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ERUA2 Training Plan for Teachers and Research Staff 2024-2027

TRAINING PLAN 2026-2027



*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 first semester of the 2026-2027 academic year. 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 waiting list and contacted if a place becomes available.

Academics are expected not to abandon the courses you have enrolled in. Please, double-check your availability and inform the organisers as soon as possible if you cannot attend, so that their place can be offered to colleagues on the waiting list. In order to encourage commitment and make better use of available places, if an enrolled participant does not attend the first session of the course, they will automatically lose their place in the programme. They will be informed by email that they have been removed from the participant list. Their place will then be offered to the next person on the waiting list. We expect a strong commitment to completing the courses. Failure to comply will be penalised and you will not have the opportunity to register for courses promoted by ERUA2 in the subsequent semester.



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01. Project-Based Learning for Social Sciences and Humanities Educators

ECTS: 2 (3 synchronous sessions (6 academic hours) + 44 hours independent work)

Summary:

This training introduces university teachers to Project-Based Learning (PBL), a student-centred method that uses real-world challenges to drive learning. Participants will learn how to incorporate PBL into their teaching practices to foster critical thinking, creativity, collaboration, and communication of the students. The course offers tools to make learning more engaging, relevant, and effective.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

By the end of this course, participants will be able to:

- Explain the principles and pedagogical foundations of PBL and critically distinguish it from traditional project-based approaches
- Align PBL approaches with course and programme learning outcomes, ensuring coherence between teaching, learning activities, and assessment strategies
- Design a PBL-based course or module, including defining driving questions, structuring student collaboration, planning timelines, and identifying meaningful final outputs and audiences
- Develop appropriate assessment methods for PBL, including formative and summative strategies that support student learning and engagement
- Reflect on and adapt their own teaching practice by integrating PBL elements suited to their disciplinary and institutional context.

Contents:

1. Inquiry and inspiration: Definition, core principles, and pedagogical foundations; Differences between traditional projects and rigorous PBL; Key benefits of PBL for students and educators
 2. Aligning PBL with curriculum and learning outcomes: Integrating PBL into study program goals and course objectives; Learning outcomes and assessment
 3. Designing and developing of the PBL course: Forming project teams; Formulating driving and need to know questions; Deciding on final outcome and audience; Creating the calendar; Planning a presentation day
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Methodology:

The training course will follow an interactive and experiential methodology, closely aligned with the principles of PBL. Participants will actively engage in hands-on activities that simulate real-world challenges, allowing them to experience PBL from a student's perspective. Short theoretical inputs will provide key concepts, frameworks, and examples, while collaborative workshops will foster peer learning through group work, case analysis, and shared reflection. Throughout the training, participants will be encouraged to reflect on their own teaching practices and explore how PBL can be integrated into their specific academic contexts.

Teaching Staff:

Prof. dr. Jolanta Pivoriene

Faculty of Human and Social Studies

Mykolas Romeris university, Vilnius, Lithuania

Dates and Schedule:

November 16, 2026 to January 29, 2027

Live sessions (online):

November 16, 10.00–11.30 (Vilnius time)

November 30, 10.00–11.30 (Vilnius time)

January 18, 10.00–11.30 (Vilnius time)

Each synchronous session will be followed by assignments for independent work

02. Do you speak AI? Prompt Engineering from a linguistic perspective

ECTS: 1 (4 synchronous hours + 13.5 coursework + 8.5 independent work)

Summary:

Can AI understand you? This course trains academic staff from all disciplines to communicate with AI effectively, using a linguistically-grounded framework rooted in pragmatics and discourse analysis. Across 2 live sessions, participants build a shared prompt writing code — transferable, discipline-neutral, and immediately applicable to their teaching and research.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

1. Understand the linguistic and pragmatic mechanisms that determine the quality of human-AI interaction, grounded in speech act theory (Austin, Searle) and relevance theory (Sperber & Wilson).
2. Apply a five-dimension framework (Role, Task, Context, Form, Quality Criteria) to design effective prompts adapted to their specific academic and professional needs.
3. Apply a set of linguistically-grounded diagnostic criteria to evaluate AI-generated outputs and identify the prompt-level decisions that produced them.

Contents:

1. The five dimensions of an effective prompt: Role, Task, Context, Form, and Quality Criteria. Cross-disciplinary analysis and application.
2. Prompt diagnosis and rewriting: identifying and correcting weaknesses using linguistically-grounded criteria.

3. Co-construction of "The Prompt Code": a shared, discipline-neutral reference guide for effective AI communication.
 4. Guided readings: Grice (1975), Austin (1962), Wei et al. (2022), and selected texts on AI literacy in higher education.
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Methodology:

Two synchronous online sessions, held one week apart. Session 1 delivers the theoretical framework and the five-dimension prompt model. The one-week gap allows participants to experiment independently before returning to Session 2, a hands-on laboratory where they diagnose and rewrite their own prompts live. Coursework includes guided readings, video micro-lectures, and structured tasks. Independent work involves open-ended experimentation in participants' own teaching and research contexts. Assessment is formative: a before/after prompt comparison with a brief written reflection. The course culminates in 'The Prompt Code', a shared reference guide for participants to use.

Teaching Staff:

Dr / Prof. Beneharo Álvarez-Pérez

Department of Modern Philology, Translation and Interpreting / Universidad de Las Palmas de Gran Canaria

Dr / Prof. Mónica Santana-García

Department of Modern Philology, Translation and Interpreting / Universidad de Las Palmas de Gran Canaria

Dates and Schedule:

17 November 2026 – 15 December 2026

Live sessions (online): 17:30–19:30 Bulgaria, Lithuania, Greece | 16:30–18:30 Italy, France, Germany, Poland (CET) | 15:30–17:30 Canary Islands.

Live session dates: 17.11.2026 | 01.12.2026

03. Co-Creating Knowledge: Integrating Service-Learning, Third Mission, and Citizen Science

ECTS: 1 (7.5 synchronous hours + 3 coursework + 14.5 independent work)



Summary:

This course centers on Service-Learning as a powerful tool for knowledge co-creation. Participants will learn the impact of Service-Learning to address civic needs and resources, exploring how this practice inherently advances the university's Third Mission. The course connects these processes with Citizen Science, showing how community-led service can enrich participatory research. Ultimately, it fosters co-responsibility within a plural community, through inter/trans-disciplinary dialogue.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

1. Analyze and design curriculum-integrated Service-Learning projects that co-create knowledge to address specific civic needs.
2. Align experiential learning initiatives with institutional Third Mission strategies for public engagement.
3. Integrate Citizen Science methodologies into Service-Learning frameworks to enhance collaborative research within the community.
4. Promote inter/trans-disciplinary dialogue among academic, professional, and community-based forms of knowledge.

Contents:

1. Core Service-Learning: Frameworks for knowledge co-creation and addressing community-identified needs.
 2. Civic Engagement and Third Mission: Institutional embedding, societal impact, and public value tracking.
 3. Intersecting with Citizen Science: Enhancing service projects through participatory research and community data.
 4. Inter/trans-disciplinarity: Connections among disciplines, professions, and territorial practices within processes of transformative learning and community participation.
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Methodology:

The course operates as an active, cooperative learning experience. Theoretical online materials provide the foundation, while live sessions are fully dedicated to group collaboration and mutual exchange, encouraging a critical attitude to overcome rigid epistemological boundaries. Participants utilise peer feedback to co-create knowledge and project blueprints.

Teaching Staff:

Prof. Rosita Deluigi

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

Dates and Schedule:

18 November – 17 December 2026

Live sessions (online): 18:00–20.30 Bulgaria, Lithuania, Greece | 17:00–19:30 Italy, France, Germany, Poland (CEST base) | 16:00–18:30 Canary Islands.

Live session dates:

19.11.2026 | 26.11.2026 | 17.12.2026

04. How to Beat ChatGPT: Video Activities and Authentic Assessment Strategies for Higher Education

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



Summary:

This course explores how university teachers can redesign assessment in response to generative artificial intelligence. It introduces video-based assignments –such as academic video essays, booktrailers, and short educational videos– as forms of authentic assessment that foster critical thinking, oral communication, digital literacy, and metacognitive reflection. Participants will design a transferable activity ready to implement in their own courses.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

By the end of the course, participants will be able to:

1. Explain the impact of generative AI on assessment.
 2. Design authentic video-based assignments.
 3. Develop assessment rubrics for audiovisual tasks.
 4. Adapt a transferable assessment activity to their own teaching.
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Contents:

1. Assessment in the age of ChatGPT and authentic assessment.
2. Video-based assignments (video essays, booktrailers, educational videos).
3. Scriptwriting and audiovisual storytelling.

4. Recording, editing and accessibility.
5. Rubrics, peer feedback and metacognition.
6. Designing a transferable assessment project.

Methodology:

Participants will design a transferable video-based assignment for one of their own courses. The final project, including learning outcomes, instructions and an assessment rubric, will constitute the course assessment and must be submitted by 29 January 2027.

Teaching Staff:

Prof. Mónica María Martínez-Sariego (Departamento de Filología Hispánica, Clásica y de Estudios árabes y orientales, ULPGC)

Dates and Schedule:

18 November 2026 – 29 January 2027

Live sessions (online):

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

Live session dates:

18.11.2026 | 25.11.2026 | 09.12.2026 | 13.01.2027

Please note: the final session on 13.01.2027 lasts **1 hour only**

05. Digital Didactics Lab: From content to creative learning

ECTS: 1 (10 synchronous hours + 15 independent work)



Summary:

Digital Didactics Lab: From Content to Creative Learning is a hands-on development course designed for university educators and beginners in the field of didactics who want to take their first steps into digital teaching and learning design. Across five 1.5-hour synchronous sessions, complemented by asynchronous practice tasks, participants will experiment with digital tools such as Miro, Padlet, and Moodle to rethink how courses are structured, experienced, and assessed.

The course emphasizes the transformation of traditional content delivery into creative, interactive, and student-centered learning experiences. Participants will gradually design their own course concept, applying principles of digital pedagogy, with a strong focus on research-informed teaching, open academia, and collaborative knowledge creation.

Key elements include gamification, reflection, peer feedback, and iterative design. By the end of the program, each participant will have developed a ready-to-share course prototype that can be opened to the broader Erua community, contributing to a more open and innovative academic teaching culture.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

1. Designing learner-centered digital courses
2. Using digital collaboration tools
3. Developing an agile course design approach
4. Integrate engagement strategies into teaching design.

Contents:

1. From content to learning experience
2. Designing collaborative learning spaces
3. Agile course design in practice
4. Engagement, gamification & feedback
5. From Prototype to Open Course (Erua Community)

Methodology:

The Digital Didactics Lab uses a blended, hands-on learning approach combining short inputs, guided design activities, peer feedback, and asynchronous tasks. Participants work iteratively on their own course prototype throughout the five sessions.

Learning is based on active experimentation and reflection, supported by collaborative tools such as Miro and Padlet. Moodle is used as a reference environment for structuring and testing course ideas.

Teaching Staff:

Mgr. Iur. Klaudia Kazana, LL.M.

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

Dates and Schedule:

19 November 2026 – 21 January 2027.

Live sessions (online):

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

Live session dates:

19.11.2026 | 26.11.2026 | 10.12.2026 | 14.01.2027 | 21.01.2027

06. Next Level Teaching: Project-Based Learning in an agile Classroom

ECTS: 1 ECTS (10h synchronous sessions + 15h 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: Full-time and part-time academic staff and PhD candidates

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 (1,5h)
 2. Structuring Project Work (1,5h)
 3. Agile Methods in Action (2h)
 4. Building Engaged Student Teams (1,5h)
 5. Reflect, Adapt, Improve (1,5h)
 6. Implementing Agile Project-Based Learning (2h)
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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, or 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:

20 November 2026 – 28 January 2027

Live sessions (online):

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

Live session dates:

20.11.2026 | 04.12.2026 | 11.12.2026 | 15.01.2027 | 22.01.2027 | 28.01.2027

07. Teaching Archaeological Interpretation: From Material Traces to Responsible Claims



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

Summary:

This course trains academic staff and PhD candidates to teach archaeological interpretation as a transparent movement from material traces to responsible claims. Participants redesign one teaching activity using artefacts, plans, stratigraphy, images or digital models, with claim-audits, uncertainty prompts and peer feedback.

For: Academic staff and PhD candidates teaching archaeology, heritage studies, classics, history, anthropology, digital humanities or related fields.

Mode: Online

Places: 40

Learning outcomes:

1. Design teaching activities that help students move from archaeological evidence to interpretation without overclaiming.
 2. Use material traces, site plans, stratigraphic records, images, texts or digital models to teach evidential reasoning and uncertainty.
 3. Apply claim-audit, traceability and peer-review methods to support critical archaeological thinking.
 4. Produce a redesigned teaching activity with instructions, assessment criteria and feedback strategy.
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Contents:

1. Archaeological evidence: traces, records, context and documentation.
2. From trace to claim: observation, inference, assumption and interpretation.

3. Teaching uncertainty: ambiguity, missing evidence and competing explanations.
 4. Claim-audits and traceability worksheets for archaeological reasoning.
 5. Case-based learning with artefacts, plans, monuments, museum displays or digital models.
 6. Assessment rubrics for evidence, method, interpretation and communication.
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Methodology:

The course follows a flipped, collaborative and project-based format. Before live sessions, participants complete short tasks such as analysing an archaeological claimor selecting a teaching example from their own context. Live sessions combine brief input, small-group work, peer review and design-studio activities. Shared archaeological site case studies will be used to examine how material traces, monuments, images, texts or digital models support different levels of interpretation. A light gamified “archaeological claim clinic” asks groups to classify claims as evidence-based, plausible, speculative or overextended. The final output is a compact archaeological case-study teaching module, including a short activity or assignment brief, a claim-audit/traceability worksheet, an assessment rubric and a short reflection.

Teaching Staff:

Apostolos Vlachos – PhD Candidate

Department of Mediterranean Studies / University of the Aegean

PhD expected before course delivery

Dates and Schedule:

24 November 2026 – 15 December 2026

Live sessions (online): 17:30–19:15 Bulgaria, Lithuania, Greece | 16:30–18:15 Italy, France, Germany, Poland (CET) | 15:30–17:15 Canary Islands.

Live session dates: 24.11.2026 | 01.12.2026 | 08.12.2026 | 15.12.2026

08. Adaptive Leadership and Human-Centred Transformation in the AI Era

Reflective Leadership and Active Learning for Industry 5.0

ECTS: 1 ECTS (7 synchronous hours + 16 independent work)

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Summary:

This course explores adaptive leadership and human-centred transformation within AI-driven environments. Through active and experiential pedagogies, participants engage in collaborative, reflective and project-based learning activities focused on systems thinking, innovation and future opportunity design aligned with Industry 5.0 principles.

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For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

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Learning outcomes:

Participants will be able to:

1. Analyse transformation challenges related to AI, digital change and Industry 5.0 using human-centred and systems-oriented perspectives.
2. Apply reflective and adaptive leadership approaches within educational and interdisciplinary contexts.
3. Use active learning methodologies including collaborative learning, project-based learning and reflective practice.
4. Diagnose transformation challenges through organizational, technological, strategic and people-centred dimensions.
5. Collaboratively design future-oriented transformation and innovation pathways.

Contents:

1. Understanding Change and Human-Centred Transformation
 2. Self-Awareness and Reflective Leadership
 3. Transformation Intelligence Workshop
 4. Innovation and Future Opportunity Design
 5. Final Collaborative Transformation Challenge
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Methodology:

The course follows a participant-centred active learning philosophy aligned with ERUA Academic Innovation principles. The methodology combines: Flipped Classroom principles, Cooperative and Collaborative Learning, Project-Based Learning, Reflective Practice, Scenario-Based Learning, Gamification elements, Experiential Workshops, Peer-to-Peer Learning.

Participants engage in collaborative diagnostics, reflection exercises, transformation simulations, visual mapping activities and interdisciplinary redesign challenges. Assessment is based on participation, reflective contributions, collaborative engagement and the final transformation challenge presentation. The pedagogical approach is informed by experiential learning theory (Kolb, 1984), reflective practice (Schön, 1983), collaborative learning approaches (Johnson & Johnson, 1999), project-based learning principles (Thomas, 2000) and human-centred Industry 5.0 perspectives promoted by the European Commission (2021).

Teaching Staff:

Georgios Stergiou

PhD Candidate – Department of Cultural Technology and Communication,
University of the Aegean

Dates and Schedule:

25 November 2026 – 13 January 2027

Live sessions: 17:00–19:00 Bulgaria, Lithuania, Greece | 16:00–18:00 Italy, France, Germany, Poland (CET) | 15:00–17:00 Canary Islands.

Please note: the final session on 13.01.2027 lasts 1 hour only

Live session dates: 25.11.2026 | 02.12.2026 | 09.12.2026 | 13.01.2027

09. Learning in Motion (LiM): Multimodal and Arts-Based Innovation in Higher Education

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



Summary:

Learning in Motion explores multimodal, embodied, and arts-based approaches to innovation in higher education. Through active, collaborative, and challenge-based pedagogies, participants design inclusive and digitally enriched learning environments that foster creativity, intercultural dialogue, and reflective practice. The course aligns with the ERUA educational vision and contributes to the development of key European competence frameworks, including DigComp, LifeComp, EntreComp and GreenComp, promoting sustainable, innovative and socially engaged teaching practices. The course contributes to ERUA's mission of fostering innovative, inclusive and challenge-based higher education through interdisciplinary collaboration and European knowledge exchange.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

1. Design multimodal and arts-based learning experiences for higher education
 2. Apply collaborative, inclusive and learner-centred pedagogies.
 3. Integrate digital creativity and reflective practice aligned with the DigComp framework.
 4. Develop interdisciplinary educational micro-projects fostering innovation, entrepreneurship (EntreComp) and sustainability (GreenComp).
 5. Critically reflect on intercultural, ethical and lifelong learning perspectives in line with LifeComp.
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Contents:

1. Rethinking Higher Education through Multimodality and Embodiment. Explores educational transformation through multimodal and embodied learning.

2. Active and Participatory Pedagogies. Develops active pedagogies promoting collaboration, creativity and learner engagement.
 3. Arts-Based and Digital Innovation. Explores arts-based and digital multimodal approaches for innovative higher education.
 4. Inclusion and Cultural Diversity. Examines inclusion, cultural diversity and socially engaged learning through multimodal pedagogies.
 5. Educational Innovation Project. Designs collaborative educational micro-projects aligned with ERUA priorities.
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Methodology:

The course adopts learner-centred and participatory approaches combining synchronous online workshops with asynchronous activities, collaborative project work and reflective practice. Teaching strategies include flipped classroom, project-based and challenge-based learning, experiential arts-based methods, gamification, peer feedback and digital multimodal tasks. Assessment is formative and portfolio-based, including collaborative activities, reflective journals, a transferable interdisciplinary micro-project and a final presentation. The methodology promotes creativity, inclusion, intercultural collaboration, sustainability and transferable competences across the ERUA alliance. The course supports the development of European transversal competences through multimodal, arts-based and sustainable educational innovation, fostering creativity, collaboration, inclusion and lifelong learning.

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Teaching Staff:

Dr Maria Argyriou

Department of Preschool Education and Educational Design, University of the Aegean

Dr Nikolaos Tapsis

Department of Preschool Education and Educational Design, University of the Aegean

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Dates and Schedule:

30 November 2026 – 22 January 2027

Live sessions: 20:00–21:30 Bulgaria, Lithuania, Greece | 19:00–20:30 Italy, France, Germany, Poland (CET) | 18:00–19:30 Canary Islands. Please note: the final session on 18.01.2027 lasts 1 hour only.

Live session dates: 30.11.2026 | 07.12.2026 | 14.12.2026 | 11.01.2027 | 18.01.2027

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10. Experiential Learning and Individual Differences – Applications in Teaching Practice

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



Summary:

The course expands understanding of the experiential learning and its application. Participants identify their own learning style and preferred educator roles and discuss individual characteristics and their impact on learning. A framework for designing learning is proposed, covering all modes and styles of learning. Opportunities for its practical application are sought, and a space is offered for sharing ideas and experience in its implementation in the practice of each of the participants.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 16

Learning outcomes:

1. Explain the distinct stages of the experiential learning cycle.
2. Analyze one's own primary learning style and identify how those preferences shape the specific roles and behaviors as an educator.
3. Critically assess how individual differences and cultural backgrounds influence learner engagement and the interpretation of educational material.
4. Apply a comprehensive instructional design framework to a new case study or lesson plan to ensure all learning modalities are addressed.
5. Formulate a diverse set of methodological approaches and activities ready for integration into one's own professional teaching practice.

Contents:

1. How do people learn? Characteristics of new generations of learners.
 2. Ensuring effective learning. Key elements of effective learning. The experiential learning cycle.
 3. Learning styles and individual differences.
 4. Stages of learning and the roles of the trainer in relation to the learning cycle.
 5. Methods, activities and approaches.
 6. Design of a learning session based on experiential learning.
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Methodology:

Experiential learning. Using self-assessment, reflection, discussion on results and learning materials, experimentation in practice.

Teaching Staff:

Dr Alexander Pojarliev

Department Administration and Management / New Bulgarian University

Dates and Schedule:

18 December 2026 – 12 February 2027

Live sessions (online):

18 December 2026: 20:30–22:45 Bulgaria, Lithuania, Greece | 19:30–21:45 Italy, France, Germany, Poland (CET) | 18:30–20:45 Canary Islands.

15 January and 12 February 2027: 20:30–22:00 Bulgaria, Lithuania, Greece | 19:30–21:00 Italy, France, Germany, Poland (CET) | 18:30–20:00 Canary Islands.

Live session dates: 18.12.2026 | 15.01.2027 | 12.02.2027

11. Working with Multilingual Academic Texts in Higher Education: Mediation Strategies for Teaching and Research

ECTS: 1 (4 synchronous hours + 13.5 coursework + 8.5 independent work)



Summary:

Academic staff often rely on machine translation or AI to work with texts written in languages they do not fully master. This course proposes an alternative: pedagogically informed linguistic mediation. Participants learn to design scaffolded activities—using glossaries, reading guides, and active learning tasks—that enable students to work meaningfully with multilingual academic resources without delegating understanding to automated tools.

For: Full-time and part-time academic staff and PhD candidates

Mode: Online

Places: 40

Learning outcomes:

1. Understand the concept of linguistic mediation and distinguish it from professional translation and interpreting.
2. Critically reflect on the limits and risks of the indiscriminate use of machine translation and AI in academic contexts.
3. Apply linguistic mediation strategies adapted to learners' levels of proficiency, like summarising, paraphrasing and selecting key information.
4. Design scaffolded and targeted activities that enable students to work with texts in Spanish, English, French, or other languages without requiring full linguistic mastery.
5. Integrate active teaching and learning methodologies into the design of linguistic mediation activities, such as the development of terminology glossaries or guided reading tasks (Freeman et al., 2024).

Contents:

1. Foundations of linguistic mediation. Theoretical framework, pedagogical implications, and distinctions from professional translation and interpreting. Critical reflection on the role and limits of AI tools.

2. Mediation strategies and tools. Techniques for summarising, paraphrasing, selecting information, creating reading guides, and developing glossaries.
 3. Designing mediation activities for the classroom. Principles and practical approaches for creating discipline-specific tasks that support multilingual academic engagement.
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Methodology:

The course is organised into four complementary learning moments: a first synchronous session introducing the conceptual and pedagogical foundations of linguistic mediation; a period of guided autonomous practice in which participants apply mediation strategies to materials from their own disciplines; a second synchronous session focused on the design of mediation-based learning activities adapted to their teaching and research contexts; and a final phase of independent experimentation and transfer to real situations. Coursework includes guided readings and structured tasks, while independent work supports contextual adaptation. Assessment is formative and culminates in the design of a mediation-based learning activity.

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Teaching Staff:

Dr / Prof. Esther Rupérez-Pérez

Department of Modern Philology, Translation and Interpreting / Universidad de Las Palmas de Gran Canaria

Dr / Prof. Mónica Santana-García

Department of Modern Philology, Translation and Interpreting / Universidad de Las Palmas de Gran Canaria

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Dates and Schedule:

12 January 2027 – 19 January 2027

Live sessions (online): 18:00–20:00 Bulgaria, Lithuania, Greece | 17:00–19:00 Italy, France, Germany, Poland (CET) | 16:00–18:00 Canary Islands.

Live session dates: 12.01.2027 | 19.01.2027

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