DELIVERABLE D2.2 ACADEMIC INNOVATION MANUAL

Document Information

Title	**Academic Innovation Manual**
Deliverable / Milestone number	**D2.2**
WP reference	**2**
Grant Agreement	101124451
Project Title	European Reform University Alliance 2
Project Acronym	ERUA2
Project Start Date	01 November 2023
Related Work Package	**WP2**
Related Tasks	**Task 2.7 Development of the ERUA's Academic Innovation Laboratory**
Lead Beneficiary	**University of Las Palmas de Gran Canaria (ULPGC)**
Submission Date	**30 April 2025**
Dissemination Level	Public
Author(s)	**Academic Innovation Working Group (see Table 1)**
Contributors	**Academic Innovation Working Group (see Table 1)**
Version	**1**

Table of contents

Figures

Tables

1 Executive summary

The purpose of the Academic Innovation Manual is to build on the achievements of ERUA 1 in setting up the alliance's infrastructure to research teaching and learning innovation and nurture new experiments.

Consequently, new alliance members are integrated to explore existing and emerging innovative teaching projects (detecting 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 Academic Innovation Manual serves also as the basis for interdisciplinary educational innovation projects, bringing together teachers and researchers with a shared goal of developing innovative learning pathways which can later be refined and introduced into selected courses at alliance universities.

It was decided that the Table of Contents of the deliverable follows the metaphor of a building:

2.- *Plans* - Introduction to the Academic Innovation Manual.

3.- *Team* - Academic Innovation Working Group

4.- *Foundations* - Achievements of ERUA1

5.- *Structure*: Mapping of active methodologies

6.- *Settlement*: Interdisciplinary educational innovation projects among ERUA universities

7.- *The Alliance neighbourhood* - Conclusions and future lines

2 Plans - Introduction

2.1 Purpose and scope of the work package, task and event

This deliverable falls within the scope of the ERUA2 WP2 *"Designing ERUA's innovative learning pathways"* and, more specifically, forms part of Task 2.7 *"Development of the ERUA's Academic Innovation Laboratory"*. The description of this task was written 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."

As described in Task 2.7 a yearly event will be organised to ensure dissemination and identification of innovative teaching and learning methods, as well as the development of new techniques within the alliance. Designated as the "Academic Innovation Workshop", the organization of the first event constitutes a WP2 milestone (MS7 – Deadline M12 / October 2024), which is described as: "*The organization of the first workshop on academic innovation as part of the ERUA academic innovation laboratory*", with a report serving as the means of verification. This workshop was the trigger to consolidate the Academic Innovation Manual, which was further developed by a dedicated "Academic Innovation Working Group". Since May 2024, this group has held eight meetings to progress with the Academic Innovation Manual.

2.2 Team: Academic Innovation Working Group

As mentioned in the introduction, a specific group (the *"Academic Innovation Manual Working Group"*) was created to prepare the Academic Innovation Manual deliverable. Details of this group is presented in Table 1. The group included representatives from ERUA universities together with invited partners from Ukrainian universities, in line with an agreement with the Polish National Agency for Academic Exchange (NAWA).

TABLE 1. ACADEMIC INNOVATION WORKING GROUP

Institution	Academic Innovation Group	
	Name and surname	email address
SWPS	Dorota Wiśniewska-Juszczak Paweł Pyrka	dwisniew@swps.edu.pl; ppyrka@swps.edu.pl
ULPGC	Eduardo Quevedo María Esther Rodríguez Gil Soraya García Eva Llorca	eduardo.quevedo@ulpgc.es; mariaesther.rodriguez@ulpgc.es soraya.garcia@ulpgc.es eva.llorca@ulpgc.es
NBU	Hristo Chukurliev; Metodi Metodiev	hchukurliev@nbu.bg; mmetodiev@nbu.bg
MRU	Daiva Penkauskienė, Agota Giedrė Raišienė, Aistė Dromantaitė, Justinas Sadauskas Domantas Markevičius	daiva.penkauskiene@mruni.eu, agotar@mruni.eu, aistes@mruni.eu, justas_sad@mruni.eu d.markevicius@mruni.eu
P8	Irene Serra Ilaria Pirone Hanane Boutenbat Hanane Barghoute	irene.serra02@univ-paris8.fr ilaria.pirone@univ-paris8.fr hanane.boutenbat@univ-paris8.fr hanane.barghoute02@univ-paris8.fr
UAEGEAN	Piyi Karavia Lemonia Chatzipanteli	piyika@aegean.gr lchatz@aegean.gr
EUV	Franziska Liebetanz Petra Weber; Nicole Klueck Niki Kasis	liebetanz@europa-uni.de pweber@europa-uni.de; klueck@europa-uni.de kasis@europa-uni.de
UniMC	Edith Cognigni; Laura Fedeli	edith.cognigni@unimc.it; laura.fedeli@unimc.it
Ivan Franko National University of Lviv	Tetyana Sopila; Olena Mazur	tetyana.sopila@lnu.edu.ua; mazur.olena@lnu.edu.ua
Sumy State University	Viktoriia Pankratova	v.pankratova@yur.sumdu.edu.ua
Lviv Polytechnic National University	Khrystyna Barvinska; Yuliia Hermaniuk	khrystyna.a.barvinska@lpnu.ua; yuliia.m.hermaniuk@lpnu.ua
Taras Shevchenko National University of Kyiv	Volodymyr Zaslavskyi; Iuliia Tsyrfa	zaslavskyi.volodymyr@knu.ua; julia_tsyrfa@ukr.net
KROK University (Kyiv)	Tetiana Daliavska	DaliavskaTP@krok.edu.ua

Source: own elaboration

3 Foundations - Achievements of ERUA1

The European Reform University Alliance (ERUA) project aims to transform higher education through innovative pedagogical approaches. In its first phase, pedagogical innovation was one the main activity of two work packages —WP2 Re-Imagining Higher Education and Research, and WP3 Re-Imagining Learning Pathways. These work packages were designed to explore and implement novel educational practices across the alliance's member universities. As a result, numerous innovative activities have been developed. The various innovative activities developed during the initial phase are the starting point for setting up new innovative programmes for the second phase of the project.

3.1 The "Old" WP2 ERUA1: Joint Innovative Pedagogical Activities

During the first phase of the ERUA initiative, the "Old" WP2 ERUA1 was designed to bring about transformative changes in teaching and learning across our network of universities. The primary objectives of WP2 were to establish a framework that encouraged innovation, collaboration, and the development of new pedagogical methodologies. This phase was marked by the creation of key structures, such as the Observatory on teaching and learning innovation, the Promotion Service for teaching-centred careers, and, notably, the "Sandbox" for teaching and learning experimentation.

The Sandbox was central to WP2's innovative push. Led by the pedagogical group, a team of highly experienced professors in teaching innovation, the Sandbox created an environment conducive to trialling new concepts, tools, and approaches, thus fostering creativity in pedagogical practices. Under the premises of the pedagogical group, WP2 issued a call for joint innovative projects in teaching and learning. This call aimed to promote collaborative teaching and learning by encouraging projects that involved teaching staff and students from two or more of our five universities. In this sense, the call was considered 'joint' because it required, from the application stage, the collaboration of at least two teachers from two different universities within the alliance.

The call sought to develop innovative teaching methods by focusing on student-centred learning, research-based learning, and other approaches that enhanced engagement and effectiveness in education. Enhancing academic development was also a key objective, with projects facilitating the transfer of knowledge between students, teachers, and the wider society. These initiatives aimed to build skills and understanding relevant to current societal challenges.

Innovation in teaching and learning can vary by context. ERUA's initiatives promote collaboration between teaching staff and students from our five universities, aiming to enhance our identity as reform universities. These initiatives develop new teaching formats and enable participants to explore novel concepts. They focus on academic development, facilitating knowledge transfer among students, staff, and society, while also promoting collaboration with external actors on societal challenges. The goal is to empower citizens, foster critical thinking and engagement, and co-create knowledge across borders and disciplines, all while inspiring a broader understanding of quality teaching in higher education.

The implementation of these projects required collaboration between at least two teachers from different member universities. The ERUA Administration assisted in establishing these connections and supporting the application process. The projects were designed to be flexible in format, allowing partners to choose a blended approach or include mobility options for teachers and students, typically involving no more than 15 students. Funding and support were provided for teacher mobility and additional hours as per the universities' internal regulations. The projects were evaluated by a pedagogical group comprising professors from each university, who provided feedback and selected the most promising proposals.

3.2 Example of Innovative Joint Initiatives in Teaching & Learning

The project EXILES, titled "The reception of refugee children: a European challenge beyond walls and disciplines", was undertaken by the University of the Aegean (5 students, 2 professors, 1 Administrative), Paris 8 (4 students, 3 professors, 1 Administrative) and Roskilde (4 students, 1 professor, 1 Administrative). The initiative involved three mobility phases, one at each participating university. The programme features lectures, fieldwork with civil society actors engaged daily with migrants, group activities carried out by students, and convivial moments between students and professors.

Once selected, the students were organised into groups that collaborated throughout the project's activities. At Paris 8 University, the focus was on the reception of refugee or asylum-seeking children with a specific emphasis on hospitality. At Roskilde University, attention was directed towards different types of social vulnerability, particularly those associated with ethnicity, class and gender. In Lesvos, the emphasis was on the communities that served as hosts during island's refugee crisis, with particular attention to Moria, Molyvos and Mytilene.

Further information can be found on this Padlet: https://padlet.com/laurasclessa/journal-de-bord-erua-project-wzxnrqa9ijg7znqu

3.3 The "Old" WP3 ERUA1: Reimagining higher education

The objective of the work package 3 (WP3), Re-Imagining Learning Pathways, was to develop a new ecosystem that combined the existing teaching provisions of our universities with the successful experiments conducted in WP2, thereby offering the most innovative learning opportunities to all ERUA students. Pedagogical innovations within this working group included travelling seminars, intensive and semester courses, service-learning and virtual exchanges.

Travelling seminars were already implemented in two member universities. These training programme enable the mobility of a teacher accompanied by a group of students (BA, MA or PhD) to a partner university. Three calls for participation were opened: the first was based on a common template adapted by each university according to its internal regulations, while the last two were joint calls published on the ERUA website. Each university approved its own projects, and the WP3 board conducted regular follow-ups on the selected projects. In total, 27 projects were selected, with 22 ultimately taking place. The number of travelling seminars continued to increase, attracting more teachers; 5 projects were selected in the first call, 10 in the second one, and 12

in the final call. This format allowed teachers to explore new forms of pedagogical innovation, with students contributing to the design of these activities, thereby exemplifying the integration and reinforcement of pedagogical methods.

Service Learning was another key pedagogical innovation for WP3. This required the creation of a dedicated working group, the organization of study visits, and the implementation of a training action for students. Service learning is an innovative approach that combines the learning objectives of university courses with local community service, enhancing students' personal and professional growth and benefiting the common good. Two universities had already similar practices. The exchanges of best practices within the working group and during the two study visits led to the creation of a joint service-learning project: the ERUA Social Engagement Project. This summer school gathered teachers, administrative staff, students and representatives from civil society, such as NGOs, for five days in Sofia (Bulgaria). Students were initially introduced to service learning, then took courses on solidarity and hospitality, and subsequently volunteered with an organization related to this topic when they went back to their university. This week was highly productive, yielding ideas for further developing this pedagogy, such as creating an e-learning course to introduce students to service learning and developing Blended Intensive Programmes (BIPs). This initiative also demonstrates the integration and reinforcement of pedagogical methods.

The creation of intensive modules, such as intensive courses and winter/summer schools, was another pedagogical innovation. They enabled students to take courses offered by the alliance universities. A catalogue of courses is available to students on the ERUA website, with a total of 138 courses offered. Most of these courses were delivered on-site and conducted in English. Depending on the students' home university, these courses could be recognised in their learning paths with ECTS credits, and each course was accompanied by a certificate. Additionally, we developed an e-learning project and began work on a joint e-learning platform to facilitate the creation of new e-learning innovative teaching activities. The development of a Pre-PhD and a Joint-Degree programme was also planned.

To foster new innovative activities, training for teachers and administrative staff is essential. Several training sessions on Virtual Exchange were offered to alliance members. Virtual Exchange (VE) is an innovative and flexible form of online learning that has become very popular among teachers who want to internationalise their courses and promote intercultural dialogue and the development of soft skills among students. This new teaching method allows students to have an international experience while staying at their home university. The first training session, Introduction to Virtual Exchanges, took place in June 2022 and was open to all teaching, technical and administrative staff of the alliance interested in implementing or coordinating VE projects. 41 members registered for this session.

The second training session, Collaborative Class-To-Class Virtual Exchange Design, was held in September 2022 and was designed for teachers interested in developing their own VE project with colleagues from the alliance. This course outlined the necessary steps to design and implement a successful class-to-class virtual exchange project, providing them with all the digital and pedagogical tools needed to co-design their own VE project in collaboration with another

teacher of the alliance. A total of 27 individuals registered for this training. Although there was considerable interest in developing such projects, the high level of commitment (5 sessions of 4 hours each) meant that few teachers could attend all sessions.

The initial phase of ERUA, particularly Work Packages 2 and 3, established a strong foundation for pedagogical innovation across its partner universities. The experiences and successes from these initial efforts will be helpful in further developing and expanding these innovative programmes with the new members. Following this experience, we decided to restructure the pedagogical innovation for the second phase. Specifically, the pedagogical innovation missions of Work Package 2 (WP2) and Work Package 3 (WP3) have been merged into a single work package. Our continuous commitment to fostering an innovative educational ecosystem ensures that ERUA remains at the forefront of pedagogical innovation.

4 Structure: Detection of active methodologies

The universities within ERUA stand out for their long-standing commitment to pedagogical innovation. From their inception, they have served as spaces for experimentation and transformation in teaching practices, consistently integrating active methodologies to foster collaborative and critical learning.

By showcasing these innovative learning structures already present in partner universities, ERUA's robust foundation within an innovation-driven educational ecosystem is clearly highlighted. The goal is to demonstrate that these institutions already have well-established initiatives in active pedagogy, serving as a basis for the development and expansion of new approaches within the network.

The following enumeration of these innovative initiatives provides a detailed and concrete overview of the existing structures, illustrating how they can serve as a springboard for future developments.

4.1 Academic Innovation Structures in ERUA2

4.1.1 University of Las Palmas de Gran Canaria (ULPGC)

The ULPGC has established disciplinary and interdisciplinary Educational Innovation Groups (GIE) with common interests in academic innovation methodologies or subjects. Currently, the ULPGC comprises 62 GIE which integrates over 800 members. The number of groups has especially increased in the last three years (31 groups in 2021 and a further 31 added from 2021 to 2024, as shown in Figure 1).

These groups incorporate teachers, researchers and additional external members (representatives from the third sector, or company employees, among others).

Website (organization): https://www.ulpgc.es/innovacion-educativa/listado_grupos

Website (dissemination):

https://www.ulpgc.es/radioulpgc?field_serulpgc_categoria_tid_podcasts=All&field_serulpgc_categoria_tid_videos=226&field_serulpgc_categoria_tid=All

FIGURE 1. EVOLUTION OF THE EDUCATIONAL INNOVATION GROUPS
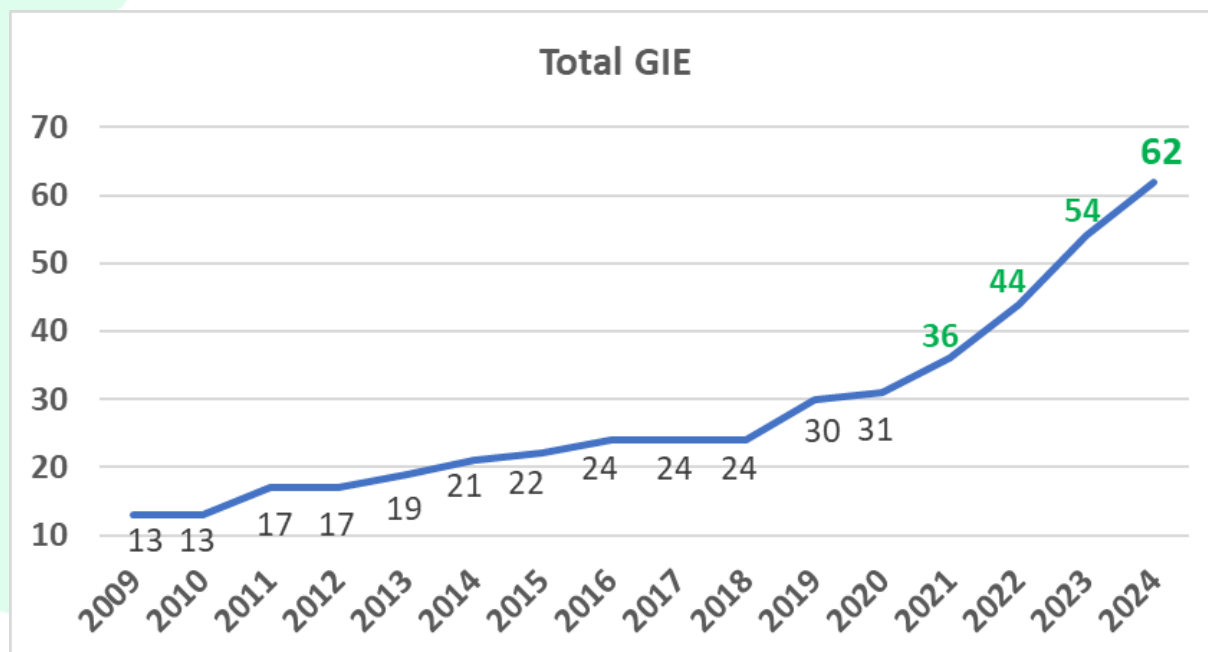
Source: own elaboration

4.1.2 New Bulgarian University (NBU) - Centre for Educational Resources

The Centre for Educational Resources (CER) is an administrative/academic structure. It is led by a director from the university's academic staff and supported by a board and administrative staff. This centre organises all major teacher training activities, which fall into 4 categories: 1) training teacher to use tools, software and systems; 2) training teachers to implement new educational approaches and methodologies through lectures from outside the university; 3) training teachers to implement already established and approved methodologies developed by their colleagues; 4) sharing experience and discussing interesting topics related to higher education like AI and ERUA.

The Centre specialises in providing personalised training for teachers who need it and request it.

The programme of the Centre is weekly disseminated throughout the community.

The Centre has a page on the NBU website and its own dedicated space on Moodle NBU:

https://cor.nbu.bg/

https://e-edu.nbu.bg/course/view.php?id=33210

4.1.3 Paris 8 University

At the University of Paris 8, several administrative structures support academic innovation and often they also offer their own innovative learning provision in line with the University's priorities. The Studies Department oversees the development and implementation of study programmes

and adult training courses. It includes a specific unit focused on digital pedagogy, which supports digital innovation and education, e.g., the development of online and blended courses, IT training, etc.

The Campus Life Department implements initiatives aimed at expanding students' skills and experiences through non-formal education and the inclusion of students from different backgrounds, e.g., service learning, integration of refugee students, etc.

In addition, the Information, Orientation and Professional Integration Service has developed innovative modules for the students to gain professional and entrepreneurial experience, including the creation and management of the cooperative structure Coop'en 8.

Finally, the university library established partnerships with various companies (e.g., ARTE campus, MyCow, ecri+) to make resources available for the academic community and it also offers training courses in digital and language skills.

NCU So Skilled

The NCU "So Skilled" is an Investment for the Future Programme financed by the French National Research Agency (ANR). Its primary objective is to support new pedagogical approaches for undergraduates, particularly those aimed at:

- Enhancing the acquisition and development of students' cross-disciplinary skills, complementing the specific disciplinary knowledge acquired during their training.
- Promoting the sharing of experiences among teacher-researchers (teaching practices, research/action, etc.).

The goal is to improve student success by diversifying pathways, building "lifelong learning universities," and fully embracing the new learning environment created by the digital revolution.

The So Skilled programme provides support for teachers-researchers and university staff interested in changing their teaching practices to promote the acquisition of cross-disciplinary skills by their students. This support includes:

- The creation and management of a community of practice, designed to enable colleagues to exchange experiences and "innovative" practices that promote the development of cross-disciplinary skills. This community takes the form of pedagogical workshops for sharing experiences around specific themes, as well as digital spaces for sharing testimonials, methodologies and tools.
- Training courses that help teachers and professors think about the pedagogical implementation of activities that promote the learning of cross-disciplinary skills.
- Personalised support on request, such as certifying teaching, responding to a call for So Skilled projects, or experimenting with a course.

Each year, NCU So Skilled publishes several calls for projects:

- Call for Projects for Pedagogical Transformation/Innovation: This call supports teachers who implement pedagogical initiatives or practices targeting the reinforcement of cross-disciplinary skills, and/or who wish to experiment with such initiatives.

- Call for Projects: Creation of "Societal Challenges": This call supports the development of "So Skilled" teaching modules or courses targeting the understanding and acquisition of cross-disciplinary skills through themes supported by the institution.

- Call for Projects: Design and Experimentation of the course "Read and write the world": This call is intended to design and experiment with courses and programmes aimed at developing written skills.

Since the launch of the first call for projects in 2019, 78 projects have been implemented.

More information: https://www.so-skilled.fr/

4.1.4 University of Macerata (UNIMC)

Research centre of Teaching and learning, Inclusion, Disability, and Educational Technology (TIncTec)

Website: https://sfbct.unimc.it/it/ricerca/laboratori-e-centri-di-ricerca-1/centroTincTec

Director: Prof. Catia Giaconi

Academic members: 24 professors of different disciplinary areas

Aggregate members: 18 early career researchers and /or professionals

The Centre is located within the Department of Education Science, Cultural Heritage and Tourism and has an interdisciplinary nature. It promotes research at local, national and international levels focused on (1) the teaching/learning process, (2) the professional development of faculty, and (3) the role of the territory and collaboration with its actors, including engagement scholarship and community-based service.

The Centre offers a multimedia didactical space accessible to all interested users (professors, students, external actors). The space is equipped with a range of IT equipment and teaching resources/materials (smartboards; humanoid robot and robotics kits; virtual/augmented reality and haptic technology; special needs keyboards and accessories; audio and video editing software and hardware; picture/photo books; sensory/tactile resources) to support learning with a focus on students with disabilities, as illustrated in Figure 2.

Examples of activities include (1) the annual inclusion week at the University of Macerata, which develops a set of actions also with the support of the TincTec Centres where open seminars or hands-on workshops are offered for external community members: families, school students and professors; (2) project-based activities run within curricular degree courses where students can take advantage of specialised equipment and a flexible learning space.

FIGURE 2. PICTURES FEATURING SOME OF THE TINCTEC RESOURCES
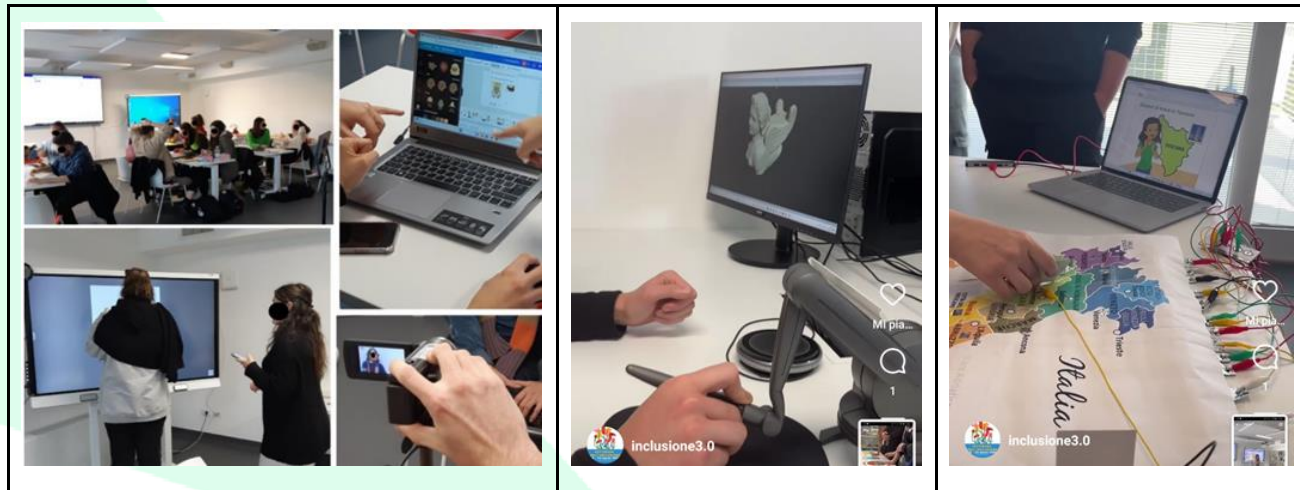
Source: TIncTec

TLL – Teaching & Learning Lab

The TLL (Teaching & Learning Lab) is an academic structure coordinated by a steering committee led by a member of the academic staff (Prof. Lorella Giannandrea). Together with CEFI (Multidisciplinary centre for the initial training and qualification of teachers for lower and upper secondary schools), it is part of CESFA (Advanced Training Service Centre), an academic and administrative structure headed by the Vice-Rector for Educational Affairs.

This centre organises different activities for training teaching staff aimed at:

1. Fostering teaching innovation in cooperation with the Departments and Degree programmes to encourage an active role of students and promote the development of soft skills.

2. Promoting training in the use of digital technologies for both face-to-face and distance teaching.

3. Building bridges between teaching, research and professional training.

4. Providing training for new teaching staff.

Examples of activities include periodic training courses and thematic webinars organised by the TLL to train the University's teaching staff. Among the most recently delivered courses are: 1) BECS - Boosting Effective Communication Skills' for the empowerment of communicative skills in English, in collaboration with the University Language Centre (CLA); 2) COVE Studio Macerata: How to improve your students' learning and engagement; 3) Defining and developing a learning-focused feedback culture; 4) Training on online and blended teaching with the platforms Teams/Classroom, Blackboard Learn and Wooclap.

See the TLL's website for more information on the courses and resources developed in the past years: https://www.unimc.it/it/didattica/didattica-innovativa/tll

University Language Centre (Centro Linguistico d'Ateneo - CLA)
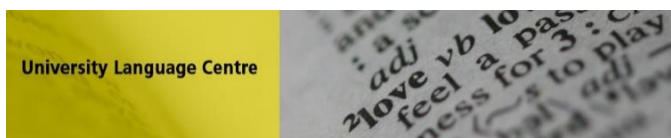
Website: http://cla.unimc.it/en?set_language=en

Founded in September 2004, the objective of the CLA of the University of Macerata is to contribute to multilingualism, Lifelong Language Learning, the development of advanced technology and multimedia in favour of languages, with the aim of reinforcing European identity and international exchange programmes. Primarily designed for UNIMC students, teachers and the technical staff, the Centre also aims to be an open institution within the territory, going from schools to institutions and companies, but also for private users. The University Language Centre is staffed by experienced Language Assistants (CEL), both permanent and contract staff. Coordinated by special rectoral delegation to language services and language skills (currently: Prof. Francesca Chiusaroli), and together with departmental delegate(s) and relevant faculty members, the University Language Centre annually gathers needs for supplementary teaching and manages other activities concerning foreign language training and course offerings for UNIMC students and staff and as extracurricular courses or for external users.

Some activities organised by CLA include: (1) supplementary teaching in general language and language for special purposes in ARABIC, CHINESE, FRENCH, ENGLISH, RUSSIAN, SPANISH, GERMAN, and LIS (Italian Sign Language); (2) Italian L2 courses for international students and University guests; (3) language training courses for advanced academic levels (e.g. English for Academic Purposes, courses for Ph.D. and post-doctoral students); English courses for UNIMC teaching staff (e.g., "Boosting Effective Communication Skill - BECS") and for technical staff (e.g., "Language Enhancement for Administrative Professionals - LEAP"). As part of language course activities, the Centre also coordinates level testing activities to verify incoming and/or outgoing language levels, and international language certifications exams for several languages.

Additionally, CLA occasionally organises teachers' training programmes, which include linguistic-communicative or linguistic-methodological courses offered by the Centre's and University's staff for the training of schoolteachers of Higher education institutions in synergy with local Regional Education Offices (e.g. CLIL or ESABAC programmes).

4.1.5 The Centre for Teaching and Learning (CTL) of the European University Viadrina, Frankfurt (Oder)

Germany stands at the forefront of teaching and learning development at the European University Viadrina. Under the leadership of Liebetanz and Voigt, the CTL plays a crucial role in enhancing educational practices and supporting both students and faculty. Besides the CTL, we have many teachers and staff members who are involved in innovative teaching methods and setting up structures and communication processes for implementing innovative these initiatives. Each faculty also meets regularly with university leadership to discuss how to implement innovative teaching and learning methods within their departments.

As the university's central unit for academic and pedagogical initiatives, the Centre for Teaching and Learning is instrumental in crafting preparatory and supplementary programmes in alignment with Viadrina's teaching and learning guidelines. Each semester, the CTL collaborates with deans from all faculties and the university leadership to review and plan the upcoming semester's offerings for both students and teachers.

For students, the CTL provides a diverse range of seminars and workshops aimed at developing key competencies such as academic writing, digital learning, study skills, presentation techniques, intercultural communication, project management, and student engagement. These programmes, which include practical and soft skills, are integrated into the curricula across all faculties, allowing students to earn ECTS credits. The overarching goal is to equip students with the necessary tools for their academic journey and future professional endeavours.

Teachers also benefit from the CTL's support, which includes assistance in course design, didactic training (e.g., writing-intensive teaching, teaching with AI), and access to technical resources. Faculty members have the opportunity to earn a certificate in "Writing Didactics in Higher Education," a programme developed in collaboration with the Brandenburg certification scheme (SQB). More information on this can be found at Faszination Lehre.

Regular meetings, both formal and informal, allow faculty members to engage with the CTL and each other, fostering discussions on teaching innovations, sharing materials, and experimenting with new methods.

The CTL is involved in several externally funded projects that underscore its role in academic innovation. The PROKODIL (Programme for Cooperation Groups in Digital Teaching) initiative facilitates collaboration among Viadrina educators on developing innovative teaching modules and refining teaching practices. The Faculty Learning Communities (FLCs) serve as vibrant examples of Communities of Practice, where educators come together to share insights and enhance their teaching through reciprocal learning and interaction. More details on PROKODIL can be found at PROKODIL.

Another notable project is the Co-Work initiative, which aims to establish a network for Open Educational Resources (OER) across Brandenburg and Mecklenburg-Vorpommern. The "Community for OER Knowledge Transfer: Network of Educational Actors (Co-WOERK)" project

focuses on expanding OER competencies among educators and students in higher education and vocational training. For more information, visit Co-WOERK.

In addition to these projects, the CTL supports curriculum development and advises university leadership, acting as a bridge between various stakeholders. It operates under the Vice President for Transfer and Study Quality and is closely linked to the Vice President for Teaching. Regular monthly meetings and collaborative working groups are held to integrate innovative teaching and learning practices.

The Centre for Teaching and Learning also engages in research, contributing to both regional and international academic discourse, and disseminates its findings to the broader university community.

At the Viadrina Faculty of Law, the Legal Learning Centre, significantly supported by the CTL, offers teaching, workshops, and conceptual development. This centre aims to complement existing programmes by enhancing the transmission of knowledge and skills, particularly in the context of legal case studies. More information about the Legal Learning Centre can be found at Legal Learning Centre.

4.1.6 University of the Aegean (UAegean) - Centre of Support for Teaching & Learning

CENTRE OF SUPPORT
FOR TEACHING & LEARNING
UNIVERSITY OF THE AEGEAN

🏠 Aegean University Hill, 81100 Mytilene
✉ Email: ctl[at]aegean.gr
📞 Tel: +30 22510.36122
f UAegeanCTL

Website: https://tlso.aegean.gr/

The Centre of Support for Teaching & Learning of the University of the Aegean was established in 2020 in accordance with the provisions of article 51 of Law 4009/2011 and after the 12/23.07.2020 decree of the Senate. It is supervised by the Vice Rector of Academic Affairs and Student Welfare and its work is assisted by members of the academic community of the UAegean, in accordance with the 3933B./15.09.2020 Government Gazette for the Establishment of the Office. The Centre of Support for Teaching & Learning (CTL) aptly responds to the need for ongoing support of the teaching and learning process, in accordance with the strategic choices of the Institution, as well as to the provision of specialised services in this direction, placing the educational and pedagogical work of the academic community within the quality assurance framework. CTL keeps pace with the latest global developments in the field of teaching and learning, aiming to support high quality teaching services that will ultimately benefit the University students.

Administrative Bodies

The 'Centre of Support for Teaching & Learning' is supervised by the Vice-Rector for Academic Affairs and Student Affairs. The Senate, following the recommendation of the competent Vice-Rector, appoints the six-member committee of "Academic Coordination", which is composed of one faculty member per Department of the University of the Aegean. The committee has a two-year term of office, with the possibility of renewal, and is composed of faculty members with an expertise on teaching and pedagogical issues, Adult Education and University Pedagogy.

Committees

The Committees that are activated within the framework of the Centre of Support for Teaching & Learning have the task of planning, monitoring and evaluating the organization and implementation of actions that fall within the physical object of the Office. These Committees were formed on the basis of different requirements and operate in addition to each other, supporting the overall purpose and planning.

Aim

The Centre of Support for Teaching & Learning aims to provide multiple support, empowerment and continuous improvement services to the teaching and learning process at the University of the Aegean, with the student population being the final recipient. Following the principles of Lifelong Learning and the principles of the European Higher Education Area, the relevant objectives are the additional training of academics on the developments in the field of University Pedagogy, the creation, exchange and systematization of good practices and tools for the effective planning, teaching and evaluation of the learning process, the recording and processing of teaching needs and questions related to the teaching-learning process, the development of effective learning techniques and methods for the improvement of learning outcomes, the enhancement of modern and diverse learning environments that will utilise modern techniques and methods, with respect to the specific characteristics of the trainees and the principles of differentiated teaching based on the special educational needs of students, the information and awareness of the need for differentiated teaching and finally the proposing and introducing innovations by using ICT in teaching.

4.1.7 SWPS University - Centre for Teaching Excellence and Innovation

The Centre for Teaching Excellence and Innovation's (CTEI) activities are aimed at supporting both teaching staff and students, as well as fostering institutional development to enhance the quality of education at SWPS University.

The Centre's goal is to support teaching staff at every stage of their careers: beginning their teaching journey, developing teaching competencies, planning academic career paths in teaching, and addressing daily challenges in teaching work. The Centre offers three types of support for teaching staff: training and workshops, consultations with teaching advisors, and a systematically developed database of teaching materials.

An important benefit of the Centre's activities in this area is the integration of various university initiatives related to teaching, allowing for comprehensive monitoring and management of all actions aimed at improving teaching competencies, ensuring they are complementary and responsive to the current expectations, needs, and challenges of the teaching staff, students, and the broader community.

The second area of the Centre's activity is supporting students in enhancing their educational skills and individualising their educational paths. We are developing and planning to implement a tutoring model, one of whose goals is to support particularly gifted students. This initiative will help identify needs and support systemic actions to individualise students' educational paths.

The third area of the Centre's activity focuses on institutional development towards improving the quality of education and promoting high-quality teaching at SWPS University.

The fourth area of the Centre's activity involves integrating new technologies into the teaching process, encompassing teaching methodology, evaluation, programme improvement, teaching evaluation, and the development of new competencies for both teaching staff and students.

CTEI's Mission:

Creating an inspiring, versatile, and continuously evolving educational environment that:

- Adapts to the changing needs of students and society, while fostering innovative educational solutions,
- Ensures the ongoing development of teaching competencies for academic teachers,
- Promotes an innovative approach to teaching and learning at SWPS University.

CTEI's Goals:

Ensuring the highest quality of teaching at the university by:

- Developing the teaching competencies of academic staff and other instructors,
- Enhancing students' educational skills,
- Creating and developing tools for monitoring and evaluating teaching quality,
- Developing and improving methodological tools,
- Recommending and designing the implementation of teaching innovations based on current needs and trends in higher education,
- Promoting and integrating new technologies in the field of teaching.

Staff:

Director: Prof. Anna Ziółkowska aziolkowska@swps.edu.pl

Innovation Coordinator: Prof. Paweł Pyrka ppyrka@swps.edu.pl

Teaching advisors

A specially appointed team of SWPS University lecturers with high competencies in teaching methodology. The team's tasks include supporting educators through individual consultations

(also online); observing classes at the lecturer's request; providing feedback and developmental recommendations for teaching practices; supporting new educators and PhD students beginning their teaching careers; organising workshops/meetings on topics relevant to educators' needs (reported or observed); participating in the implementation of new study programmes; proposing teaching innovations; supporting the creation and implementation of new teaching standards; and communicating best practices, standards, and conclusions related to teaching. Teaching advisors provide support to all academic teachers, regardless of their professional experience and teaching competencies.

Website: currently under construction

4.1.8 Mykolas Romeris University (MRU)

The development of competences, upskilling and lifelong learning, innovative teaching are perceived as institutional priorities and included in MRU strategic documents. MRU employees are encouraged to constantly improve their qualifications by: a) taking internal courses; b) getting access to open-access external courses offered by other universities in Lithuania; c) attending courses organised by the associations in which MRU is a partner; or d) using mobility opportunities abroad. MRU conducts internal courses based on a yearly plan, offering topics aimed at improving three groups of competences: teaching, research, and general skills (digital, leadership, and intercultural skills).

Different administrative departments are responsible for providing topics for professional development relevant to their areas of expertise (e.g., the Academic Affairs Centre – for teaching). Academic staff can regularly participate in training organised by the MRU library (e.g.: the teacher training programme "Educational and scientific environment at MRU", library module "Getting to know the library", "Searching for scientific information in electronic sources"). In recent years, priority has been given to enhancing the ICT competences of teaching staff, focusing on the broadcasting of classes, the introduction of the blended learning method in studies, and the implementation of distance assessment.

To ensure the quality of studies and provide timely support within the virtual learning environment Moodle, the Digital Studies Group conducts training sessions and offers individual consultations. Every semester, various training sessions are systematically organised for newly admitted teaching staff members, e.g., "Essential Rules for the Assessment of LOs at MRU", etc. During the 2023–2024 academic year, the University participated in the project "Digital Transformation of Education" implemented within the framework of the Economic Recovery and Resilience Plan "New Generation Lithuania", funded by the European Union's economic recovery and resilience facility "NextGenerationEU". The aim of the project is to increase the efficiency of the education system and the quality of learning outcomes through educational technology and innovation. Project activities: Implementation of the latest educational technologies in the education sector, enabling the development and testing of digital educational innovations (EdTech Innovation Development and Testing Platform) and strengthening digital competences of teachers; Developing technological solutions and the necessary digital teaching and learning resources in

educational institutions (digital content) to enable personalised distance learning beyond the pandemic; Teachers from Institute of Educational Sciences and Social Work propose innovative, research-based teaching for university teachers on innovative teaching methodologies: Problem-based learning (Assoc prof. D.Penkauskienė); Developing critical thinking in the study process (Assoc prof. D.Penkauskienė);; Giving and receiving feedback (Assoc prof. D.Penkauskienė).

The Institute focuses on research on critical thinking in higher education. Implemented project: "Critical Thinking in Higher Education: a Study and Labour Market Perspective". Summary: The aim of the project is to investigate the relevance of studies to the labour market demand for CT skills. The project will for the first time provide a comprehensive analysis of CT education in higher education, employers' and employees' attitudes towards CT, based on a wide range of empirical material and an integrated research instrument. It will assess the fit between CT education in HE and the practical application of CT skills in the workplace.

Results achieved: The research carried out in the framework of the project "Critical Thinking in Higher Education: a Study and Labour Market Perspective" (No. 09.3.3-LMT-K-712-01-0068) allowed the researchers to analyse how critical thinking is addressed in the scientific literature, in curriculum descriptions, and in the attitudes and experiences of teachers and students, employers and employees, and also revealed a number of important problematic issues, which were subsequently addressed in the recommendations proposed. The recommendations are available here. Institute researchers produced a textbook on modern didactics for higher education teachers (Indrašienė, V., and Žibėnienė,G. (2018). *Modern didactics*. Vilnius: MRU).

The aim of Modern Didactics is to help teachers organise their teaching/learning process in a creative, interesting and methodical way. *Modern didactics* is a synthesis of the fundamentals of the organization of teaching and learning, educational science and practice, based not only on pedagogical experience but also on scientific research and analysis. The textbook describes the main methods of teaching, reflection and assessment, and reviews the educational technologies that are essential for the 21st century school: critical thinking and creativity, cooperative learning, problem solving, reflective and interactive learning methods. It focuses on assessment and feedback and provides guidance on the preparation of enrolment papers. The book uses several symbols to emphasise key aspects of teaching and practical exercises developed by the authors. The textbook *Modern Didactics* is intended for students of all higher education institutions who intend to pursue a career in teaching and to qualify as a teacher, for teachers and other educational personnel who wish to improve their educational activities, and for teachers who apply assessment principles and methods in their studies to reflect on and evaluate students' progress.

5 Mapping of active methodologies

As presented in Table 2, Active methodologies are organised by contributions per university in order to promote further collaboration and check potential collaboration.

TABLE 2. ACTIVE METHODOLOGIES. CONTRIBUTIONS PER UNIVERSITY

	MRU	NBU	EUV	ULPGC	SWPS	UNIMC	UP8	UAEGEAN	KROK	IFNUL	LPNU	SSU	TSNUK
Service Learning		X		X			X	X					
Gamification				X					X	X			
Cooperative & Collaborative Learning	X	X	X	X	X	X		X		X			
Project-Based Learning					X	X	x	X	X	X		X	
Flipped Classroom				X		X							
Other methodologies	2		3	3	1	2	1	3			1		1

Source: own elaboration

A definition is provided for each detected methodology that appears in more than 2 universities is provided, based on a recent glossary of the *Monterrey Institute of Technology and Higher Education* (2024):

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.

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.

Cooperative & Collaborative <u>Learning</u>

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.

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.

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.

Further details on methodologies application per partners are provided in **Annex I.**

25

6 Settlement: Interdisciplinary educational innovation projects

A review of previous experiences of Educational Innovation projects at partner universities has been performed in order to design initial steps for a future ERUA2 call for interuniversity Educational Innovation projects. Figure 2 summarises the main characteristics of the proposed call for the academic courses 2025-2026 and 2026-2027, confirmed at the II Academic Innovation Workshop held in Macerata on the 2nd of April 2025 (a group photo is presented in Figure 3).

FIGURE 2. FIRST DESIGN FOR A FUTURE ERUA2 CALL FOR INTERUNIVERSITY EDUCATIONAL INNOVATION PROJECTS
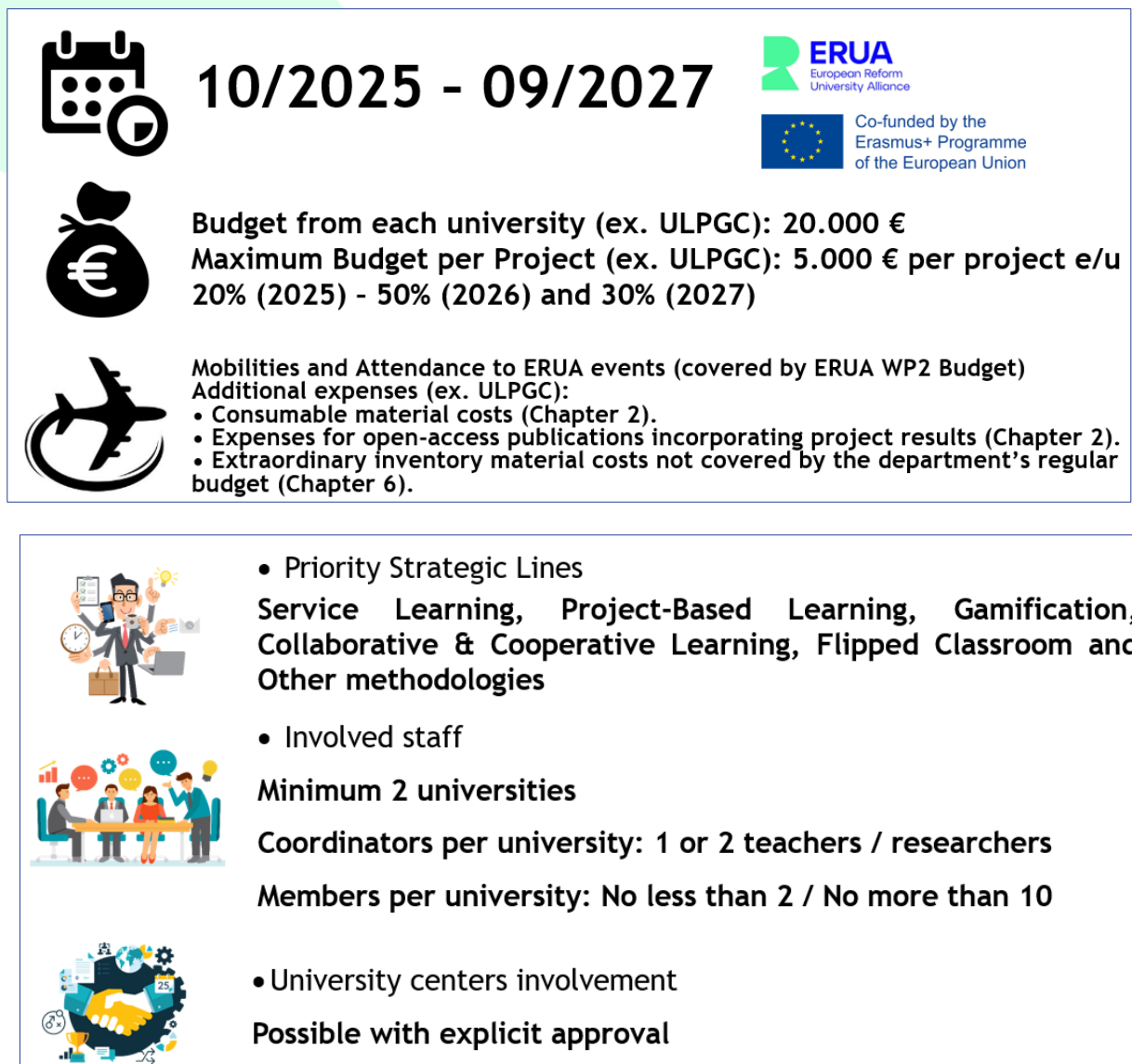
Source: own elaboration

FIGURE 3. GROUP PHOTO AT THE II ACADEMIC INNOVATION WORKSHOP

Source: own elaboration

In the scope of the II Academic Innovation Workshop five proposals of potential educational innovation projects were presented according to the following methodologies:

- Cooperative & Collaborative Learning.

- Service Learning.

- Flipped Classroom.

- Gamification.

- Other methodologies (writing retreat).

After presenting these five proposals work in groups was conducted to dynamise additional collaborations, as shown in Figure 4.

FIGURE 4. GROUP WORK AT THE II ACADEMIC INNOVATION WORKSHOP

Source: own elaboration

7 The Alliance neighbourhood - Conclusions and future lines

A public presentation of ERUA2 active methodologies took place through the ERUA Special Session on Active Methodologies on Thursday 21st November 2024, during the VII Educational Innovation Week at Las Palmas de Gran Canaria, Tafira Campus. This session featured 38 contributions; a group photo is presented in Figure 5.

FIGURE 5. ERUA SPECIAL SESSION ON ACTIVE METHODOLOGIES (LAS PALMAS GC, 22ND NOVEMBER 2024)

Source: own elaboration

Alongside this session, a general WP2 Meeting was organised on 20th November 2024, with a dedicated day on 22nd November 2024 to review the next ERUA Academic Innovation Call and the ERUA Training Plan. This link presents the conference proceedings of this special session which includes extended abstracts and this link introduces a video summary of the event. Finally, this link presents a book of chapters in this link.

The ERUA2 Academic Innovation Manual establishes a comprehensive overview and assessment of current innovative educational methodologies and practices across the ERUA alliance, laying an essential foundation for future strategic developments. The manual clearly documents and evaluates successful cases of pedagogical innovation—including Service Learning, Gamification, Cooperative and Collaborative Learning, Project-Based Learning, and the Flipped Classroom approach—and identifies key areas for further enhancement and collaboration. These documented experiences create an essential benchmark that enables member institutions to exchange best practices and develop more integrated and scalable projects. Additionally, the insights and recommendations from this manual set clear pathways for ongoing experimentation, research, and adaptive responses to the evolving demands of higher education.

Moving forward, the insights gained from this manual encourage the ERUA network to pursue deeper cross-university collaboration, harness technological advancements effectively, and continually foster student and teacher engagement. A promising area for future work is the deeper exploration of the intrinsic relationship between (inter)active methodologies and Information and Communication Technologies (ICT), particularly the integration of Artificial Intelligence (AI) within educational practices. This emerging synergy holds significant potential for transforming traditional pedagogical approaches by fostering highly engaging, personalised, and adaptive learning experiences. ERUA can leverage this direction to pioneer innovative educational ecosystems, responding effectively to evolving educational demands and societal challenges.

8 Annexes

8.1 Annex 1. Active methodologies application per partners

8.1.1 Service Learning

Detecting active methodologies in ERUA2 Network - Proposal of Universidad de Las Palmas de Gran Canaria	
Methodology	Service Learning
Programme	Undergraduate
Context	Onsite
Fields	Yes *Architecture and Engineering* No *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences*
Addressees	- Undergraduate and secondary students - Third sector
Summary	Dynamised in collaboration with associations and other levels of education. To this end, actions are addressed that take shape in the approval by the ULPGC Governing Council of 1) institutional declaration in favor of Service Learning, 2) a continued provision of training actions for teachers and researchers, 3) participation and co-organization of the Service Learning conferences held in the autonomous community of the Canary Islands, 4) the organization of the X National and IV International University Service-Learning Congress (2021) held at national level.
Team leaders	- GIE-09 (*Multidisciplinary Education*): Ana Cano Ramírez (coordinator), Vicente Javier Díaz García (member), José María López Medina (member), - GIE-10 (*Manufacturing Engineering*): Pedro Hernández Castellano (coordinator). - GIE-11 (*Edugédesis*): Bianca Manuela Sandu Sandu (member), María Esther Rodríguez Gil (member). - GIE-14 *(ATECE- Analysis, transferences and assessment of competences for employment):* Inmaculada Galván Sánchez (member). - GIE-31 *(Creation and dissemination of multilingual teaching objects for mobile language learning in the university context)*: Ana Ruth Vidal Luengo (member). - GIE-33 (*GIECEDE. Development of essential competencies of the entrepreneurial manager*): Francisco Javier Gutiérrez Pérez (member). - GIE-39 (*Clinical Simulation*): Pedro Castro Alonso (member).

	- GIE-54 (*Didactics of Social Sciences*): Beatriz Andreu Mediero (coordinator). - GIE-56 (*Systems Integration*): Eduardo Quevedo Gutiérrez (coordinator). - GIE-57 (*Strategies to improve the social integration of university students: academic support and mentoring*): Noemí Parra Abaunza (coordinator).
Department/s	- Art, City and Territory (Vicente Javier Díaz García, José María López Medina). - Cell biology (Pedro Castro Alonso). - Economics and Business Management (Francisco Javier Gutiérrez Pérez, Inmaculada Galván Sánchez). - Hispanic, Classical and Arabic and Oriental Studies Philology (Ana Ruth Vidal Luengo). - Mathematics (Eduardo Quevedo Gutiérrez). - Mechanical Engineering (Pedro Hernández Castellano). - Modern Philology, Translation and Interpretation (Bianca Manuela Sandu, María Esther Rodríguez Gil). - Psychology, Sociology and Social Works (Ana Cano Ramírez, Noemí Parra Abaunza). - Specific Didactics (Beatriz Andreu Mediero).
Activities / Projects	- Citizenship and Global Education - Inclusive Education and soft skills - Patient assistance in histology - Circular training in Mathematics among university students and secondary education students
Challenges	- Additional institutional support is required. Recent progress (last 2 years).
References	Juan García-Gutiérrez, Francisco J. Amador Morera and Ana Cano Ramírez. University Service-Learning and the challenges of the 2030 agenda. **http://hdl.handle.net/10553/129398**

Detecting active methodologies in ERUA2 Network - Proposal of New Bulgarian University	
Methodology	Service Learning
Programme	Undergraduate & Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* No *Law and Social Sciences* Yes *Sciences*
Addressees	Students, teachers and NGO
Summary	This course allows students to credit their participation in volunteer activities while developing skills and knowledge in various fields. Objectives include understanding learning through causes, analysing social problems, developing strategies to address them, planning and evaluating projects, ethical issues, and social change. Students can apply with a proposal for volunteer practice or with a description of already completed activities. Evaluation is based on a description of the activity, including community analysis, planning, implementation, reflection, and sustainability of social change.
Team leaders	Career development centre, Schools of Undergraduate and Graduate Studies
Department/s	All except Law and Architecture departments
Activities / Projects	- In the beginning of the Autumn semester there is half day fair of charity and volunteering activities, offered by our partners, 3 NGO which are hubs for service-learning activities (Time Heroes, Bulgarian Red Cross and Caritas); - In the Spring semester on the Day of the Career there is a job fair in which again the NGO are promoting to the students their activities; - Ad hoc lectures of volunteering successes of students, alumni and teachers.
Challenges	- Low social engagement in Bulgaria generally - Weak civil society
References	Чукурлиев, Христо. Създаване на преносими умения чрез доброволчество: опитът на НБУ, Сборник доклади от научна конференция "Знание, наука, иновации, технологии". 4/2023. ISSN 2815-3480 Toncheva-Zlatkova, Violeta. "Младежкото доброволчество като конкурентен фактор за висшите училища." Членството на България в Европейския съюз: тринадесет години по-късно. Университет за национално и световно стопанство (УНСС) 99-111. Петрова, Стилиана, Жана Рангелова, and Красимира Лалева. "Доброволчеството като възможност за подпомагане на професионалната реализация." Здравна икономика и мениджмънт 2 (2018): 32-38. Kasnakova, Petya. "The voluntary student work as a factor for professional developing and career start of medical specialists physiotherapists." KNOWLEDGE-International Journal 17.3 (2017): 1237-1241.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

32

Detecting active methodologies in ERUA2 Network - Proposal of Université Paris 8 Vincennes Saint-Denis	
Methodology	Service Learning
Programme	Undergraduate & Postgraduate
Context	Onsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	All students who have the possibility to choose « EC libre » in their study paths. (BA and MA students).
Summary	The course "EC engagement" is designed for students who want their commitment in an NGO or organization to be recognised in their study paths (with ECTS). Students attend a 12-hour training course before they start volunteering (common training for students: 9 hours + 3 hours of specialization depending on the field in which they will be volunteering). Students have to volunteer for a minimum of 39 hours. Students have to submit a report to reflect on their experience to validate the course.
Team leaders	Jordane LEKCZYNSKI
Department/s	Almost all departments
Activities / Projects	This course is available each semester. New projects: from September, students will be able to do the voluntary part with ERUA - first they will be introduced to European university initiative, intercultural communication + ERUA's objectives.
Challenges	More and more students are choosing this course each semester, which means more work for the coordinator, particularly for the assessments.
References	NA

![ERUA European Reform University Alliance] ![Co-funded by the European Union]

8.1.2 Gamification

Detecting active methodologies in ERUA2 Network - Proposal of Other (please specify) KROK	
Methodology	Gamification
Programme	Undergraduate
Context	Hybrid
Fields	No *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* No *Law and Social Sciences* No *Sciences* *Other*
Addressees	Undergraduate students
Summary	Students take part in the game "Project Manager". A small "strategy" that shows the main qualities of a Project manager: ability to choose a team; ability to allocate resources; ability to manage time; ability to cope with unforeseen circumstances. In this game students have to choose a team and implement the customer's project within the specified period and within the established budget.
Team leaders	Several Educational Groups and specific people in these groups are working with this methodology. - Management, International Business, Marketing (Project Management): Olena Bielova (coordinator)
Department/s	International Business Department at KROK University
Activities / Projects	The method is implemented to comply with "Strategy and priorities for the development of educational, scientific and innovative activities of the University", Clause 1.3 "Introduction of modern interactive learning techniques that ensure a free path of student's learning. Ensuring the transition from quantitative to qualitative indicators of filling the distance learning platform Moodle for its active use in organising the independent work of students of all forms of education". https://www.krok.edu.ua/ua/dostup-do-publichnoji-informatsiji?task=weblink.go&id=693 – Document is in Ukrainian Language.
Challenges	*The coordinator indicates that the main challenge is engagement, as the game is an elective, the students do not actively participate in it.*
References	*The method is implemented to comply with "Strategy and priorities for the development of educational, scientific and innovative activities of the University", Clause 1.3 "Introduction of modern interactive learning techniques that ensure a free path of student's learning. Ensuring the transition from quantitative to qualitative indicators of filling the distance learning platform Moodle for its active use in organising the independent work of students of all forms of education". https://www.krok.edu.ua/ua/dostup-do-publichnoji-informatsiji?task=weblink.go&id=693 – Document is in Ukrainian Language.*

Detecting active methodologies in ERUA2 Network - Proposal of Ivan Franko National University of Lviv	
Methodology	Gamification
Programme	Undergraduate
Context	Online
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences* *Other*
Addressees	Undergraduate students Secondary students
Summary	Implemented in the schedule (elective course *Gamification in Business*) and dynamised in methodology of humanities, economics, social sciences, and computer technologies.
Team leaders	Bohdana Khomyn (methodologist of the Centre for ensuring the quality of education of Ivan Franko National University of Lviv) - coordinator Methodology developers and implementers: 1) Olena Mazur (prof. of Foreign Languages Faculty) 2) Andrii Kovaliuk (prof. of Faculty of Economics) 3) Ivan Dyyak Faculty (dean of Applied Mathematics and Informatics)
Department/s	Faculty of Foreign Languages Faculty of Economics Faculty of Applied Mathematics and Informatics Faculty of Electronics and Computer Technologies
Activities / Projects	Training to Teaching Online in Wartime and After (U-train) is implemented in partnership with the Faculty of Electronics and Computer Technologies of Ivan Franko National University of Lviv (Ukraine) and the Department of Computer and System Sciences at Stockholm University (Sweden), as well as with the NGO "Ukrainian Distance Learning System" and Khazar University (Azerbaijan) https://electronics.lnu.edu.ua/en/research/international-research-projects/
Challenges	1) Developing new assessment strategies and criteria; 2) striking the balance between making learning enjoyable and maintaining academic rigor; 3) lack of technical expertise with the implementers; 4) integrating gamification platforms with existing Learning Management Systems (LMS) and other educational technologies.

References	https://econom.lnu.edu.ua/course/heymifikatsiia-v-biznesi-dvvs - Gamification in business (elective course by Prof. Andrii Kovaliuk)

8.1.3 Cooperative and Collaborative Learning

Detecting active methodologies in ERUA2 Network - Proposal of Universidad de Las Palmas de Gran Canaria	
Methodology	Cooperative Learning
Programme	Undergraduate
Context	Onsite
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	- Undergraduate, postgraduate students
Summary	The aim is to achieve more enriching experiential learning through the Maker Education methodology, which involves students of different educational levels in interdisciplinary projects with agents internal and external to the university. The teamwork competency is applied along with other soft skills in a learning ecosystem around a MakerSpace, Taller Las Cocinas, of the School of Industrial and Civil Engineering of the ULPGC.
Team leaders	Several Educational Innovation Groups (GIE) and specific people in these GIE are working with this methodology. - GIE-10 (*Manufacturing Engineering*): Pedro Hernández Castellano (coordinator) - GIE-11 (*Edugédesis*): Bianca Manuela Sandu Sandu (member), María Esther Rodríguez Gil (member) - GIE 65 (Lectoescritura en la universidad): Belén González Morales (member) - GIE-32 (*New technologies applied to teaching business economics*): Carolina Bona Sánchez
Department/s	- Mechanical Engineering (Pedro Hernández Castellano). - Financial Economics and Accounting (Carolina Bona Sánchez) - Modern Philology, Translation and Interpretation (María Esther Rodríguez Gil) - Classical Hispanic Philology and Arab and Oriental Studies (Belén González Morales)
Activities / Projects	CO-EDU project: This participatory action research project in Engineering Education has been developed with the main objective of contributing to the achievement of the Sustainable Development Goal of Quality Education (SDG 4), especially in degrees in the STEAM field, and in work in skills to improve the employability of students from the School of Industrial and Civil Engineering (EIIC) of the University of Las Palmas de Gran Canaria (ULPGC). It had been detected that the need to provide a more effective training response in soft skills through experiential learning, co-creation processes and development of ideas in a practical way in a specific space that the EIIC had launched in October 2020, the Industrial Design Engineering Workshop, Las Cocinas.
Challenges	*Ensure that our students acquire the skills most in demand by employers that allow them to have more opportunities in an increasingly globalised, competitive and technological social context.*

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

36

References	Hernández-Castellano, P.M., Hernández-Pérez, M., Araña-Suárez, R.E., Narganes-Pineda, A. (2024). Learning Experience Design in Engineering Education. In: García-Peñalvo, F.J., Sein-Echaluce, M.L., Fidalgo-Blanco, Á. (eds) Innovation and Technologies for the Digital Transformation of Education. Lecture Notes in Educational Technology. Springer, Singapore. https://doi.org/10.1007/978-981-97-2468-0_22

Detecting active methodologies in ERUA2 Network - Proposal of New Bulgarian University	
Methodology	Cooperative Learning
Programme	Undergraduate
Context	Onsite
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences*
Addressees	Students, teachers
Summary	At NBU, there are two-semester courses in core scientific disciplines. These courses aim to broaden and deepen students' general education in the scientific field of their main programme and improve their written and oral expression skills. What is unique about these courses is that they are taught by two or more instructors together. Students from related programmes enrol in these courses. The skill of academic writing developed in these courses involves writing a scientific article. A key method used is discussion, both between the instructor and students and among the instructors themselves.
Team leaders	The Dean of the School of General Studies.
Department/s	All
Activities / Projects	1. Society, Economy, and Business | Professor Dr. Lyudmil Georgiev, Professor Dr. Sergey Ignatov, Associate Professor Dr. Viktor Avramov, Senior Assistant Dr. Ekaterina Tsvetanova 2. Consumer Behavior and Standard of Living | Vanya Ivanova Bankova, Assistant Dr. Lyudmil Lyubomirov Georgiev, Professor Dr. Yuliyana Chavdarova Gălbănova, Associate Professor Dr. 3. Politics and Art | Professor Antoniy Todorov, PhD, Professor Dr. Irina Genova, Senior Assistant Dr. Ivan Nachev 4. Design and Marketing | Associate Professor Dr. Kristina Savova, Senior Assistant Dr. Stefania Temelkova 5. Crises and Security | Associate Professor Dr. Mihael Dimitrov, Associate Professor Dr. Evelina Staykova, Associate Professor Dr. Ginka Simeonova 6. Ideas in Cinematic Images | Professor Petya Alexandrova, PhD, Professor Dr. Hristo Todorov 7. Anatomy and Aesthetics of the Human Body | Associate Professor Dr. Reni Mihaylova-Garnizova, Associate Professor Boyan Manchev 8. Biological Psychology | Associate Professor Dr. Margarita Stankova, Associate Professor Dr. Rumen Petrov 9. Law, Politics, Civilization | Professor Dr. Ekaterina Mihaylova, Nadezhda Yordanova, Senior Assistant Dr. Hristo Chukurliev 10. Physics and Astrobiology | Associate Professor Dr. Nikolay Petrov, Senior Assistant Dr. Stoyan Mishev 11. Theater, City, Politics | Professor Violeta Decheva, PhD, Senior Assistant Dr. Georgi Gochev

	12. The Contemporary World	Senior Assistant Dr. Teodora Karamelska, Professor Momchil Metodiev, PhD, Associate Professor Dr. Dimitar Gyudurov
Challenges	The challenge for these courses is to assemble teams of instructors who will not feel competitive towards each other and will share their experience and knowledge with their colleagues and students. Additionally, finding an interesting intersection that focuses on the interests and expertise of the two or three instructors is also a challenge
References	The GENB courses are very much in the field of ERUA traveling seminars in which the main goal is to connect teachers and students from different backgrounds

Detecting active methodologies in ERUA2 Network - Proposal of SWPS University	
Methodology	Cooperative Learning case studies
Programme	Undergraduate & Postgraduate
Context	Onsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	undergraduate, postgraduate students
Summary	Case study as a cooperative learning through analysis, diagnosis and identification of solutions in groups. The case study method is a reliable and creative didactic and research tool that facilitates a comprehensive understanding and analysis of phenomena under investigation This method can be adapted to focus on various subjects, such as individual cases, groups of people, organizations, or wide processes. It allows students to immerse themselves in real or hypothetical scenarios, requiring them to apply their knowledge and skills to analyse and propose solutions. Case study method in group settings encourages the development of collaboration skills. Working in small groups, students share tasks, support each other, and strive towards a common goal. This collaborative effort not only aids in the comprehensive analysis of the case but also builds essential teamwork skills.
Team leaders	Teachers, Coordinators who have a subject with this method; **Instructor-led**
Department/s	Almost all faculties at our University but especially Psychology and Law
Activities / Projects	Ethical Dilemmas in Psychology, Social Psychology, Political Psychology, Public procurement law; Obligation; Law system;
Challenges	Ensuring all group members contribute equally and managing their tasks effectively can be difficult, often leading to potential conflicts or uneven work distribution. Additionally, analysing a case in depth requires significant time and effort, which can be challenging to manage within the constraints of limited classroom periods.
References	Gryshuk, R. (2024). Collaborative vs cooperative Learning: Which will suit your course best? Educate me-co.

Detecting active methodologies in ERUA2 Network - Proposal of Ivan Franko National University of Lviv	
Methodology	Cooperative Learning
Programme	Undergraduate & Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	Undergraduate and postgraduate students
Summary	The methodology provides innovative content and forms of education, brings science and business together, provides for the organization and conduct of a number of joint activities.
Team leaders	Marianna Kokhan, prof. of the Department of Management - coordinator.
Department/s	Department of Management, Faculty of Economics
Activities / Projects	DAAD DIES project "Partnership of Universities of Ukraine and Germany on Technology Transfer" under a grant of the German Academic Exchange Service DAAD (ID 57449224) within the framework of the DIES Higher Education Partnership Programme (DIES-Hochschulpartnerschaftenab 19 – Ukrainian German Technology Transfer University Partnerships), 01.01.2019-31.12.2022 (completed), aimed to improve the quality and relevance of educational programmes at partner universities, develop scientific research and contacts, provide innovative content and forms of education, bring science and business together, commercialise developments, gain experience in international cooperation in the field of innovative development, the project provides for the organization and conduct of a number of joint activities. https://econom.lnu.edu.ua/en/research/international-research-projects
Challenges	1) Balancing group and individual accountability; 2) facilitating group work and inter-expertise cooperation; 3) time management and soft skills evaluation; 4) creating rubrics that capture the multifaceted nature of cooperative tasks, including process, product, and individual contributions.
References	

Methodology	Collaborative Learning project
Programme	Undergraduate & Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	undergraduate, postgraduate students
Summary	The project is a time-bound activity with a specific goal, usually the development of a product. It is complex, meaning that achieving the main goal requires several steps. The project involves students working collaboratively to solve a specific problem. Typically, this includes: (1) diagnosing the problem area and the needs of the target group, (2) defining the project goal and methods for its implementation, (3) reviewing available data (or obtaining it) and scientific knowledge about the problem and its context, (4) generating solution ideas, (5) developing the solution (prototype), (6) creating an implementation plan (timeline) and an evaluation plan for the project. Depending on the course objective, the project may involve comprehensive implementation or only selected parts, such as just developing the implementation or evaluation plan. The project can be a separate form of classes listed in the curriculum or carried out by students within other classes, such as exercises or workshops.
Team leaders	Coordinators who have a subject with this method but are the leader in the project are students. **Student-led.**
Department/s	Almost all faculties at our University
Activities / Projects	Group Research Project in Psychology; Applications of Psychology: Group Project in Psychology; Legal Debate
Challenges	Ensuring all group members contribute equally and manage their tasks effectively can be difficult, often leading to potential conflicts or uneven work distribution. **Time Management:** Balancing the project timeline with individual schedules
References	Gryshuk, R. (2024). Collaborative vs cooperative Learning: Which will suit your course best? Educate me-co.

Detecting active methodologies in ERUA2 Network - Proposal of Stiftung Europa-Universität Viadrina Frankfurt (Oder)	
Methodology	Collaborative Learning Collaborative Online International Learning (COIL)
Programme	Undergraduate
Context	Online
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences* *Other: in every subject*
Addressees	Undergraduate, graduate students and teachers
Summary	Collaborative Online International Learning (COIL) can facilitate highly **effective, cost-saving, measurable global learning**. A COIL learning environment uses **innovative technology** to integrate global learning into the curricula of students who may be place or time-bound. COIL courses can be launched in all disciplines and facilitating interdisciplinary connections can be particularly effective in allowing students to make unique insights. Faculty and Senior International Officers (SIO's) use this innovative pedagogy to deepen the global engagement of students, utilising **cost-effective technology** to link university classes in different countries. (Souce:: https://www.nafsa.org/professional-resources/learning-and-training/global-learning-coil-environment-how-it-done-what-can-be-learned) Source: International Office: Kick-Off Erasmus+Blended Intensiv Programme Internationale Angelegenheiten, 02.Mai, 2022,presentation.
Team leaders	Staff Centre for Teaching and Learning, teachers, (International Office)
Department/s	Centre for Teaching and Learning, Faculties, (International Office)
Activities / Projects	- https://www.inunis.net/ - https://www.europa-uni.de/de/struktur/zll/angebote/cbl/index.html
Challenges	*- different time zones* *- different education system and ideas* *- intercultural learning*
References	- *https://international.ua.edu/internationalization/coil/* - *https://online.suny.edu/introtocoil/suny-coil-what-is/*

Detecting active methodologies in ERUA2 Network - Proposal of Mykolo Romerio Universitetas	
Methodology	Collaborative Learning Case studies
Programme	Undergraduate & Postgraduate Social work
Context	Other (please specify) blended: partly onsite and partly offsite
Fields	No *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	Bachelor and master students
Summary	The cases can be used in educational contexts to stimulate the development of skills in ethical perception and reflection and to generate dialogue about the roles, rights, responsibilities and dilemmas of professional practitioners, carers, service users, other professionals, politicians, social work agencies, governments and professional associations. Cases we analyse are drawn from real social work practice. Together with the students, we visit social service agencies (field visits) providing social services to different clients and invite social work practitioners to share their practical work experiences in lectures. Practitioners share difficult cases they encounter in their work. Sometimes the visited institution itself can be analysed as a case. Working with cases is greatly enriched by a multidisciplinary or transnational context. Students from different universities have the opportunity to interact online and then meet in person over five days (through BIP Erasmus). During the mobility period, students from other countries will also visit organizations working with marginalised/diverse groups and enrich their understanding through interaction with each other (case analysis).
Team leaders	Lead of the programme: assoc. prof. Justinas Sadauskas Team members:
Department/s	Institute of Education Science and Social Work at the Faculty of Human and Social Studies.
Activities / Projects	**Programme related projects:** https://www.mruni.eu/news/mru-pirma-karta-igyvendina-erasmus-bip-projekta-ivairove-socialiniame-darbe/
Challenges	Different levels of student engagement. Recruit students for short-term mobility. Small amounts of funding for student mobility
References	Miller, V. J., Murphy, E. R., Cronley, C., Fields, N. L., & Keaton, C. (2019). Student Experiences Engaging in Interdisciplinary Research Collaborations: A Case Study for Social Work Education. Journal of Social Work Education, 55(4), 750–766. Banks, S., & Nøhr, K. (2012). Practicing social work ethics around the world. *Cases and.*commentaries. Routledge.

Detecting active methodologies in ERUA2 Network - Proposal of Universidad de Las Palmas de Gran Canaria	
Methodology	Collaborative Learning
Programme	Undergraduate & Postgraduate
Context	Hybrid
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences*
Addressees	Students + ESP teachers + EMI teachers
Summary	Multidisciplinary Telecollaborative ESP+EMI Debates on Current Topics at ERUA This proposal aims to use effective multimodal communication strategies to deliver a telecollaborative debate as a core activity for learners from different universities within ERUA. The pedagogical project focuses on preparing and conducting online debates through telecollaboration, but also on developing essential multimodal communicative skills. These skills include discussion, argumentation, justification, critical thinking and explanation using academic and scientific language. Telecollaboration, an experiential approach based on task-based learning, involves pragmatics within a well-organised debate scenario. This two-way collaborative task demonstrates that telecollaborative debates are an innovative and engaging means of exploring not just discipline content but also communication and performance strategies. At the same time, it enhances participants' multimodal communicative fluency in a foreign language. Participants will engage in an international, telecollaborative environment with speakers of different L1 languages, using English as a Lingua Franca. In addition to the telecollaborative approach, the project is designed around methodologies of English-Medium Education (EME) or English as a Medium of Instruction (EMI) and English for Specific Purposes (ESP).
Team leaders	Soraya García Sánchez
Department/s	ESP teachers of the English Department + EMI teachers of any department teaching content subjects of their discipline in English
Activities / Projects	Multidisciplinary Telecollaborative (ESP + EMI) Debates on Current Topics at ERUA Instructions of task + rubric + platforms + scenarios to be developed
Challenges	*Different time zones + Task Planning + Monitoring students' actions in a common platform while preparing/interacting/deciding… + final delivery/recording of the debate*
References	*García-Sánchez, S., & Clouet, R. (2022). Collaborative Ubiquitous Learning and Multimodal Communication in English Language Courses: A Systematic Review. Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education, 1-19.* *García-Sánchez, S., & Gimeno-Sanz, A. (2022). Telecollaborative debates in ESP: Learner perceptions and pedagogical implications. Journal of Teaching English for Specific and Academic Purposes, 139-157.*

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

45

Detecting active methodologies in ERUA2 Network - Proposal of Università degli Studi di Macerata	
Methodology	Project Based Learning
Programme	Undergraduate
Context	Onsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* No *Law and Social Sciences* No *Sciences*
Addressees	Undergraduate students (three-year degree course in Education Science
Summary	In the academic years 2020–2021, 2021–2022, 2022-2023 and 2023-2024 a project-based workshop was co-designed and co-taught by two professors of different disciplines and was meant as a "cluster" within the two parallel courses. The objective of the project-based learning path was to let students, working in small groups, acquire a multiple perspective-oriented approach where they were guided in developing their critical views to create multi-representational outputs (digital artefacts) that could narrate their understanding of the discipline (Intercultural Pedagogy). In the four editions of the experience different technologies were selected as both a means and output of the learning path: digital maps/diagrams; digital videos and storyboards, 360-degree virtual tours.
Team leaders	2 curricular professors in co-teaching modality: ● Prof. Laura Fedeli (Instructional Technology) ● Prof. Rosita Deluigi (Intercultural Pedagogy)
Department/s	Department of Education, Cultural Heritage and Tourism
Activities / Projects	Institutional promotion of co-teaching activities (formally recognised in the syllabus)
Challenges	Co/team-teaching requires a deep collaboration among involved professors who are meant to select a co-teaching style and carefully examine and share reciprocal instructional objectives and didactical approaches (e.g. timing and class organization). A further step in the present experience would be the co-design of a whole curricular course (rather than a restricted time-space cluster within two courses).
References	Fedeli, L., Deluigi, R. (2023). An autoethnographic approach to faculty development through a longitudinal analysis of a co-taught workshop, in G. Fulantelli, D. Burgos, G. Casalino, M. Cimitile, G. Lo Bosco, D. Taibi (Eds), Higher Education Learning Methodologies and Technologies Online- 4th International Conference, HELMeTO 2022, Revised Selected Papers, Volume 1779, Communications in Computer and Information Science series, pp. 122-135 [https://link.springer.com/content/pdf/10.1007/978-3-031-29800-4_10.pdf?pdf=inline%20link]; Fedeli, L, Deluigi, R. (2023). Co-teaching and video production-based workshop as drivers for meaningful learning. Q-TIMES WEBMAGAZINE; 15(3), pp. 312 – 327 [https://www.qtimes.it/?p=file&d=202308&id=fedeli-deluigi_qtimes-jetss_lug23_1.pdf]

8.1.4 Project Based Learning

Detecting active methodologies in ERUA2 Network - Proposal of Other (please specify) KROK	
Methodology	Project Based Learning
Programme	Undergraduate
Context	Online
Fields	No *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* No *Law and Social Sciences* No *Sciences* *Other*
Addressees	Undergraduate students
Summary	The students of KROK University and FU Berlin are divided into small groups (6-8 people), choose the topic of the project (must be valuable, crucial, important, e.g. diversity and inclusion, equity, sustainability, climate change prevention, etc.). The students in Berlin and those in Kyiv complete the seminar independently of each other - but at crucial points there will be spaces for meeting and exchange. Professional questions about the development of the projects should be possible within these spaces (3-hour joint seminar units each, online or hybrid), as well as getting to know each other through personal encounters. After the end of the course, groups present their projects. The presentation should address the following points: ● The idea/concept: why exactly this project? What is special or new about it? ● What is its goal? Who should it reach (target groups) and on which stakeholders/people/organizations do you depend for the implementation of the idea? What impact would an implementation have on the target groups, but also beyond that for society and/or the environment? ● Reflection on the project process: e.g. What worked well? What could have worked better? What did we learn for the future from the joint work
Team leaders	Several Educational Groups and specific people in these groups are working with this methodology. - Management, International Business (Subjects: Management, Sustainable Strategic Management): Volodymyr Tokar (coordinator)
Department/s	International Business Department at KROK University
Activities / Projects	COIL - Collaborative Online International Learning https://int.krok.edu.ua/en/current-news/item/356-joint-course-with-german-hei
Challenges	*- Difference in content of subjects, teaching methods, focus of 2 universities* *- Time management of students* *- The quality of projects, presented by students*
References	*The method is implemented to comply with "Strategy and priorities for the development of educational, scientific and innovative activities of the University", Clause 1.3 "Introduction of modern interactive learning techniques that ensure a free path of student's learning. Ensuring the transition from quantitative to qualitative indicators of filling the distance learning platform Moodle for its active use in organising the independent work of students of all forms of education". https://www.krok.edu.ua/ua/dostup-do-publichnoji-informatsiji?task=weblink.go&id=693 – Document is in Ukrainian Language.*

Detecting active methodologies in ERUA2 Network - Proposal of SWPS University	
Methodology	Project Based Learning project management
Programme	Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	postgraduate students
Summary	Essentials of project management along with hands-on approach in the area of translation project management. Includes consideration of quality standards and the practice of quality assurance, identifies the differences between projects in the translation industry and projects in other economic situations. Students become acquainted with the detailed conditions, requirements, and best practices for project managers. They also learn how to perform the duties of this role using specialised computer tools (CAT and TMS programmes).
Team leaders	Translation Track Coordinator
Department/s	Department of English, Faculty of Humanities
Activities / Projects	Translation project evaluation, budgeting, editing and publishing, quality assurance
Challenges	Finding instructors with specific experience within the realm of translation projects, mixed-ability group in terms of digital skills, dynamically changing work environment
References	Walker, Callum. *Translation Project Management*. Routledge, 2023.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

48

Detecting active methodologies in ERUA2 Network - Proposal of Ivan Franko National University of Lviv	
Methodology	Project Based Learning
Programme	Undergraduate & Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* No *Law and Social Sciences* No *Sciences*
Addressees	Undergraduate and postgraduate students
Summary	Students and teachers of the department, in cooperation with well-known Ukrainian writers and translators Andrii Sodomora, Petro Ryhlo, Jurko Prochaśko, and others, participated in several translation projects that resulted in the publication of the anthologies "Die befreite Sphinx. Ukrainika in Wien nach dem Ersten Weltkrieg", "Schwester, leg die Flügel an! Frauenstimmen aus der Ukraine", "Es war einmal Galizien…", "Galizien. Aus dem Grossen Krieg", "Lass es Liebe sein", "Vivere memento!" dedicated to the German-language works of Ivan Franko, as well as the German-language literary guide to Lviv "Lwiw. Literarischer Reiseführer".
Team leaders	Prof. Alla Paslavska - head of the Department of International Communication and Translation Mag. Oksana Molderf - assistant professor at the Department of International Communication and Translation
Department/s	Department of Intercultural Communication and Translation, Faculty of Foreign Languages
Activities / Projects	"Wiedergeburt in Waffen. Ukrainische Literatur seit der Beginn der Invasion" (ongoing project) "Taras Schewtschenko. Nun gut, es waren scheinbar Worte nur…" (ongoing project)
Challenges	- issues with coordination, communication, and workload distribution among team members; - time management (literary translation projects can be time-consuming); - assessment (how to provide consistent and fair assessments?); - copyright
References	https://lingua.lnu.edu.ua/department/mizhkulturnoji-komunikatsiji-ta-perekladu (in Ukrainian) https://lwiwreiseliterarisch.com/ https://docs.google.com/presentation/d/1x4dp6_ZfAIyLRKuPGmi5hSPeqRFx86_G/edit?usp=drive_link&ouid=104155237784453857204&rtpof=true&sd=true

Detecting active methodologies in ERUA2 Network - Other (please specify) - Proposal of Sumy State University	
Methodology	Project Based Learning
Programme	Undergraduate
Context	Hybrid
Fields	No *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	*Undergraduate Students*
Summary	In the training of future specialists, besides good theoretical training, an essential role in improving the formation of such practical skills as argumentation and analysis, critical thinking, motor intelligence, the ability to stimulate search, communicate effectively, and have basic management knowledge. All these skills can be developed when carrying out practical cases, which a specialist may encounter in valuable activities. The project method is one of the pedagogical technologies that allows you to combine theoretical material and practice. Students work on a project over an extended period – from a month to a semester – that engages them in solving a real-world problem while they use their theoretical knowledge and develop critical thinking, collaboration, creativity, and communication skills. The value of this method arises from the fact that it is wholly focused on the student while it is based on the principle of "learning by doing." Unlike traditional education, this method allows students to solve a specific community problem with minimal guidance from a teacher perceived as a facilitator rather than a provider of knowledge.
Team leaders	Lead of the programme: assoc. prof Viktoriia Pankratova
Department/s	Department of Fundamental Jurisprudence and Constitutional Law
Activities / Projects	The method is used in the study of legal disciplines as a means of knowledge control
Challenges	Low level of interest of students to work in a team. Inability to form a team
References	NA

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

50

8.1.5 Flipped Classroom

Detecting active methodologies in ERUA2 Network - Proposal of Universidad de Las Palmas de Gran Canaria	
Methodology	Flipped classroom
Programme	Undergraduate
Context	Onsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	- Undergraduate students
Team leaders	Several Educational Innovation Groups (GIE) and specific people in these GIE are working with this methodology. - GIE-59 (*New Technologies Applied to the Teaching of Specialty Languages*): Margarita Esther Sánchez Cuervo (member) - GIE-66 - prev. GIE-48 (Marine Sciences): Daura Vega Moreno. - GIE-81 (*Accounting and business management*): Margarita Mesa Mendoza (coordinator)
Department/s	- Modern Philology, Translation and Interpretation (Margarita Esther Sánchez Cuervo). - Chemistry (Daura Vega Moreno) - Financial Economics and Accounting (Margarita Mesa Mendoza)
Activities / Projects	- PIE 2023-48: ULPGCScience3 – Resources and Educational Experiences in the STEM field - PIE 2023-59: Traditional, double and group flipped class project for teaching language and literature in English and French - PIE 2023-81: Gamified Flipped Classroom experience to improve thinking communication skills of Business Administration and Management students
Challenges	*NA*
References	*NA*

Detecting active methodologies in ERUA2 Network - Proposal of Università degli Studi di Macerata	
Methodology	Flipped Classroom
Programme	Undergraduate
Context	Onsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	- Italian students from different BA majors (Modern Literatures, Italian Literature, Classics, History, Foreign languages and cultures) - Erasmus students from different national and educational backgrounds (Literatures, Social Sciences, Italian Studies)
Summary	A selection of pre-class readings on the topics of the course is provided to the students so that they can be examined and debated during the course. The learning materials (inclusive of videos and podcasts) are given to the students at the beginning of the course so that they can skip through all the documents and get a general idea of the overall learning path. In the BA in Foreign Languages (see course b), the students also work in small groups on specific subtopics, apply the new concepts to the languages and cultures in which they specialise by identifying specific case studies, then they engage in a class debate on the contents learned encouraging their classmates to participate. The teacher moderates and evaluates the learning (*peer instruction flipped classroom*).
Team leaders	a) Prof. Michela Meschini, workshop of "Theory and methods of comparative literature" (21 hrs, 3 credits), taught in English within the BA programme of Modern Literature. b) Prof. Edith Cognigni, course on "Language and culture teaching methodology" (30 hrs, 6 credits), taught in Italian within the BA programme of Foreign Languages and Cultures
Department/s	Department of Humanities
Activities / Projects	*Pre-class activities:* Each class is envisaged around a specific topic and pre-class autonomous reading is required. Each pre-class reading is guided by open questions the students have to answer in written form and send to the teacher in advance. *In-class activities:* Once in class, the starting point will be a visual map of the main notions and their interrelations, through which the students can adjust, correct, revise or expand their pre-class answers. If pre-class documents have a theoretical nature, students are divided into small groups to discuss and argue the position and findings of the author/s of the documents on which they have developed an idea. A final discussion, mediated by the course instructor, will bring together the outcomes of the in-class teamwork.

Challenges	Erasmus students from Northern and central European countries are mostly acquainted with flipped classroom activities and take them seriously and effectively. Italian students are unfamiliar with the practice and need to be introduced and guided through it.
References	Danker, B. (2015). Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms. The IAFOR Journal of Education, III(I), 171–186 Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: an opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences, 105*(2), 44–49. Strayer J.F. (2012), How Learning in an Inverted Classroom Influences Cooperation, Innovation and Task Orientation, *Learning Environments Research"* 15, 2, pp. 171–193.

8.1.6 Other methodologies

Detecting active methodologies in ERUA2 Network - Proposal of Stiftung Europa-Universität Viadrina Frankfurt (Oder)	
Methodology	Writing intensive course- Writing Fellows (WF)
Programme	Others (please specify)undergraduate and graduate
Context	Hybrid
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences*
Addressees	Undergraduate, graduate students and teachers
Summary	Writing Fellows (WF) have undergone writing coaching training (peer tutoring training in writing) and specialise in supporting academic writing processes in faculty courses. They accompany selected seminars by giving students individual feedback on written work and working closely with the seminar leader. Together with the teacher, they discuss the teaching and learning objectives of the seminar and the writing tasks required to achieve these objectives. They provide feedback to teachers on their writing assignments, helping to explicate implicit teacher expectations for students. They also work with the teachers on the assessment criteria for the written assignments. Students receive the assessment criteria in advance, which contributes to even greater transparency and ultimately helps students to write better. Each Writing Fellow helps 10 to 12 students revise two texts per semester. All participants in the course are required to submit rough drafts of their texts to the Writing Fellows. The WFs read the drafts carefully and give written feedback. Each student then meets with their Writing Fellow to jointly create a revision plan by negotiating the strengths and weaknesses of the submitted text. These individual meetings last about 30 minutes. The students then revise the texts independently and submit a final version of the text to the teacher together with the Writing Fellow's comments and reflections for revision. Precisely because WFs are peers and do not evaluate the texts, they can optimally support the students' writing process. The strength of the peer tutoring approach lies in meeting students at eye level and discussing the sometimes sensitive issues associated with writing among peers in a pressure-free atmosphere. The meetings with the WF also serve to "demystify" academic conventions, which can cause problems for first-year students in particular. As peers, WFs embody the fundamentals of collaborative learning, critical thinking and writing.
Team leaders	Writing Fellow Director (staff Writing Centre or Centre for Teaching and Learning) Writing Fellows,
Department/s	Centre for Teaching and Learning, Writing Centre, European University Viadrina
Activities / Projects	SIG WF, Gesellschaft für Schreibdidaktik und Schreibforschung: https://www.gefsus.de/sigs Writing Centre University Wisconsin Madison, USA: https://writing.wisc.edu/writingfellows/
Challenges	*- setting up a writing fellow training* *- intens support of the WF* *- for teachers: to the see and understand the sustainable effect of writing intensive courses*
References	*https://www.europa-uni.de/de/struktur/zll/Schreibzentrum/Writing-Fellows/index.html* *https://writing.wisc.edu/writingfellows/* *https://writing.wisc.edu/writingfellows/* *https://www.wbv.de/shop/Das-Writing-Fellow-Programm-6004576whf*

	Detecting active methodologies in ERUA2 Network - Proposal of Stiftung Europa-Universität Viadrina Frankfurt (Oder)
Methodology	AI and Research Based Learning (SKILL)
Programme	Others (please specify) undergraduate and graduate
Context	Hybrid
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences* *Other*
Addressees	Undergraduate, graduate students and teachers
Summary	The idea of bringing together research-based learning (RBL) and (generative) artificial intelligence (AI) stems, among other things, from the widespread demand to create a critical approach and a critical attitude when dealing with AI applications. In the SKILL (A Social Science Lab for Research Based Learning) research project, seminars in the context of political science teaching were developed, trialed and evaluated for the first time at Viadrina in 2022. It became clear that research-based learning trains students in critical thinking in dealing with AI and cultivates a critical attitude in dealing with AI. The transfer of this format - the use of AI in the mode of research-based learning - to other disciplines is certainly possible, but it is clear that the discipline-specific, specialised connection of AI&RBL is useful, if not necessary. AI and RBL alone do not provide a meaningful teaching/learning context. At Viadrina, the formats have so far been implemented as part of Bachelor's and Master's seminars. However, the implementation is flexible and also possible in other temporal and spatial arrangements, e.g. in the form of workshops or block events.
Team leaders	Staff Writing Centre or Centre for Teaching and Learning
Department/s	Centre for Teaching and Learning, Writing Centre, European University Viadrina
Activities / Projects	SKILL (A Social Science Lab for Research Based Learning): https://www.europeannewschool.eu/skill ENS - European New School of Digital Studies: https://www.europeannewschool.eu/
Challenges	*- setting up seminars and lectures in discipline specific context in the mode of research-based learning (Huber, Reinmann)* *- intensive support and mentoring of students and collaborative learning processes with and without AI* *- for teachers: to let go of their role as lecturers and encourage students to take responsibility for independent research processes* *- stay abreast of rapidly changing technology and cultivate a creative yet critical attitude with/ without AI*
References	*https://www.europa-uni.de/de/struktur/zll/index.html* *https://www.europeannewschool.eu/skill* https://opus4.kobv.de/opus4-euv/frontdoor/index/index/start/0/rows/10/sortfield/score/sortorder/desc/searchtype/simple/query/skill/docId/1326

Detecting active methodologies in ERUA2 Network - Proposal of Stiftung Europa-Universität Viadrina Frankfurt (Oder)	
Methodology	) e-portfolio
Programme	undergraduate and graduate
Context	Online
Fields	Yes *Architecture and Engineering* Yes *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences* *Other: in every fields*
Addressees	Undergraduate, graduate students and teachers
Summary	E-portfolios can be summarised as net-based portfolios in which students can document and reflect on their learning process. This learning process can stand for all types of projects. In our understanding, this includes seminars and other courses, but also a final thesis or an exam. In other words, everything that helps students to realise a project in order to get from A to B can be collected in the e-portfolio. These can be text modules, self-written reflections, but also videos, podcasts, images - in other words, digital elements can be integrated there. The possible uses are therefore extremely diverse. Nevertheless, it is important to think about e-didactics in particular, i.e. in teaching: What is my learning objective, what is the content that I am teaching and which instruments and tools are suitable for this? If I want to suggest or even prescribe e-portfolios to students as a tool, then I also have to ask myself these usual questions about their benefits. Souce: https://hochschulforumdigitalisierung.de/einsatzmoeglichkeiten-von-e-portfolios-ein-interview-mit-gina-henry/ (Access: 07.06.2022)
Team leaders	Staff Centre for Teaching and Learning, teachers,
Department/s	Centre for Teaching and Learning, Faculties
Activities / Projects	- https://hochschulforumdigitalisierung.de/ - Pädagogische Hochschule Freiburg, Germany, Gerd Bräuer
Challenges	*- teachers needs time to give feedback*
References	- *https://hochschulforumdigitalisierung.de/einsatzmoeglichkeiten-von-e-portfolios-ein-interview-mit-gina-henry/* - *https://www.utb.de/doi/book/10.36198/9783838546322* - *https://www.ph-freiburg.de/fileadmin/shares/Einrichtungen/Schreibzentrum/Dateien/PDF-Dateien/SZ/Projekte/Studienbegleitendes_ePortfolio/ePortfolio-Programmem2011_fin.pdf*

Detecting active methodologies in ERUA2 Network - Proposal of Mykolo Romerio Universitetas

Methodology	Critical inquiry through development of critical thinking
Programme	Development of Critical Thinking
Context	Blended: partly onsite and partly offsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	bachelor, master and doctoral students
Summary	The programme is both optional and compulsory. The programme aims to develop critical thinking skills, fostering critical thinking attitudes that can be useful in professional, personal and public life. The programme is based on pragmatism and critical pedagogy approaches. Although the programme has a clear structure, there is enough freedom to take into account the particularities of the study programme, the specialization and the students themselves. The main feature of the programme is that it is exclusively taught through practical, exploratory tasks, which are then discussed and theoretically summarised. The main study strategies are active, self-directed, reflective reading and writing, group discussions, case studies and critical evaluation. At the end of the programme, students have a clear understanding of the concept and value of critical thinking, are able to identify the main attributes of a critical thinker, are able to critically evaluate their own critical thinking abilities and are also able to apply critical thinking strategies in their own studies and professional activities.
Team leaders	Lead of the programme: assoc. prof Daiva Penkauskiene Team members: prof. Valdone Indrasiene, prof. Asta Railiene
Department/s	Institute of Education Science and Social Work at the Faculty of Human and Social Studies.
Activities / Projects	Programme related projects: 5) 6) Critical Thinking in Higher Education: studies and labour market approach Reading and Writing for Development of Critical Thinking
Challenges	Too short time
References	https://www.peterlang.com/document/1140511 https://rwct.ngo/

Detecting active methodologies in ERUA2 Network - Proposal of Lviv Polytechnic National University	
Methodology	*Design thinking*
Programme	*Undergraduate*
Context	*Hybrid*
Fields	Yes *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences*
Addressees	Students (all levels), professors and NGO
Summary	The use of design thinking plays a very important role in the learning process of students and in the professional development of teachers. The application of analytical methods, which includes design thinking, is used in the education of all university specializations. Design thinking allows the use of both theoretical and practical aspects in teaching. Students have the opportunity to apply their knowledge and approaches in practice.
Team leaders	Several educational groups and particular individuals within them are utilising this methodology. Management, International Office, Marketing (Project Management): Khrystyna Barvinska (coordinator). Each department has a scientific and methodological division that approves innovative teaching methods.
Department/s	Department of Transport Technologies in Lviv Politechnic National University
Activities / Projects	The methodology is implemented in accordance with the University's Strategy, task 1.2.3: Improving the teaching and learning process, and the implementation of new technologies and teaching methods Strategy 2025. Additionally, it is designed to enhance the Moodle distance learning platform for its active use.
Challenges	Retraining of old personnel for the use of new methods in the educational and scientific process
References	The activities of the university are regulated by foundational documents: : Regulatory documents | Lviv Polytechnic National University (lpnu.ua)

Detecting active methodologies in ERUA2 Network - Proposal of SWPS University	
Methodology	Creative Skills: Re-writing
Programme	Undergraduate & Postgraduate
Context	Onsite blended: partly onsite and partly offsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	bachelor and master's students
Summary	A Course adaptable to the needs of language and literature students, as well as students of journalism and other programmes within social studies. Based on using variety of techniques and tools (including editing and writing AI-based tools) for creative re-writing; involves critical consideration of genre, structure, entities, plot, style and linguistic idiosyncrasies
Team leaders	Teachers within language and literature programmes
Department/s	Language & Literature departments, Journalism department
Activities / Projects	-experimentation with speculative fiction -re-writing mythological narratives
Challenges	Identifying students with the necessary critical and writing skills Ethical consideration of AI usage
References	Strunk, William Jr., and E.B. White. The Elements of Style. Fourth Edition. Pearson, 2013. Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction. 30th Anniversary Edition. HarperCollins Publishers, 2006. Lunsford, Andrea A. The Everyday Writer. Seventh Edition. Bedford/St. Martin's, 2020.

Detecting active methodologies in ERUA2 Network - Proposal of Mykolo Romerio Universitetas	
Methodology	Scientific research-based learning (SRBL) + team-based learning (TBL)
Programme	Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	Master students, professors
Summary	SRBL + TBL enhances students' problem-solving, critical thinking, and situational awareness skills, which fosters the capacity to make informed decisions. The SRBL is also particularly relevant in the context of an increasing prevalence of fake news and pseudo-knowledge, as it helps to enhance students' resilience to external negative influences. By conducting research in teams and participating in peer review, students develop the ability to provide constructive feedback and criticism, which in turn enables them to develop their cooperation and leadership competencies. Students are encouraged to engage in research of organizations and public communication.
Team leaders	Prof. Dr. Agota Giedrė Raišienė and prof. dr. Aistė Dromantaitė
Department/s	Institute of Management and Political Science, Faculty of Public Governance and Business
Activities / Projects	Method is applied in the study subjects "Organizational communication" and "Management and communication of technological innovations" according to the description of the module activities
Challenges	The method requires a lot of the teacher's time resources, so it is difficult to apply in particularly large groups of students.
References	Pourhejazy, K. P., Isaksen R. (2024). Exploring the curricular and pedagogical decision criteria for research-based learning design in undergraduate studies, Evaluation and Programme Planning, 103, 102409, https://doi.org/10.1016/j.evalprogplan.2024.102409 Michaelsen, L. K., Davidson, N., & Major, C. H. (2014). Team-based learning practices and principles in comparison with cooperative learning and problem-based learning. Journal on Excellence in College Teaching, 25(3&4), 57-84

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

60

Detecting active methodologies in ERUA2 Network - Proposal of Mykolo Romerio Universitetas	
Methodology	Challenge-Based Learning (CBL) with a focus on Case Simulations
Programme	Postgraduate
Context	Hybrid
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	Master students
Summary	CBL focuses on real, meaningful challenges that are relevant to students, connecting their learning to the real world. It encourages students to draw on knowledge and skills from various disciplines to tackle complex problems. Collaboration is a key aspect of CBL, as students often work in teams to address challenges, promoting teamwork and communication skills. CBL fosters critical thinking and problem-solving skills as students analyze, research, and develop solutions to the challenges they face. Reflecting on the learning process and the solutions developed is a fundamental aspect of CBL.
Team leaders	prof. dr. Aistė Dromantaitė and prof. dr. Agota Giedrė Raišienė
Department/s	Institute of Management and Political Science, Faculty of Public Governance and Business
Activities / Projects	The method is applied in the study subjects "Executive Coaching", "Negotiation and influence-making", Creative Leadership, and "Team Management and Collaboration" in accordance with the requirements of the module activities.
Challenges	The method is praxis-oriented, which may lead some students to rely on their own experience and avoid trying new things, expanding their knowledge, and developing new skills.
References	Gallagher, S. E., & Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. Teaching in Higher Education, 28(6), 1135–1157. https://doi.org/10.1080/13562517.2020.1863354 Leijon, M., Gudmundsson, P., Staaf, P., & Christersson, C. (2021). Challenge based learning in higher education– A systematic literature review. Innovations in Education and Teaching International, 59(5), 609–618. https://doi.org/10.1080/14703297.2021.1892503 Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). Simulation-Based Learning in Higher Education: A Meta-Analysis. Review of Educational Research, 90(4), 499-541. https://doi.org/10.3102/0034654320933544 Levin, O., Frei-Landau, R., Flavian, H., & Miller, E. C. (2023). Creating authenticity in simulation-based learning scenarios in teacher education. European Journal of Teacher Education, 1–22. https://doi.org/10.1080/02619768.2023.2175664

Detecting active methodologies in ERUA2 Network - Proposal of Università degli Studi di Macerata	
Methodology	Problem Based Learning with a focus on Case simulations
Programme	Undergraduate & Postgraduate
Context	Onsite
Fields	No *Architecture and Engineering* No *Arts and Humanities* Yes *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	- BA students in Legal Services Sciences (L-14), Curriculum: Criminology and Justice Worker - MA students in Personal services policy and planning (LM-87) - Tertiary sector
Summary	The methodology is aimed at training future professionals to make decisions in complex relational contexts, coping with users' needs that often require decoding an emergency situation, within the framework of organizational constraints and resources of social policies and administration. The methodology assumes that the teacher(s) plays the role of the Service user or vulnerable person with whom the Service professional interacts, while the student(s) have to develop an intervention project or deliver a service. Students are requested to work in small groups to cope with challenging situations, applying cooperative learning strategies. At the end of the simulation, the instructor provides corrective feedback. The described methodology constitutes an adaptation of decision-making processes under stress conditions, according to the typical neuroscience approach (cf. *Infra*).
Team leaders	2 curricular professors in co-teaching modality: · Prof. Paolo Losa (Social Services Programming and Evaluation) · Prof. Monica Raiteri (Public Policy and Social Protection Analysis)
Department/s	Department of Law
Activities / Projects	Institutional promotion of co-teaching activities (formally recognised in the syllabus)
Challenges	Enabling students to acquire the ability to make decisions under stressful conditions, which are typical of the professional context in which they will be working in the future.

References	C. Dodds - P. Heslop - C. Meredith, Using simulation-based education to help social work students prepare for practice, in Social Work Education, 27, 5, 2018, 597-602;
	P.J. Kinkaid - R. Hamilton - R.W. Tarrn - H. Sangani, Simulation in education and training, in M.S. Obaidat - G.I. Papadimitriou (a cura di), Applied System Simulation, Springer, Boston, MA, 2003, 437-456
	T. Kourgiantakis - K.M. Sewell - R. Hu - J. Logan - M. Bogo, Simulation in social work education: A scoping review, in Research on Social Work Practice, 30, 4, 2020, 433-450;
	M. Salminen-Tuomaala - T. Koskela, How can simulation help with learning project work skills? Experiences from higher education in Finland, in Educational Research, 62, 1, 2020, 77-94
	M. Raiteri, Simulazione in ambiente didattico di decisioni potenzialmente discriminatorie: il caso delle strutture separate nella refezione scolastica, in C. Blengino, C. Sarzotti (a cura di), "Quale formazione per quale giurista?". Insegnare il diritto nella prospettiva socio-giuridica, Quaderni del Dipartimento di Giurisprudenza dell'Università degli Studi di Torino, Rubettino, Soveria Mannelli, 2021, pp. 95-124

Detecting active methodologies in ERUA2 Network - Proposal of Université Paris 8 Vincennes Saint-Denis	
Methodology	)Active pedagogy, Learning by Doing, Cooperative Learning, PBL
Programme	Undergraduate & Postgraduate
Context	Onsite
Fields	No *Architecture and Engineering* Yes *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* No *Sciences*
Addressees	BA and MA students with A1.1 proficiency in Italian or from the Master Degree Art and Traduction.
Summary	The course Italien Through Theater 2 is designed for students with an A1.1 proficiency level in Italian. Its objective is to enhance student's linguistic skills (phonetic, morphology, syntax, etc…) through theatre workshops. The course is founded on a pedagogical belief that the use of theatre specific techniques – such as interpretation, improvisation and diction and physicality, are effective cognitive tools for language acquisition. Theatre inherently complements language learning as it enables the recreation of a comprehensive rhythmic system where breathing, gestures, movements, and vocal production are coordinated both simultaneously and successively.
Team leaders	Giulia Filacapana: lecturer in Theatre and Italian Studies
Department/s	All departments
Activities / Projects	NA
Challenges	NA
References	NA

Methodology	Diversity, Type-variety principle, Problem Based Learning, Research, Service
Programme	Undergraduate & Postgraduate
Context	Hybrid

Detecting active methodologies in ERUA2 Network - Proposal of Taras Shevchenko National University of Kyiv

Fields	No *Architecture and Engineering*
	Yes *Arts and Humanities*
	Yes *Health Sciences*
	Yes *Law and Social Sciences*
	Yes *Sciences*
Addressees	Bachelor's and Master's students, Ph.D. students
Summary	The type-variety principle is used and developed in the master's programmes of the Faculty of Computer Science and Cybernetics, the Faculty of Physics of the TSNUK in collaboration with the association "IT-Ukraine" and the Scientific and Educational Society IT Education of Ukraine and other levels of education. Problem Based Learning is realised in the Educational and Scientific Institute of International Relations of TSNUK. The methodology is aimed at training future professionals to take decisions in complex international contexts and to make forecasts within the framework of global constraints, reduced resources, social conflicts and wars. While resolving problems proposed, the students work on the specific situations to find their solutions and to prepare analytical reports.
Team leaders	The methodology of the type-variety principle is set out in the master's academic programme "Business Informatics", guarantor of the programme prof. Volodymyr Zaslavsky (team leader).
	Examples of application of the type-variety principle in the creation of technical systems, energy, water quality payment and banking systems, economic applications, and modelling for personnel rehabilitation, interdisciplinary research and interdisciplinary programmes are considered. Based on the research results, dissertations were defended.
	Problem Based Learning is being managed by the guarantors of the educational programmes.
Department/s	Faculty of Computer Science and Cybernetics, Department of Mathematical Informatics
	Faculty of Physics, Department of nuclear physics and high energies
	Educational and Scientific Institute of International Relations
Activities / Projects	TEMPUS and E+ Project (education and research). International research and educational projects with Norwegian universities (NORD (Bodo), NTNU (Trondheim))/ Scientific and educational projects of the Ministry of Education and Science of Ukraine
	DAAD Project, Project with the Uniwersytet Marii Curie-Skłodowskiej
Challenges	Additional institutional support is required to develop the methodology in educational programmes and new and diverse applications.

References	Prof. Volodymyr Zaskavskyi (TSNUK)
	http://csc.knu.ua/media/filer_public/76/90/769047a8-90dc-4dd5-8b04-ab893b1124e3/zaslavskyi_eu_cv.pdf
	Iuliia Tsyrfa, Ph.D. in Political Science, Associate Professor, Associate Professor at the Chair of International Regional Studies of the Educational and Scientific Institute of International Relations of Taras Shevchenko National University of Kyiv;
	Director of the Centre for ASEAN Countries Studies at the Educational and Scientific Institute of International Relations of Taras Shevchenko National University of Kyiv
	E-mail: Julia_Tsyrfa@ukr.net; Julia.Tsyrfa@gmail.com

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	
Methodology	Project based Learning
Programme	Undergraduate
Context	On site
Fields	Sciences
Addressees	Undergraduate Students
Summary	English as a Medium of Instruction Using English as a medium to access knowledge and develop academic and professional hard and soft skills in order to prepare the students for their next steps in academia and industry
Team leaders	Panagiotou, Malamatenia
Department/s	Department of Food Science and Nutrition
Activities / Projects	using English as a medium to communicate and get access to international scientific sources - write a CV in the European style that will nail the position/job and a personal letter to attach to a Master's application - handle terminology responsibly - learn field-specific terminology to be able to study and work abroad - work on the Terminology Without Borders project of the European Council to enrich IATE term base with Greek terms for the translation of European Legislature from English into Greek - develop soft skills required in research, such as identifying relevant literature in credible sources, writing a scientific article summary or a lab report, presenting opposing views on trending food-related issues
Challenges	Students' anxiety and lack of self-confidence in using the English language
References	Duman, B., & Yavuz, Ć. (2018). The Effect of Project-Based Learning on Students' Attitude towards English Classes. Journal of Education and Training Studies, 6(n11a), 186-193. Poonpon, K. (2011). Enhancing English skills through project-based learning. The English Teacher, 40(1).

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	
Methodology	Project based Learning
Programme	Undergraduate
Context	On site
Fields	Sciences
Addressees	Undergraduate Students
Summary	food consumer studies, sensory analysis of foods and beverages Innovative approaches in research and teaching are applied in order to prepare the students for relevant future-proof skills required in their field, discover flexible and attractive academic and entrepreneurial careers, develop their project-management and leadership skills. These skills are part of their assessment.
Team leaders	Gkatzionis Kostas Panagiotou, Malamatenia
Department/s	Department of Food Science and Nutrition
Activities / Projects	invited lectures from professionals (experts on a diversity of food consumer related fields from the industry sector and academia) - hands-on consumer studies (e.g., focus groups, product development, product marketing, trend identification and suggestions for applications) - participation in real-life studies to learn methodology application first-hand (from the viewpoint of researcher and consumer) and link theory to practice, partnered with professionals in the wine industry, visit to distinguished local industry (winery), tasting of wine samples while being instructed by a Sommelier, linking sensory attributes of wines to production processes - use of state-of-art technology tools (e.g., eye-tracking,
Challenges	-Students work mainly in isolated tasks -To adapt students' starting-out levels - To motivate students and follow-up to avoid deviations in the results
References	Willard, K., & Duffrin, M. W. (2003). Utilising project-based learning and competition to develop student skills and interest in producing quality food items. Journal of food science education, 2(4), 69-73. Yun, H. J., Heo, Y. S., & Chae, J. H. (2020). Development and implementation effect of middle school home economics convergence education programme applying problem-based learning method: Focused on sustainable food and nutrition. Journal of Korean Home Economics Education Association, 32(4), 103-124.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

68

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	
Methodology	Problem-Based Learning
Programme	Undergraduate
Context	On site
Fields	Law and Social Sciences
Addressees	Undergraduate Students
Summary	Programming: Computer Science The methodology Problem-Based Learning (PBL), is an instructional approach that involves students learning through the structured exploration of complex, real-world problems. This method encourages active learning, critical thinking, and the application of knowledge to real-life situations. Under the guidance of Professor Christos Kalloniatis, undergraduate students engage in collaborative projects that integrate programming skills within a cultural context. The onsite format of the programme facilitates direct interaction, immediate feedback, and hands-on activities.
Team leaders	Professor Christos Kalloniatis
Department/s	Cultural Technology and Communication
Activities / Projects	Code Review and Peer Feedback: • Description: Implementing a peer review system where students review each other's code. • Objective: To improve coding standards, encourage collaborative learning, and develop critical evaluation skills. • Activity Steps: Assign coding tasks that align with the current curriculum. Students submit their code for peer review. Peers provide constructive feedback focusing on code efficiency, readability, and correctness. Incorporate feedback into final code submissions.
Challenges	-The time to implement the method is the largest barrier -More resources and equipment is needed
References	McManus, J. W., & Costello, P. J. (2019). Project based learning in computer science: a student and research advisor's perspective. Journal of Computing Sciences in Colleges, 34(3), 38-46. Balyk, N., Grod, I., Vasylenko, Y., Oleksiuk, V., & Rogovchenko, Y. (2021, March). Project-based learning in a computer modelling course. In Journal of physics: Conference series (Vol. 1840, No. 1, p. 012032). IOP Publishing.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

69

*D*etecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	
Methodology	Project-Based Learning
Programme	Undergraduate
Context	On site
Fields	Law and Social Sciences
Addressees	Undergraduate Students
Summary	Cultural Planning The aim is to equip students with the skills and knowledge required to engage in effective cultural planning and management. By employing a Project-Based Learning (PBL) methodology, students work on real-world cultural planning projects, allowing them to apply theoretical concepts in practical settings. This hands-on approach fosters critical thinking, collaboration, and problem-solving skills.
Team leaders	Assistant Professor Angeliki Kitsiou
Department/s	Cultural Technology and Communication
Activities / Projects	Community Cultural Assessment Project: Objective: Students will conduct a comprehensive cultural assessment of a local community. Activities: ü Field visits to gather data on local cultural assets. ü Interviews with community stakeholders. ü Analysis of cultural needs and resources. ü Presentation of findings and recommendations for cultural development.
Challenges	-Lack of group work -Lack of students' collaboration -Lack of students' prior training
References	Cazorla-Montero, A., de los Rios-Carmenado, I., & Pasten, J. I. (2019). Sustainable development planning: Master's based on a project-based learning approach. Sustainability, 11(22), 6384. Ott, M., Dagnino, F. M., & Pozzi, F. (2015). Intangible cultural heritage: Towards collaborative planning of educational interventions. Computers in Human Behaviour, 51, 1314-1319.

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	

Methodology	Other: Flipped Classroom with Collaborative Learning
Programme	Undergraduate
Context	On site
Fields	Law and Social Sciences
Addressees	Undergraduate Students
Summary	In the course on Databases, led by Professor Evangelia Kavakli, undergraduate students experience a Flipped Classroom methodology enhanced with Collaborative Learning. This approach reverses the traditional learning environment by delivering instructional content outside of the classroom and moving activities that would typically be considered homework into the classroom. This method allows students to engage with the material at their own pace and apply their knowledge through collaborative, in-class activities. The combination of individual preparation and group work fosters a deeper understanding of database concepts and their practical applications.
Team leaders	Professor Evangelia Kavakli
Department/s	Cultural Technology and Communication
Activities / Projects	**Database Mini-Projects:** **Description:** Groups undertake mini-projects that span multiple class sessions, applying their knowledge to more extensive and complex database tasks. **Activities:** Designing and implementing a small-scale database system for a given case study. Performing data analysis and creating visual reports using the database. Presenting their projects to the class, followed by a peer review session. **In-Class Case Study Analysis:** **Description:** Students analyze case studies that present real-world database issues and solutions. **Activities:** Reading and discussing case studies provided by the instructor. Identifying key problems and proposing potential solutions.

Comparing their proposed solutions with actual outcomes described in the case studies.

Challenges	-Lack of student preparation -Lack of understanding of the role of teacher
References	Bolatlı, Z., & Korucu, A. T. (2020). Determining the academic achievement of students who use flipped classroom method supported by a mobile application and their views on collaborative learning. Bartın University Journal of Faculty of Education, 9(2), 229-251. Hayashi, Y., Fukamachi, K. I., & Komatsugawa, H. (2015, April). Collaborative learning in computer programming courses that adopted the flipped classroom. In 2015 International conference on learning and teaching in computing and engineering (pp. 209-212). IEEE.

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	
Methodology	Other: Creative Projects
Programme	Postgraduate
Context	Online
Fields	Law and Social Sciences
Addressees	Postgraduate Students
Summary	Methods of Promoting and Teaching Human Geography Students work on real world problems collaboratively or individually and communicate their ideas and possible solutions through digital storytelling. Group discussions are taking place to offer feedback to groups.
Team leaders	Teaching Staff: Vana Chiou
Department/s	Geography
Activities / Projects	Mini Projects using Digital storytelling Creation of Comics, Geographical Comics, Posters, Videos, Podcasts.
Challenges	-Students' level of engagement - Students' interpersonal dynamics -More supportive structures needed
References	Ryan, A. W., & Aasetre, J. (2021). Digital storytelling, student engagement and deep learning in Geography. Journal of Geography in Higher Education, 45(3), 380-396. Conway-Gómez, K., Williams, N., Atkinson-Palombo, C., Ahlqvist, O., Kim, E., & Morgan, M. (2011). Tapping geography's potential for synergy with creative instructional approaches. Journal of Geography in Higher Education, 35(3), 409-423.

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN

Methodology	Other: Teaching and learning through language autobiographies in multilingual classrooms
Programme	Undergraduate & Postgraduate
Context	Hybrid
Fields	Arts and Humanities
Addressees	Undergraduate Students
Summary	Linguistics, Language teaching, Literature, Education The aim is to experiment with language autobiographies with a public of future teacher students in France (University of Paris 8) and in Greece (University of the Aegean).
Team leaders	Marianthi Oikonomakou, Assistant Professor -Dimitris Kokkinos. Special Academic Staff & -Skourtou E., Kourtis-Kazoullis, V. and L. Christodoulidou (b) Paris 8, Saint Dennis-Vincennes: -Ferroudja Allouache MCF Littératures française et francophones -Nicole Blondeau Maître de conférences, Laboratoire Experice (Expérience, Ressources culturelles, Éducation), -Anthippi Potolia Maître de conférences,Département Communication/Français langue étrangère
Department/s	(a) Department of Primary Education, University of the Aegean (b) Paris 8, Saint Dennis-Vinecenes: Département de littérature française, francophone et comparée, Sciences de l'Éducation Département Communication/Français langue étrangère
Activities / Projects	Teaching Weeks: 2020-2022 Online WP2 Activity: Innovative Joint Initiatives in Teaching & Learning: training seminars, 2023 Traveling seminars: 2024-up to now
Challenges	- Different & alternative students' conceptions & beliefs - Lack of sensitivity regarding the social imageries of multilingualism and of multilingual education
References	Melo-Pfeifer, S., & Chik, A. (2022). Multimodal linguistic biographies of prospective foreign language teachers in Germany: Reconstructing beliefs about languages and multilingual language learning in initial teacher education. International Journal of Multilingualism, 19(4), 499-522. Msila, V. (2012). Autobiographical narrative in a language classroom: A case study in a South African school. Language and Education, 26(3), 233-244.

Detecting active methodologies in ERUA2 Network - Proposal of UAEGEAN	
Methodology	Other: Philosophical dialogue through creation-exhibition of objects & performance
Programme	Undergraduate
Context	Other: Online/Onsite/Hybrid The methodology can be applied in all 3 contexts depending on the needs
Fields	Arts & Humanities
Addressees	Undergraduate Students
Summary	This is about the design of a double series methodology combining the elements of philosophical dialogue as a key method and the creation/construction/invention of new objects or the selection or the transformation of already existing objects through philosophical-artistic practices. This combination forms a pedagogic-interactive initiatory/research plan for the recognition, definition and elaboration of the philosophical element in the frame of pedagogical or philosophical learning environments. The whole methodology embodies also other quality methodologies as problematization, research-diary, 'scaffolding' and bricolage, improvisation, physical theater practices, conceptualization, etc.
Team leaders	Professor Elena Theodoropoulou
Department/s	Dpt of Preschool Education Sciences & Educational Design
Activities / Projects	https://practphilab.aegean.gr/research/
Challenges	-The time is the largest barrier - Students' interpersonal dynamics -More supportive structures needed
References	Theodoropoulou, E. (2021). Philosophical remarks about educational materials: a threshold of thinking. Revista Portuguesa de Pedagogia, 55, e055005-e055005. Theodoropoulou, E. (2021). Doing Philosophy Virtually and the Amphibolic Body: Thoughts on the Margins of the Pandemic. Paragrana, 30(2), 258-269.

Detecting active methodologies in ERUA2 Network - Proposal of Université Paris 8 Vincennes Saint-Denis	
Methodology	Active pedagogy, Learning by Doing, Project-based learning
Programme	Master's Degree MEEF (i.e., for all students preparing for teaching training and education in general via the CAPES examination). The Tandem Language Learning and Intercultural Exchanges (ALTEI) within Paris 8 University
Context	Onsite
Fields	No _Architecture and Engineering_ Yes _Arts and Humanities_ No _Health Sciences_ Yes _Law and Social Sciences_ No _Sciences_
Addressees	MEEF students of other disciplines (Humanities) with B1 & B2 levels in English.
Summary	The Paris8 Tandem Learning project emerged at Paris 8 university during the academic year 2021-22, following the introduction of a compulsory language module within the new curriculum of the Master MEEF (i.e., for all students preparing for teaching training and education in general via the CAPES examination). The students concerned by this language module were from the following disciplines: Literature, Visual Arts, Music, History-Geography and Economic and Social Sciences. Although they are not destined to be English teachers, this new MEEF module (English for Students of Other Disciplines) requires students to obtain at B2 level in English. Students taking the course had varying levels of English, spanning A2 to B2+ levels. The new module was created to bring all MEEF up to a B2 level in English and, thus, prepare them to work on interdisciplinary projects with their peers, among other things during their teaching careers.
Team leaders	Lead of the Programme Hanane Boutenbat: asso.prof/UP8 Team members: prof. Kate Naidenov/UP8 Cristina Fronterotta: Director of the Language Institute (SLI)/ UKON/ Konstanz University Associate tandem project managers: Ramona Baumgartner & Frank Fuschuber/UKON/ Konstanz University
Department/s	All departments

Activities / Projects	The Paris 8 Language Centre (CDL) and UKON's Language Institute (SLI) have been actively collaborating since 2022 to set up a tandem programme so that P8 students in the Master of Humanities programme can enhance their learning of English as a second language and French for students at UKON University.
	Tandem learning was to initially take place online between three people of different
	mother tongues who would collaborate and interact with the aim of:
	a) exchanging in English and at the same time learning about the partner's mother tongue;
	b) getting to know the partner and taking an interest in his/her study pathway, future plans and interests;
	c) discovering the respective cultures.
	Students would define their own intercultural objectives and how and when they would carry out the exchanges. It made sense for students to communicate and exchange with other students who live in different language environments and who may have a different
	view of what it means to become a teacher in a world that is increasingly facing
	major societal challenges.
	One of the main objectives of this module was to improve oral production and oral comprehension. This was programmed through interaction (debates on the subject of education, reacting to certain teaching situations in English without prior preparation) and through continuous speech (giving a lesson in English, giving a presentation of a discipline-related topic in English while using visuals). Both these activities would give rise to a student grade which would count towards the final validation of the course.
	Concurrently with these activities, students were expected to engage in linguistic exchanges in English and other languages. These exchanges were to be carried out in the form of tandems (linguistic exchanges with other students, preferably native English speakers or speakers of English with a B2/C1/C2 level).
Challenges	Monitoring students' schedules in both universities-managing very few communication breakdowns-finding immediate alternatives
References	O'Connell, A.M, Boutenbat, H.(2023) "Les langues de spécialité en France: vers une transdisciplinarité pratique", Specialised languages in French higher education: towards a transdisciplinary practice. Fachsprache, 2023, 45 (3-4),pp. 145-64
	Boutenbat, H. (2020) "De la complexité des émotions et des sens : apprentissage de l'anglais de spécialité pour psychologues", *Les Langues Modernes*, n°2/2020, [En ligne], mis en ligne le 8 juillet 2020,
	https://www.aplv-languesmodernes.org/spip.php?article8102

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

77

Detecting active methodologies in ERUA2 Network - Proposal of Mykolo Romerio Universitetas	
Methodology	Scientific research-based learning (SRBL) + team-based learning (TBL)
Programme	Undergraduate & Postgraduate
Context	Onsite
Fields	No *Architecture and Engineering* No *Arts and Humanities* No *Health Sciences* Yes *Law and Social Sciences* Yes *Sciences*
Addressees	Students, secondary students, lecturers
Summary	Scientific research-based learning (SRBL) + team-based learning (TBL). Research-Based Learning (SRBL) is a relatively under-researched and under-developed approach to inclusive learning that empowers students to create their own knowledge. The synergy created by scientific research conducted in student teams allows for more effective knowledge absorption and the development of abilities in the subject of study. SRBL also enhances students' problem-solving, critical thinking, and situational awareness skills, which, in addition to the aforementioned subject competencies, fosters the capacity to make more informed decisions in their personal lives. Furthermore, the SRBL method is particularly pertinent in the context of an increasing prevalence of fake news and pseudo-knowledge. It enables students to grasp the processes by which knowledge is created, not only in terms of its dissemination but also in terms of its influence in the social world. The SRBL method, which employs critical thinking and systematic analysis, enables students to identify fake news, comprehend its production mechanisms, and enhance their and organizations' resilience to external negative influences. In the SRBL method, the professor's involvement in the tasks performed by the students is essential. Master's programme are taught by experienced professors-researchers, whose experience in conducting research allows students to be professionally guided in defining the research problem, choosing data collection and analysis methods, and interpreting research results. The professor helps students integrate what they already know with what is new, ensuring a smooth transition from theory to practice. The team-based learning component of the SRBL is important in order to enhance the efficiency of the learning process. By conducting research in teams, students are able to combine both human and intellectual resources. Furthermore, participating in research presentations and peer-reviewing the research reports of other student-research teams develops the ability to provide feedback, positive criticism and suggestions, etc., which in turn enables students to develop their cooperation and leadership competencies as employees of organizations. Challenge based learning (CBL) gives Inner motivation, critical thinking and willingness to know more. Also, it is important to receive value after such a process. An added value I would highlight is a better collaboration process and relationship between students and teachers, possibilities for equal discussions for students and possibilities to improve the learning process for teachers. For institutions, societies and students – possibilities to combine science and business or practice. Limits I would highlight time and slow process, also there is a challenge to add this training method to different disciplines. Stakeholders can be involved asking to share cases which they need to solve, to suggest scholarships for the best projects, also to combine science and practical issues together for better learning process and also for understanding reality for students. So CBL allows us to analyse real-life issues that require real solutions, participate in training in small and large groups, talk about student ideas and throw each other away, solve the problem by using a variety of content, such as videos, audio, news articles, and other applicable materials, to adapt the lesson to different learning styles, constant involvement in the search for information arouses curiosity, development of long-term preservation of knowledge- Improves teamwork and communication skills, continuous Engagement Development of Long-Term Knowledge Retention Improvement of Teamwork and Interpersonal Skills and the most important - quality, not quantity.

Team leaders	Prof. dr. Agota Giedrė Raišienė and prof. Dr. Aistė Dromantaitė, ACC, are leading these initiatives at the university.
Department/s	The Faculty of Public Governance and Business, The Institute Management and Political Sciences.
Activities / Projects	Micro-credential system at the level of university and also for others who would like to study some specific subjects and gain credits as well as providing these approaches in the activities and projects in study subjects as *Leadership, Human Resource Management, Team building and Leadership, Emotional Intelligence, Negotiation and Influence-making, Critical thinking, Organisational Coaching, Project Management*, and *Creative Leadership.*
Challenges	1. More and more students are choosing this course each semester, which means more work. for the coordinator, particularly for the assessments. 2. Lack of preparedness for both – student and lecturer, i. e. time management and workload planning issues according to the micro-credentialing system which is mainly not included in the whole lecturers' workload system. So, it comes as an additional initiative which also requires time. 3. Academic requirements towards student's goals and making the studying process useful and enjoyable for students and lecturers. Sometimes CBL may not enable students to process all the academic concepts they need to pass an exam. 4. The lack of additional materials for classrooms and methods. 5. Intercultural groups of students which differently understand the topics and importance of the tasks. 6. Individual and group accountability in the projects. Also, some learners may not be comfortable with group discussions and collaborations, as they may prefer working alone. And not all are able to share reflections with argumentation. 7. Not enough time to prepare more and more interesting cases because of workload and scientific duties. 8. Challenges of Artificial Intelligence which is used by students and then lack of individual work or possibilities to track it. 9. Trust of the method and lecturer.
References	Pourhejazy, K. P., Isaksen R. (2024). Exploring the curricular and pedagogical decision criteria for research-based learning design in undergraduate studies, Evaluation and Programme Planning, 103, 102409, https://doi.org/10.1016/j.evalprogplan.2024.102409. Michaelsen, L. K., Davidson, N., & Major, C. H. (2014). Team-based learning practices and principles in comparison with cooperative learning and problem-based learning. Journal on Excellence in College Teaching, 25(3&4), 57-84. Leijon, M., Gudmundsson, P., Staaf, P., Christersson, C. (2021). Challenge based learning in higher education– A systematic literature review, Innovations in Education and Teaching International. https://doi.org/10.1080/14703297.2021.1892503. Christensen, J.; Ekelund, N.; Melin, M.; Widén, P. The Beautiful Risk of Collaborative and Interdisciplinary Research. A Challenging Collaborative and Critical Approach toward Sustainable Learning Processes in Academic Profession. Sustainability 2021, 13, 4723. https://doi.org/10.3390/ su13094723. Dromantaite, A. (2021). Experiential Education Strategy: Learning From and Through Experience. - 14th Pan-EU Conference Digital Education. https://www.youtube.com/watch?v=1bSew5TTHcw&t=9s

Disclaimer