

CALL FOR INTERUNIVERSITY EDUCATIONAL INNOVATION PROJECTS (PIE) 2025-2027

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1 Introduction

The European Reform University Alliance (ERUA) is a consortium of eight European universities committed to exploring innovative approaches to research, teaching and institutional progress. As part of the European Universities Initiative (EUI), one of the key initiatives of the European Commission, ERUA aims to advance the development of a European Education Area and support the implementation of the European Strategy for Universities.

ERUA is currently involved in Task 2.7 “Development of the ERUA's Academic Innovation Laboratory”. The description of this task is as follows:

“We will build on the achievements of ERUA 1 in setting up the alliance’s infrastructure to research teaching and learning innovation and nurture new experiments. We will integrate new members of the alliance and investigate existing and new innovative projects in teaching (detect active methodologies to span in the network, such as Service Learning, Cooperative Learning, Project Based Learning or Gamification, among others; and the development of new initiatives).

The interdisciplinary educational innovation projects will put together teachers and researchers to work for a common interest to develop innovative learning pathways; that can later be refined and introduced to selected courses at alliance universities.

As part of this initiative, the alliance will organise a yearly event aimed at the dissemination of the identified innovative teaching and learning methods, as well as the development of new techniques within the alliance.”

Educational innovation actions will place special emphasis on the design, development, and evaluation of collaborative processes for analysis and reflection on teaching practices. These processes will be contextualized within the everyday realities of the subjects effectively taught by the applicants, aiming to enhance both teaching quality and student learning outcomes. To jointly promote the actions leading to this goal, the present call for Interuniversity Educational Innovation Projects (PIE) open to members of universities within the ERUA network—allows participants to implement initiatives aimed at improving the quality of teaching in official degree programs. The following proposals will not be accepted in this call:

- Proposals focused on studies, analyses, or research within the teaching field of the proponents.
- Proposals exclusively focused on the creation of materials (theory, practical exercises, etc.), as these should be a result of the proposed innovation.
- Proposals exclusively centered on the organization of courses, workshops, conferences, or similar events, as these should also be a result of the proposed innovation.

This 2025 call stipulates that the proposals submitted must be implemented in alignment with the next two academic years (2025-2026 and 2026-2027).

Below are the elements of the call that all applications must comply with (Annex I).

For more information about ERUA, please visit: <https://erua-eui.eu/>

2 Annex I: Terms and Conditions of the Call

2.1 Purpose

This call aims to select Interuniversity Educational Innovation Projects (PIE) and allocate the necessary resources for their implementation.

2.2 Requirements

2.2.1 Teaching and Research Staff from ULPGC and at least one other university from the ERUA alliance may participate.

2.2.2 Interuniversity Educational Innovation Projects must be designed to define and structure collaborative processes of analysis and reflection, aimed at improving teaching practices and learning outcomes. These projects are to be structured into distinct phases, which must include:

- A design and planning phase, outlining the intended actions to be developed (including any necessary training actions).
- An implementation phase, specifying the evaluation and monitoring process for the proposed actions.
- A final reflection and closure phase, aimed at generating conclusions, assessing the overall process, and informing the next cycle of reflection and improvement.

This cycle of innovation is planned annually, given that PIEs are approved for a two-year period. Each phase should be structured accordingly for each of the two years in which the project is implemented.

These Interuniversity Educational Innovation Projects (PIEs), structured as outlined in the previous paragraph, should preferably align with one or more of the following priority action lines, based on active learning methodologies in the ERUA2 Academic Innovation Manual, elaborated by the Academic Innovation Working Group:

Service Learning	Teaching technique that links two concepts: community action as a “service” with systematic learning that connects new experiences to established academic knowledge. This approach can be used to reinforce the course contents and develop a variety of competencies in students, including civic responsibility.
Project-Based Learning	Didactic technique focused on the design and development of a project by a group of students, to achieve the learning objectives of one or more disciplinary areas, while also fostering the development of project management skills applicable to real-world projects.
Gamification	Involves the design of a real or virtual educational environment in which tasks and activities are crafted using game principles. It capitalises on students' natural predisposition towards

	recreational activities to improve motivation towards learning, facilitate the acquisition of knowledge and values, and to foster the development of skills.
Collaborative & Cooperative Learning	It is the didactic use of small groups in which students work together to get the best possible learning outcomes, both individually and collectively. This approach promotes the development of skills, attitudes and values in students. According to the Cambridge online dictionary, there is a slight difference between the terms “collaborative” and “cooperative”. The former is defined as “involving two or more people working together for a special purpose”, while the latter implies willingness “to help or do what people ask”. Thus, collaboration originally emphasises people working together for a specific goal, whereas cooperation focuses on the act of helping others.
Flipped Classroom:	It is a didactic technique in which content is presented through videos that can be freely accessed online, while classroom time is dedicated to discussion, problem-solving, and practical activities under the supervision and guidance of the teacher.
Other methodologies	Other active / student-centered methodologies

The use and integration of ICT does not constitute, on its own, a priority area for improvement, as it is considered a cross-cutting element that should be incorporated into any proposed project. Each project should integrate appropriate ICT resources as needed to achieve its objectives in areas such as methodology, assessment, collaboration and socialization of learning, communication with students, and faculty coordination.

Applicants are advised to integrate into their projects at least one ERUA2 Innovative Teaching Activity (as these activities are funded with ERUA Budget), which are described below:

- Travelling seminar is a training programme based on the mobility of one teacher and their students to another ERUA university for a joint project embedded in the standard or elective offer. The ERUA “Travelling Seminars” can be held throughout the year. Each university will select several projects annually, with each project comprising a group of students and teaching staff. Our goal is to provide as many students as possible with the opportunity to participate in this initiative each year. The idea behind travelling seminars is to strengthen connections between the universities within the alliance and to promote projects that involve various forms of collaboration (such as co-teaching, campus visits, field studies, etc.) and to develop the project-based mobilities.
- Intensive modules cover a significant amount of material in a shortened period of time (usually from 2 days to 1 week) delivering the same amount of content that a traditional course would cover over a full term. These immersive courses enable students to complete a subject quickly. Most ERUA intensive courses are conducted onsite.
- Summer or winter schools are academic programs held during the respective break periods, which differ among ERUA universities. These programmes usually last from one to two weeks onsite, offering courses across various disciplines. They provide students with the opportunity to take additional courses and explore new subjects.

2.2.3 PIE applications may also propose actions linked to one or more centers at universities within the ERUA alliance. In such cases, applicants must provide explicit approval from the authority responsible of each center (Dean or Director).

2.2.4 PIEs are required to define their objectives within the framework of the subjects or courses taught by the faculty participating in the project and, therefore, must be directed exclusively at students enrolled in those subjects or courses. Under no circumstances may the scope of the project affect the institutional policies of the universities within the ERUA network.

2.2.5 The project will be implemented over a two-year period, starting from 1 October 2025.

2.2.6 The PIE will have one or two coordinators from each of the universities in the ERUA alliance.

2.2.7 As part of the project implementation, participants commit to:

1. Dissemination within the ERUA teaching community and within the broader university community:

a) Within the ERUA teaching community, participants are required to present their work at public events organized specifically for this purpose: III Academic Innovation Workshop (2026), IV Academic Innovation Workshop (2027). Attendance at these events is mandatory to receive official recognition. Dissemination should be carried out using the formats and media specified for each case, which may include printed publications, multimedia content, participation in other conferences or events, promotion of project results via a dedicated website, other designated formats).

b) Within the broader university community, participants need to share their work through presentations at conferences, symposia, workshops, or meetings, or by publishing articles in journals within the field of educational innovation, both nationally and internationally. All publications resulting from the project must include the assigned reference number. Preference will be given to publications that follow an open-access policy.

2. Submit annual activity reports detailing the degree of achievement of the project's objectives, the milestones and accomplishments, and the results obtained, along with an annual financial report (only if applicable). For presentations or publications, participants must provide supporting documentation, including copies of the relevant materials as part of the annual report. Only publications directly derived from the project that explicitly reference the assigned project number will be considered.

2.3 Budget coverage

ERUA funding covers the mobility costs of participating students, including travel and accommodation according to each university's internal rules. Some ERUA Alliance Universities can fund teaching staff's mobility through the ERUA budget, while other Universities fund the above mentioned mobility through Erasmus+ Office. This funding applies to ERUA2 Innovative Teaching Initiatives and to conference and events attendance within the framework of WP2.

2.4 Procedure

2.4.1. The number of PIE members per university must be no less than TWO and no more than TEN.

2.4.2. To promote the involvement of other stakeholders in innovation processes and to align this call with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), the following participants may also be included in PIE teams:

- Undergraduate, Master's, or PhD students from the ERUA alliance.
- Other external stakeholders, such as: ERUA alumni, employers, associations, foundations, private entities, or public administrations.

2.4.3 Applications must include the following documentation:

- Standardised application form.
- PIE project report.
- Agreement of participation from PIE members.

2.4.4. The documentation must be formatted according to Annex III; failure to do so will result in the project application not being considered for evaluation. Annex III can be downloaded in .DOC format at the following web address:

[Call for Interuniversity Educational Innovation Projects – Link to web space](#)

2.4.5 The university coordinator must submit the application via the means defined by his/her university. Please contact your university's representative for details on the internal submission procedure and required documents:

- *European University of Viadrina*: Monika Stekowski (stekowski@europa-uni.de)
- *New Bulgarian University*: Mr Hristo Chukurliiev (hchukurliiev@nbu.bg)
- *Paris 8 University*: Ms Irene Serra (irene.serra02@univ8-paris.fr)
- *SWPS University*: Ms Agnieszka Sobieraj (erua@swps.edu.pl)
- *University of Las Palmas de Gran Canaria*: Mr Eduardo Gregorio Quevedo Gutiérrez (d.ipdocente@ulpgc.es)
- *University of Mykolas Romeris*: Ms Audra Dargytė Burokienė (adb@mruni.eu)

- University of Macerata: Ms Edith Cognigni (edith.cognigni@unimc.it)
- University of the Aegean: Ms Christina Zoupi (erua-eui@aegean.gr)

2.4.6 The application submission period for this Educational Innovation Projects call runs from the date of publication of this call until Tuesday, 10 June 2025, at 12:00 PM.

2.4.7 Once the application submission period has ended, each university will issue a Resolution with the provisional list of accepted and excluded applications, along with the reasons for exclusion.

After reviewing the provisional list, each university will approve the final list of accepted and excluded applications, which will be published online.

2.5 Award criteria

The allocation of Educational Innovation Projects will be based on the “Evaluation Scale for Project Applications” as set out in Annex II.

2.6 Funding amount and implementation period

2.6.1. Applications may include a budget proposal depending on available funding per university.

Additionally, certain actions may be funded independently through ERUA network resources, including mobilities, winter and summer schools, and other related activities.

2.6.2. The budget execution per university, if available, depends on the specific regulations of each university.

2.7 Selection, award, and monitoring

2.7.1 The selection of project applications will be carried out by an external selection committee, which will conduct a peer review process.

2.7.2 The selection committee may access any available documentation if deemed necessary. Additionally, it may request external evaluations from faculty members recognized in the field of educational innovation, as well as any supplementary information required for the proper allocation of PIE project proposals.

2.8 Deadlines and form of justification

2.8.1 The annual report needs to be submitted within a maximum period of two months from the end of each year of the projects (**see Annex IV**) through the means defined per each university.

2.8.2 Participation in this call implies awareness and acceptance of these rules. Failure to comply with these regulations will result in ineligibility to participate in future calls or actions related to educational innovation for a period of two years.

3 Appendices

3.1 Annex 2 – Evaluation criteria for project applications

Evaluation Criteria	Aspects Considered for Maximum Score	Maximum Score
1.- Learning improvement objectives and teaching justification	Clearly and concisely state the project's objectives for learning improvement and justify the educational need for its implementation.	10
2.- Proposed methodological changes or educational innovation method to apply	Describe the proposed methodological changes or the educational innovation method to be applied. The originality and innovative nature of the project will be assessed, as well as its exportability and replicability (possibility of applying the project in other contexts: subjects, areas of knowledge, degrees, universities, etc.).	15
3.- Work plan	Based on what is included in section 2, provide a description and timeline of the activities to be carried out over the 2 years of the project, along with a description of the necessary resources to carry them out (content, ICT, etc.). The sustainability of the project will be evaluated in terms of its continuity over time (team commitment and requested budget) and the adequacy of resources to the objectives (according to the budget tables). The project should not be a mere repetition of activities from one course to another.	15
4.- Expected results for teachers and students	Define the expected results, how they will be measured, and their relation to the learning improvement objectives.	15
5.- Scope of innovation and dissemination of results	Specify the number of students / subjects / degrees / other groups who would benefit from the project. Present proposals for disseminating the project results in institutional repositories / talks / conferences / journals / open-access materials.	15
6.- Team composition and background	Detail the team's background / experience in previous Educational Innovation calls. Assess feasibility by evaluating team composition, available resources, and requested resources—are they appropriate for achieving the expected results?	10
7.- Social commitment	Describe how the project promotes a university model that is committed and open to society, aligned with the Sustainable Development Goals (SDGs).	10
8.- Strategic interest for ERUA network	Indicate how the proposal contributes to enhancing the ERUA Network. Active participation of a school / faculty may be also included.	10
Total Score		100

Disclaimer

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