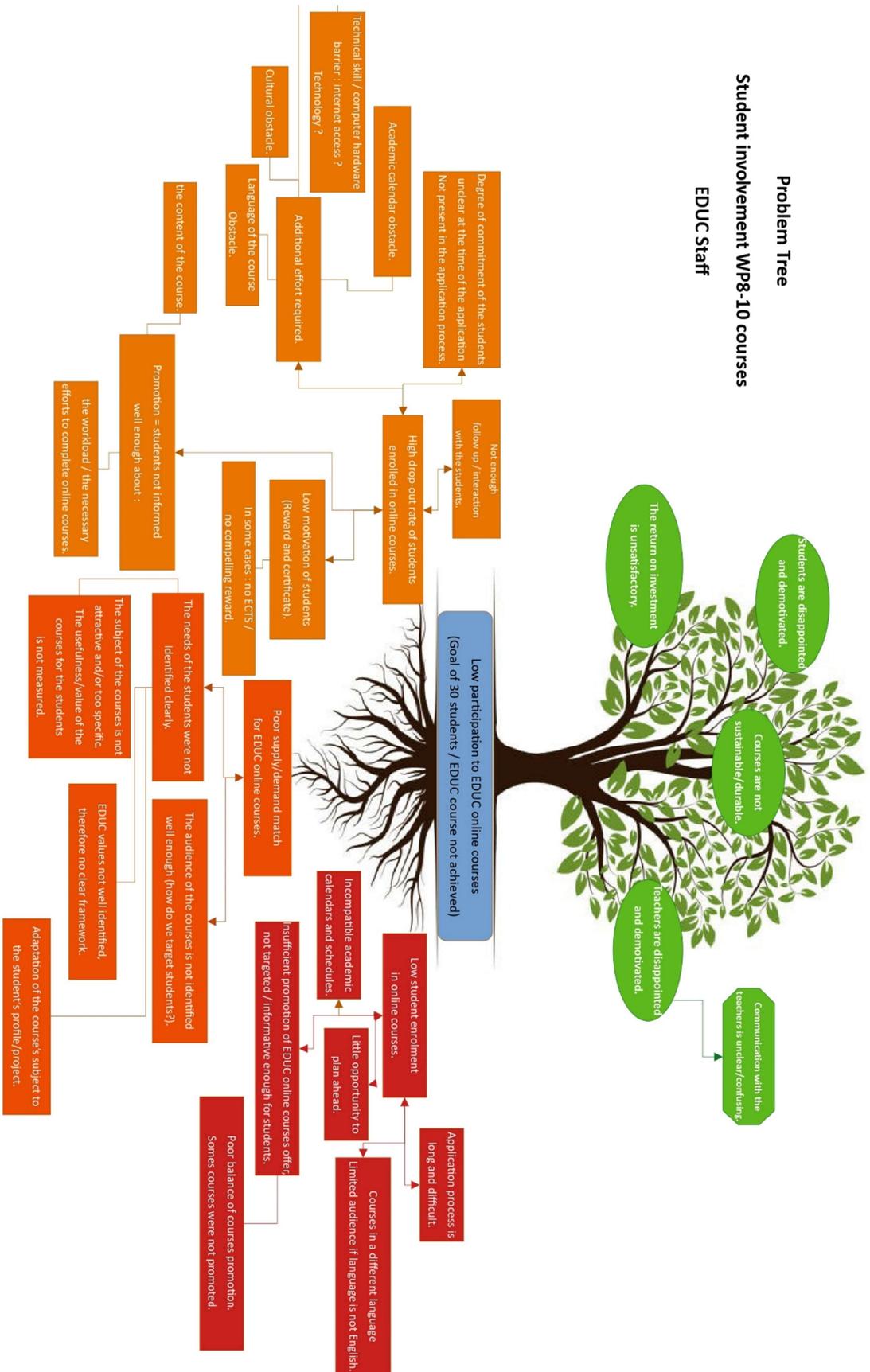
Moreover it's important to emphasize the fact that the online courses offer is a visible activity provided by EDUC, and an entry point for students into EDUC and its wide range of activities.

With the objective of improving our offer, the main actors of the online courses were involved in the evaluation process in order to help the Alliance meet their needs and requirements during the next runs of the courses. Some of the interesting recommendations made by students, teachers as well as EDUC staff members could be implemented as soon as next

semester, following a larger reflection with all the partners, including the new ones, to provide a unique and valuable learning experience during the next phase.

APPENDIX

Problem tree (EDUC STAFF) :



The hierarchization of problems

Problem Tree Student involvement WP8-10 courses EDUC Staff

