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ERUA2 Training Plan for Teachers and Research Staff 2024-2027

TRAINING PLAN 2025-2026



*Training actions are part of the Postgraduate Diploma in
English as a Medium of Instruction (EMI & ESP),
Multimodal Communication and Technologies*

ERUA2 Training Plan for Teachers and Research Staff (2024-2027)

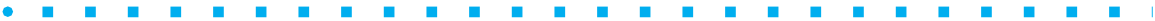
This training plan is offered to academics from the eight universities within the ERUA consortium: Université Paris 8, University of the Aegean, Universidad de Las Palmas de Gran Canaria, Mykolas Romeris University, New Bulgarian University, SWPS University, University of Macerata, and Europa-Universität Viadrina Frankfurt (Oder).

This Teacher Training Plan is aligned with ERUA's broader strategic objective under Work Package 2 (WP2): Designing ERUA's Innovative Learning Pathways. Within this framework, Task 2.6—Establishment of Virtual Educational Materials—plays a crucial role by fostering the development and dissemination of online teaching resources such as e-learning modules, webinars, and seminars. These resources aim to promote ERUA's values and facilitate cross-border collaboration in education.

The document outlines the training plan for the second semester of the 2025-2026 academic year. The training actions available offered by the ULPGC are part of the *Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication, and Technologies*. This programme aims to enhance English teaching methodologies within an EMI framework, it also emphasises multimodal communication and the use of technological resources to enrich learning experiences.

Enrolment for the training actions will be handled strictly on a first-come, first-served basis, according to the time of application. All eligible members of the ERUA2 consortium—full-time and part-time academics as well as PhD candidates—are invited to apply. As places are limited for each university, early registration is strongly encouraged. Once the maximum number of participants is reached, additional applicants will be placed on a reserved list and contacted if a place becomes available. To enroll, please use the following [link](#). You will receive a confirmation email for the specific course you have registered for.

We expect a strong commitment to completing the courses. Academics are expected not to abandon the courses they have enrolled in. If they do, they may be penalised and will not have the opportunity to register for future courses promoted by ERUA2.



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01. Critical Inquiry for Development of Critical Thinking

ECTS: 2 (10 hours synchronous online sessions + 40 hours independent work)

Summary: Writing in the disciplines with and without AI

The course is intended for teachers who want systematically, consistently, and methodically foster critical thinking in students while teaching their subjects. It is also intended for researchers who want to explore the development of critical thinking. During the course, participants were introduced to essential concepts, methodological models, and frameworks. A significant amount of time will be devoted to practical tasks, putting course participants “in the shoes” of students to better understand the possibilities of critical thinking development. Most of the time will be devoted to independent work, directly related to the course participants' study programs and the improvement of subjects in terms of development of critical thinking and critical inquiry.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Learning outcomes:

Enforced development of critical thinking skills in various higher education study programs and subjects.

1. Acquaintance with the concepts of “critical pedagogy” and “critical inquiry”
2. Application of methodical framework for development of critical thinking and apply in professional practice
3. Application of various critical thinking development strategies and methods in the professional practice
4. Acquaintance with critical thinking standards/rubrics and application in a professional practice

Contents:

1. Concepts of critical pedagogy and critical inquiry in HE
 2. Methodological framework for developing critical thinking in HE
 3. Types and ways of organizing students' independent, cooperative and collaborative work in promoting critical inquiry and critical thinking skills
 4. Assessment for learning and assessment of learning. Rubrics/standards for evaluation of critical thinking capacities
 5. Value of critical thinking development for students, teachers, university and society.
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Methodology:

The course program is based on pragmatism (J. Dewey, M. Lipman) and social constructivism (L. Vygotsky, J. Bruner) whose essential features are exploration, experimentation, practical tasks, and constructing the meaning of learning through both individual and cooperative work. Elements of critical pedagogy (P. Freire, S. Brookfield, J. Mezirow) are used in self-reflection on one's own learning, self-analysis, and in assessing the possibilities for developing critical thinking and the value of such assessment.

Teaching Staff:

Assoc.prof. Daiva Penkauskienė

Institute of Education Science and Social Work

Faculty of Human and Social Studies (Mykolas Romeris University)

Dates and Schedule:

02 February – 01 April 2026

Live sessions (online):

15:00–17:00 Bulgaria, Romania, Greece | 14:00–16:00 Italy, France, Germany, Poland (CET base) | 13:00–15:00 Canary Islands.

Live session dates:

02.02.2026 | 19.02.2026 | 10.03.2026 | 20.03.2026 | 01.04.2026

02. Flipped Classroom. Teaching Students in the Humanities How to Learn with AI through a Flipped Classroom Approach

ECTS: 1 (12 hours synchronous sessions (6x2hours) + 9h online pre-class work + 4h independent work)

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Summary:

This course uses a flipped classroom approach. It will teach you how to design your own flipped classroom in order to help your students learn with AI. You will learn how AI can be used both in academic teaching and in university learning and research. You will be provided with resources (texts, videos, podcasts), patterns and templates in advance of the class. You will have to familiarize yourself with these resources and engage with them in order to be able, during class, to discuss them and complete tasks and exercises based on the perspectives they provide. Through these resources and tasks, you will learn what generative AI is and how it can be effectively integrated into university teaching and learning. All synchronous sessions will also include a reflexive component focusing on how the flipped classroom is designed and implemented. Assessment will rely on a series of tasks consisting of designing a two-hour synchronous session based on the flipped classroom approach, in which you introduced students to the use of AI in your discipline for a given grade level (e.g. first-year bachelor's). All synchronous sessions, tasks and exercises are designed to prepare you for the final assessment.

For: Academic staff

Mode: Online

Places: 40

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Learning outcomes:

1. You will be able to understand how generative AI works and identify which generative AI resources can be used and proposed to students in your own disciplinary context.
2. You will be able to design and implement a flipped classroom approach that integrates the use of generative AI into your own disciplinary context.

3. You will be able to reflect on your teaching practices and on the pedagogical implications of using generative AI and flipped classroom models in higher education.

Contents:

1. Understanding generative AI in Higher education: Key concepts and mechanisms of generative AI; educational potential and limitations of AI tools in university teaching and learning; ethical and critical perspectives on the use of AI in academic contexts
2. Principles and practices of the flipped classroom approach: structure and rationale of the flipped classroom model; designing pre-class, in-class and post-class activities; selecting and adapting digital resources for active learning
3. Integrating AI into flipped classroom design: using AI tools to support student's learning before, during and after the class; developing sample flipped classroom incorporating AI-based activities; reflecting on the pedagogical, disciplinary and ethical implications of AI integration.

Methodology:

Participants engage with resources and complete preparatory tasks before each synchronous session. Class time is then dedicated to discussion, collaborative problem-solving, and the practical application of concepts explored in the pre-class phase. The course combines asynchronous preparation, synchronous active learning and independent yet guided project work leading to the final assessment task.

Assessment: 60% attendance 40% final work.

Teaching Staff:

Dr Nada CHAAR

Associate Professor

Sciences of Education/ CIRECFT-ESCOL; Université Paris 8-Vincennes-Saint-Denis

Dates and Schedule:

24 March – 26 May 2026

16:00–18:00 Bulgaria, Romania, Greece | 15:00–17:00 France, Italy, Germany,
Poland (CET base) | 14:00–16:00 Canary Islands.

Live session dates:

24.03.2026 | 07.04.2026 | 14.04.2026 | 28.04.2026 | 05.05.2026 | 26.05.2026

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03. Digital Teaching Essentials for Engaging Learning (Online or Beyond)



ECTS: 2 (12 h synchronous sessions + 38h independent work)

Summary: Writing in the disciplines with and without AI

Discover how simple digital tools can transform your teaching! These workshops empower university teachers to design and integrate digital content into their lessons, even with little or no prior experience. Participants build practical skills, exchange experiences, and develop innovative approaches to learning. The emphasis is on solutions that are quick to create and easy to apply, allowing teachers to enrich their practice without adding unnecessary workload.

For: Academic staff and early-career researchers

Mode: Online (zoom)

Places: 40

Learning outcomes:

1. Demonstrate confidence in using digital tools to enhance teaching.
2. Create interactive, engaging multimedia content.
3. Apply strategies for online collaboration and community building.
4. Guide students in using E-Portfolios to track and reflect on their learning journey.
5. Integrate open educational resources to deliver accessible, ethical, and sustainable learning experiences.

Contents:

1. Foundations of Digital Teaching
2. Creating Interactive Content
3. Engaging Students Through Multimedia
4. Collaborative Learning Tools
5. E-Portfolios and Reflection
6. Open Educational Resources and Best Practices

Methodology:

Each session combines brief input and demonstrations with guided exercises, giving participants the chance to explore digital tools in real time. Participants will be asked to develop short learning scenarios for their own teaching, which will also serve as a basis for further discussion in the plenary. Collaborative activities and discussion segments foster the exchange of experiences and best practices, while reflection tasks help teachers adapt what they learn to their own classrooms. The focus is on simple, effective strategies that can be implemented immediately, ensuring digital teaching enhances learning without adding extra workload. After each session, participants receive a handout with a concise checklist, recommendations for additional tools and resources, and a task to test a digital tool and reflect on its use.

Teaching Staff:

Mgr. Iur. Klaudia Kazana, LL.M.

Center for Teaching and Learning/European University Viadrina in Frankfurt (Oder)

Dates and Schedule:

13 February – 24 April 2026

Live sessions (online):

12:00–14:00 Bulgaria, Romania, Greece | 11:00–13:00 Italy, France, Germany, Poland (CET base) | 10:00–12:00 Canary Islands

Live session dates:

13.02.2026 | 27.02.2026 | 06.04.2026 | 10.04.2026 | 20.04.2026 | 24.04.2026

04. Cine español para aprender español/ Spanish Cinema to Learn Spanish



ECTS: 1,2 (12 synchronous hours + 12 coursework hours)

Summary:

El curso Cine español para aprender español ofrece la oportunidad de avanzar en el aprendizaje de español tomando el cine como hilo conductor. A través de películas de comedia, drama, ambientación histórica, suspense y fantasía, los participantes incorporarán nuevo vocabulario, mejorarán su comprensión del idioma y aumentarán su seguridad al expresarse en situaciones reales y cotidianas. Cada sesión se organiza en torno a un género cinematográfico y propone actividades como presentaciones, intercambio de experiencias, descripción de personajes y espacios, así como la expresión de emociones y la formulación de preguntas. Al finalizar este curso, el alumnado será capaz de utilizar léxico básico relacionado con el cine, reconocer estructuras y expresiones frecuentes del español, identificar aspectos culturales y sociales además de comunicarse de manera sencilla y adecuada al contexto.

The Spanish Cinema to Learn Spanish course offers an opportunity to advance in Spanish learning using cinema as a central thread. Through films in genres such as comedy, drama, historical, suspense, and fantasy, participants will acquire new vocabulary, improve their language comprehension, and gain confidence in expressing themselves in real-life and everyday situations. Each session is organized around a specific film genre and includes activities such as presentations, sharing experiences, describing characters and settings, as well as expressing emotions and asking questions. By the end of the course, students will be able to use basic cinema-related vocabulary, recognize common Spanish structures and expressions, identify cultural and social elements, and communicate effectively in simple and context-appropriate ways.

For: Academic staff and early-career researchers / Admin. staff

Mode: Online

Places: 40

Learning outcomes:

1. Understand and use basic vocabulary related to different cinematic genres in Spanish.
2. Identify Spanish expressions and simple grammatical structures.
3. Recognize cultural and social aspects.
4. Improve listening comprehension in Spanish.
5. Participate in basic communicative exchanges using simple and context-appropriate sentences

Contents:

1. Session 1 - Comedy: Communicative functions: greeting, introducing oneself, talking about daily routines.
 2. Session 2- Drama: Communicative functions: narrating experiences, expressing emotions, describing situations.
 3. Session 3 - Historical Cinema: Communicative functions: recounting historical events, situating events in time, comparing eras.
 4. Session 4 - Suspense / Thriller: Communicative functions: expressing doubt, asking for and giving information.
 5. Session 5 - Fantasy Cinema: Communicative functions: describing places and characters, expressing wishes, making predictions.
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Methodology:

The course adopts active, collaborative learning approaches based on learning by doing. Activities include interactive sessions and reflective discussions; group and pair tasks; presentations, debates, and co-constructive feedback; microteaching sessions designed and delivered by participants. Assigned exercises and self-paced materials will support the live sessions.

- 50% Active participation in synchronous sessions and collaborative tasks
- 50% Final task: Delivery of an EMI/ESP microteaching session and self-reflection

Teaching Staff:

Leticia Galiana Hernández

Departamento de Filología Hispánica, Clásica y de Estudios Árabes y Orientales.

Universidad de Las Palmas de Gran Canaria

Dates and Schedule:

16 February – 04 March 2026

Live sessions (online):

18:30–20:00 Bulgaria, Romania, Greece | 17:30–19:00 France, Italy, Germany, Poland (CET base) | 16:30–18:00 Canary Islands.

Live session dates:

16.02.2026 | 18.02.2026 | 23.02.2026 | 25.02.2026 | 02.03.2026 |
04.03.2026

05. Gamification: Theory, Design, and Practice

ECTS: 2 (10h synchronous sessions + 10h online work + 30h independent work)

Summary:

In this course we will explore the principles of gameful design applied in higher education. It consists of lectures, workshops, and independent work. We will analyse the concepts of *paidia* and *ludus*, examine player typologies and gamification effectiveness. Gameful design frameworks (e.g., Mechanics-Dynamics-Aesthetics (MDA), Lens of Intrinsic Skill Atoms) will be used to model gamified activities. We will discuss real-world applications of gamification in educational setting, highlighting success stories and failures of the method.

For: University teaching staff with English level B2 (entry level)

Mode: Online

Places: 40

Learning outcomes:

1. Critically examine the foundational concepts and application of games and gamification.
2. To design gamified learning activities.

Contents:

1. [Foundations of Gamification](#)
Content: conceptual analysis of gamification, including concepts like serious games or playful design.
2. [Psychological Drivers and Player Typologies of Gamification](#)

Content: psychological drivers of gamification.

Group Assignment: Scenario for gamification (research poster).

3. Gamification Design Frameworks

Content: the frameworks of MDA and Lens of Intrinsic Skill Atoms.

Group Workshop: Modelling of a learning activity.

4. Aesthetics and Meaningful Gamified Experiences

Content: designing for aesthetical experience

5. Practical Applications and Ethical Considerations of Gamification

Content: cases of gamification in educational domain

Individual assignment: Designing the rule system for learning-based gamified experience

Methodology:

Online learning and workshops tied to design of gamified content.

Teaching Staff:

Dr / Prof. [Marius Kalinauskas]

The Institute of Communication / Mykolas Romeris University

Dates and Schedule:

01 March – 01 April 2026

Live sessions (online):

11:00–13:00 Bulgaria, Romania, Greece | 10:00–12:00 France, Italy,
Germany, Poland (CET base) | 09:00–11:00 Canary Islands.

Live session dates:

05.03.2026 | 09.03.2026 | 12.03.2026

06. English as a Medium of Instruction (EMI)

ECTS: 1.3 (7 synchronous hours + 12 coursework + 13.5 independent work)



***NOTE:** This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the ERUA ALLIANCE teaching staff.*

Summary:

This subject will strive to acquaint participants with what EMI and ICLHE are providing strategies to effectively guide input, promote interaction and support output.

For: Academic staff and early-career researchers.

Mode: Online

Places: 40

Learning outcomes:

1. The broad goal of this subject is to familiarize participants with the concepts of EMI and ICLHE. Specifically, it will seek to:
2. Identify and define the distinctive traits of both approaches.
3. Discuss and demonstrate different resources and skills to make lectures and other L2 input comprehensible and effective.
4. Analyse and evaluate different techniques and strategies to promote L2 interaction in the classroom.
5. Explore different resources and techniques so as to guide and support students in how to produce multimodal texts in the L2

Contents:

1. This subject will strive to acquaint participants with what EMI and ICLHE are providing strategies to effectively guide input, promote interaction and support output.
-

Methodology:

The methodology followed will be eminently practical and hands-on making effective use of varied digital tools and platforms. Cooperative learning, discussion, debate, and reflection activities will be developed within each of the topics in order to foster critical evaluation of the contents covered and direct application to the participants' educational scenarios.

Assessment:

70%: Evaluation will be carried out through the participants' participation in the practical activities carried out in class. Each block will comprise various short activities and a longer cooperative/discussion activity which will factor into the final mark.

30%: A micro-teaching project will be presented orally, applying practically all the principles covered in class (evaluation criteria: structure and organization; expression; content; personal touch and originality; adequate register).

Teaching Staff:

Dr. Pilar Mur Dueñas

Departamento de Filología Inglesa y Alemana, Universidad de Zaragoza

Dates and Schedule:

13 April – 20 April 2026

Live sessions (online):

13.04.2026

17:00–20:00 Bulgaria, Romania, Greece | 16:00–19:00 Spain (Zaragoza), France, Italy, Germany, Poland (CET base) | 15:00–18:00 Canary Islands

16.04.2026 | 20.04.2026

17:00–19:00 Bulgaria, Romania, Greece | 16:00–18:00 Spain (Zaragoza), France, Italy, Germany, Poland (CET base) | 15:00–17:00 Canary Islands

Live session dates:

13.04.2026 | 16.04.2026 | 20.04.2026

07. Next Level Teaching: Project-Based Learning in an Agile Classroom



ECTS: 1 ECTS (12h synchronous sessions + 13h independent work)

Summary:

This course equips teachers with practical strategies to enable students to work effectively in teams on project-based assignments. Participants will learn how to combine agile methods and short feedback cycles with project management techniques tailored for higher education. Teachers will also learn how to facilitate self- and team-reflections, helping students evaluate their own contributions, improve collaboration, and adapt their workflows. Through hands-on examples and simple, low-threshold tools, teachers will be able to foster collaboration, structure workflows, and support iterative, reflective project work in virtual, hybrid, or in-person classrooms.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Learning outcomes:

1. Design structured, project-based learning experiences with clear milestones, task planning, and iterative progress tracking for student teams.
2. Apply agile methods and short feedback cycles to enhance collaboration, adaptability, and efficiency in student projects.
3. Facilitate self- and team-reflections, enabling students to evaluate their contributions, improve teamwork, and adjust workflows.
4. Use practical, low-threshold tools to support iterative, reflective, and effective project work in virtual, hybrid, or in-person classrooms.

Contents:

1. Agile Project-Based Learning in Higher Education
 2. Structuring Project Work.
 3. Agile Methods in Action.
 4. Building Engaged Student Teams.
 5. Reflect, Adapt, Improve.
 6. Implementing Agile Project-Based Learning.
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Methodology:

Participants develop short project-based learning scenarios for their own teaching, which serve as a basis for plenary discussion. Collaborative activities and discussions promote the exchange of experiences and best practices, while reflection tasks help teachers adapt the methods to their own classrooms. The focus is on simple, practical strategies that can be applied immediately to support student teamwork and project work. After each session, participants receive a handout with a checklist, tool recommendations, and a short task to test a method or tool and reflect on its use.

Teaching Staff:

Mgr. Iur. Klaudia Kazana, LL.M. Dr

Center for Teaching and Learning/European University Viadrina

Dates and Schedule:

07 April – 19 June 2026

Live sessions (online):

12:00–14:00 Bulgaria, Romania, Greece | 11:00–13:00 France, Italy, Germany, Poland (CET base) | 10:00–12:00 Canary Islands.

Live session dates:

07.04.2026 | 21.04.2026 | 08.05.2026 | 22.05.2026 | 05.06.2026 | 19.06.2026

08. Emotional intelligence and coaching principles in higher education

ECTS: 2 (5x2h synchronous sessions + 40h independent work)

Summary:

This course develops emotional intelligence and coaching-based communication skills tailored to the academic context. It supports teaching staff in creating engaging, reflective, and student-centred learning environments, and helps researchers strengthen emotionally intelligent leadership, mentoring, and collaboration practices essential for interdisciplinary and international research work.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Learning outcomes:

1. To enhance participants' understanding and application of emotional intelligence (EI) in the academic environment.
2. To apply coaching techniques (e.g., questioning, active listening, feedback) in teaching and supervision.
3. To support reflective, collaborative and student-centred learning environments through EI practices.

Contents:

1. Introduction to Emotional Intelligence (EI) and its relevance in higher education settings.
2. Coaching principles in academic work: GROW model, active listening, and powerful questioning.
3. Reflective teaching practices, constructive feedback, and fostering collaborative learning environments using EI.

Methodology:

The course uses collaborative learning techniques, peer discussions, coaching simulations, reflective journaling, and case-based learning. Participants engage in experiential tasks and apply EI and coaching tools directly in their teaching and/or research collaboration contexts.

Teaching Staff:

Prof. Dr. Aistė Dromantaitė, ACC

Institute of Leadership and Strategic Management / Mykolas Romeris University

Dates and Schedule:

8 April – 6 May 2026

Live sessions (online):

16:00–18:00 Lithuania | 15:00–17:00 Spain (Zaragoza), France, Italy, Germany, Poland (CET base) | 14:00–16:00 Canary Islands

Live session dates:

08.04.2026 | 15.04.2026 | 22.04.2026 | 29.04.2026 | 06.05.2026

09. Designing International EMI/ESP Programmes

ECTS: 1,8 (9 synchronous hours + 18 online work hours +18 independent work hours)



NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the ERUA ALLIANCE teaching staff.

Summary:

This course will focus on International Higher Education (HE) EMI/ESP programmes using English as a Lingua Franca (ELF) for instructional purposes and classroom communication.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Learning outcomes:

4. Understand the characteristics, principles, goals, and rationale for EMI/ICLHE in HE and how/why an ELF pedagogical approach is well suited for this context.
5. Develop a comprehensive, learner-centered, and context-specific EMI/ICLHE curriculum and materials that consider both the academic content and language proficiency needs of students.
6. Implement/create a range of instructional methods, communicative strategies, learning materials, and assessments.

Contents:

4. The course will begin with a brief historical and theoretical overview of EMI and ICLHE in HE, then focus on developing ELF competencies, skills, and knowledge as they relate to the EMI context, and finally detail specific ELF instructional techniques, communicative strategies, materials development, and learning assessments appropriate to EMI/ICLHE settings
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Methodology:

Students are expected to be actively engaged in the course. The two underpinning methodologies will be active learning, involving numerous discussions and critical analysis sessions, and problem-based learning in which students will work independently and collaboratively to address open-ended problems of effectively implementing ELF pedagogy in the EMI/ICLHE context. Students will engage in dialogue and brainstorming activities, suggest possible solutions to challenges, create learning materials and assessments, and design an EMI/ICLHE/ESP curriculum for a given context.

Assessment criteria: participation in class activities (40%) and a final assessment (60%). The final assessment will be subdivided into two elements: 1) a short multiple-choice quiz on the course content (10%) and a presentation of the curriculum design to be delivered/recorded (50%).

Teaching Staff:

Dr. Vicky Gil

Departamento de Filología Inglesa y Alemana, Universidad de Zaragoza

Dates and Schedule:

7 April – 07 May 2026

Live sessions (online):

27.04.2026

17:00–20:00 Bulgaria, Romania, Greece | 16:00–19:00 Spain (Zaragoza), France, Italy, Germany, Poland (CET base) | 15:00–18:00 Canary Islands

30.04.2026 | 04.05.2026 | 07.05.2026

17:00–19:00 Bulgaria, Romania, Greece | 16:00–18:00 Spain (Zaragoza), France, Italy, Germany, Poland (CET base) | 15:00–17:00 Canary Islands

Live session dates:

27.04.2026 | 30.04.2026 | 04.05.2026 | 07.05.2026

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10. Teaching through Project-Based Learning

ECTS: 1 (4h synchronous sessions + 3h online work + 18h independent work)



Summary:

Project-based learning is a popular teaching methodology used across subjects, and previous research has shown its effectiveness. Why and how to use it (or not to use it)? This short course starts with key assumptions about adult learning and, through practical application, explores how to design, manage, and evaluate a project-based learning pathway within your teaching.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Learning outcomes:

1. To understand the assumptions underlying project-based learning and other experiential learning methodologies.
2. To develop skills in designing, managing, and evaluating a project-based learning pathway within the course.
3. To identify and choose appropriate topics and tools to support effective learning by means of project-based learning pathways.

Contents:

1. Adult learning theories and their application to teaching practices.
 2. Project-based learning design, development, and evaluation.
 3. Potential use of project-based learning.
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Methodology:

The course is organised as follows:

- Initial synchronous session: content introduction and assignments description (2 hours)
 - Group activity (3 hours online work): discussing in the Learning Management System the potential practical use of project-based learning for different subjects of group participants;
 - Asynchronous individual or group work and final submission of the assignment in the Learning Management System (18 hours of independent work);
 - Closing synchronous session: presentation of completed assignment outputs by participants, followed by collective feedback (2 hours).
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Teaching Staff:

Prof. Gigliola Paviotti

Department of Education, Cultural Heritage and Tourism / University of Macerata

Dates and Schedule:

28 April – 26 May 2026

Live sessions (online):

17:30–19:30 Bulgaria, Romania, Greece | 16:30–18:30 Italy, France, Germany, Poland (CEST base) | 15:30–17:30 Canary Islands.

Live session dates:

28.04.2026 | 26.05.2026

11. Delivering Your International EMI/ESP Course: Microteaching, Multimodal Communication



ECTS: 1,2 (6 synchronous hours + 12 coursework hours + 12 independent work hours)

***NOTE:** This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the ERUA ALLIANCE teaching staff*

Summary:

This 30-hour online course explores inclusive, culturally responsive pedagogical interactions in multicultural university classrooms. Through ethnography of communication, personal narratives, storytelling, and arts-based methods, participants will develop practical strategies for fostering equitable, engaging, and meaningful classroom interactions, while reflecting on their own teaching practices.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Learning outcomes:

7. Design and refine a learner-centered and context-specific EMI/ESP curriculum integrating academic content and students' language needs.
8. Apply diverse instructional methods, communicative strategies, digital tools, and assessment techniques appropriate for EMI/ESP environments.
9. Deliver a well-structured microteaching session showcasing effective use of multimodal resources and interaction strategies.

Contents:

5. Delivering EMI/ESP: From course design to practice.
6. Multimodal communication in teaching and learning
7. Interaction strategies for EMI/ESP classrooms in educational contexts.
8. Developing and delivering microteaching sessions
9. Reflective teaching and peer constructive feedback

Methodology:

The course adopts active, collaborative learning approaches based on learning by doing. Activities include: interactive sessions and reflective discussions; group, pair tasks; presentations, debates and co-constructive feedback; microteaching sessions designed and delivered by participants. Assigned exercises and self-paced materials will support the live sessions. The assessment will be:

- 50% Active participation in synchronous sessions and collaborative tasks
- 50% Final task: Delivery of an EMI/ESP microteaching session and self-reflection

Teaching Staff:

Dr. Soraya García-Sánchez

Departamento de Filología Moderna, Traducción e Interpretación, ULPGC

Dates and Schedule:

19 May – 26 May 2026

Live sessions (online):

18:30–20:30 Bulgaria, Romania, Greece | 17:30–19:30 France, Italy, Germany, Poland (CET base) | 16:30–18:30 Canary Islands.

Live session dates:

19.05.2026 | 21.05.2026 | 26.05.2026

