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Context

Field	Higher education
Main objective of the project	Innovation
Project Title	Mitigating COVID Together: Enhancing Capacities of Academics and Students in Virtual Learning and Teaching Spaces
Project Start Date (yyyy-mm-dd)	2021-03-01
Project Total Duration	24 months
Project End Date (yyyy-mm-dd)	2023-02-28
National Agency of the Applicant Organisation	CZ01 Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact

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Project Summary

Please provide a short summary of your project. Please recall that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

The COVID pandemic has restricted opportunities for face-to-face learning at higher education institutions (HEIs) not only at home, but also in study abroad exchanges. HEIs are trying to respond by offering their education largely online and in blended formats. While ICT offers many opportunities in education particularly for innovation and quality improvement, the current challenge is not to simply invent new technology applications, but to ensure that academics adapt and utilize techniques and tools in meaningful and effective ways to deliver curricula and content in virtual learning environments that are high quality, engaging, inclusive and safe for all participants. Many academics lack these skills or need improved skills and expertise; in particular, the 'student agency' concept [as defined in OECD Future of Education and Skills 2030] may be impacted by the instructor's unfamiliarity with digital environments and lack of skills.

The project will use the knowledge and expertise of the partners to develop the capacities of academics and students in high quality, engaging pedagogical approaches to virtual learning spaces in domestic and internationally diverse curricular settings.

Project activities include: a comprehensive evaluation of a virtual and blended international exchange pilot program; a six-week Summer Learning Lab where students will work in multidisciplinary teams, solving real life education development cases; the design, piloting and evaluation of innovative pedagogical practices in digital learning and teaching; and a hybrid Professional Learning Community that builds on a community learning model developed by one of the project partners in their their successful Internationalization of Curriculum transformation. The project also includes the design and implementation of a sophisticated interactive virtual platform that will extend the audience far beyond the borders of the project, and create sustainable interaction.

The project is an innovative response by a team, each bringing its own experiences to mitigate the impact of COVID through: (1) collaborating with students as the source of expertise and innovation in all phases of the project (2) enabling institutional cross-fertilization through an exchange of existing expertise not only across partner institutions but also within different institutional units such as International Offices, IT, Further Education Units, Special Education units, etc. and student units such as the Erasmus Student Network into the

capacity building process; and (3) collaborating and developing learning 'on the go' in an innovative professional development format, the Professional Learning Community.

The project team is multidisciplinary and multi-segmental with the aim of boosting cross-fertilization, encouraging 'out of the box' thinking, and enabling innovative solutions to learning and teaching issues. The team at each partner institution will target academic instructors, undergraduate and graduate students, university leaders and university units to bring this cross-sectional input into the capacity building process. The expected overall impact of the project is to enable the professional development of HEI stakeholders in quality, engaging pedagogical approaches to virtual learning spaces, and to empower them to install these curricular innovations in their home institutions.

The project's dissemination mechanism combines a broad range of in-person and virtual formats together with social media. This diversity is designed to appeal to the wide range of target groups who will have different skill levels and different levels of interest in engaging in digital platforms and social media. The project's resulting interactive virtual platform will provide an opportunity to discuss and exchange best practices and invite stakeholders from outside the partner institutions and extend the project's impact far beyond the project's partner institutions. The high-quality outputs developed by experts in digital, inclusive and international education, in attractive formats (webinars, podcasts, videos, and networking discussions etc.) will be freely available. It will provide a place where professionals can "shop" for specific ideas, expertise and inspirations and interact with the community of experts involved in this project. This critical infrastructure will enable dissemination of the project to go beyond the usual static format of workshops and written material. It will ensure that the project outcomes will be sustainable and available beyond COVID, and contribute to new methods and tools in teaching and learning at all HEIs

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Applicant Organisation

Organisation ID	Legal name	Country
E10208271	UNIVERZITA PALACKEHO V OLOMOUCI	Czech Republic

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Partner Organisations

No	Organisation ID	Legal name	Country
1	E10164023	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN	Netherlands
2	E10174519	TAMPEREEN AMMATTIKORKEAKOULU OY	Finland
3	E10208843	UNIVERZITA HRADEC KRALOVE	Czech Republic

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Project Budget Summary

Budget Items	Grant
Project Management and Implementation	30.000,00 EUR
Transnational Project Meetings	30.475,00 EUR
Intellectual Outputs	171.791,00 EUR
Multiplier Events	18.500,00 EUR
Learning, Teaching, Training Activities	27.470,00 EUR
Exceptional Costs	21.700,00 EUR
Total Grant	299.936,00 EUR

Transnational Projects Meetings

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ID	Meeting Title	No. of Participants	Grant
1	Kick-off meeting	14	8.050,00 EUR
2	TPM connected to Professional Learning Community Lab at THUAS	12	6.900,00 EUR
3	Final Meeting connected to Final Symposium Multiplier Event	15	8.625,00 EUR
4	Professional Learning Community Lab at UHK	12	6.900,00 EUR
Total			30.475,00 EUR

Intellectual Outputs

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ID	Output Title	Category of Staff	No. of Working Days	Grant
O3	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning	Managers	10	1.640,00 EUR
O1	Analysis of a Pilot of Virtual and Blended International Exchanges	Teachers/Trainers/Researchers/Youth workers	42	10.068,00 EUR
O2	Multiform Toolkit for Better Virtual Learning Experiences	Teachers/Trainers/Researchers/Youth workers	77	16.178,00 EUR
O3	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning	Teachers/Trainers/Researchers/Youth workers	318	54.717,00 EUR
O4	Professional Learning Community Model: International Digital Teaching and Learning Community	Teachers/Trainers/Researchers/Youth workers	360	51.130,00 EUR
O5	Interactive Virtual Platform for Professional Learning Community	Teachers/Trainers/Researchers/Youth workers	95	18.436,00 EUR
O1	Analysis of a Pilot of Virtual and Blended International Exchanges	Technicians	8	1.520,00 EUR
O2	Multiform Toolkit for Better Virtual Learning Experiences	Technicians	15	2.430,00 EUR
O3	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning	Technicians	52	5.832,00 EUR
O4	Professional Learning Community Model: International Digital Teaching and Learning Community	Technicians	32	3.264,00 EUR
Total			1,061	171.791,00 EUR

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ID	Output Title	Category of Staff	No. of Working Days	Grant
O5	Interactive Virtual Platform for Professional Learning Community	Technicians	30	4.860,00 EUR
O3	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning	Administrative support staff	12	936,00 EUR
O4	Professional Learning Community Model: International Digital Teaching and Learning Community	Administrative support staff	10	780,00 EUR
Total			1,061	171.791,00 EUR

Multiplier Events

ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Grant
E1	Professional Learning Community Lab 1	Netherlands	30	0	3.000,00 EUR
E2	Professional Learning Community Lab 2	Czech Republic	50	0	5.000,00 EUR
E3	Professional Learning Community Lab 3	Czech Republic	75	15	10.500,00 EUR
Total			155	15	18.500,00 EUR

Learning, Teaching, Training Activities

ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Intensive programmes for higher education learners	3.300,00 EUR	0,00 EUR	22.560,00 EUR	0,00 EUR	25.860,00 EUR
C2	Short-term joint staff training events	550,00 EUR	0,00 EUR	1.060,00 EUR	0,00 EUR	1.610,00 EUR
Total		3.850,00 EUR	0,00 EUR	23.620,00 EUR	0,00 EUR	27.470,00 EUR

Exceptional Costs

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ID	Description and Justification	Grant
1	Mid-term Desktop Evaluation It is important to periodically assess the project activities to ensure they are as effective as they can be. Considerable internal evaluation will take place through monitoring and evaluation of individual projects, the Steering group, the Transnational meetings and the Professional Learning Community and the Labs. The Professional Learning Labs, in particular, will have external stakeholders involved who will provide feedback at various stages of the project. However it is also important that there is an independent evaluation to provide critical comment and advice on the overall progress of the project. We do not believe that this needs to be an extensive evaluation. An independent desktop audit of the activities and progress will suffice to ensure that the overall project plan and its quality assurance are being actioned. Funds will be used for an external, qualified evaluator from a third-country, non-partner university to evaluate progress at the close of the first year of activities.	2.000,00 EUR
2	Partner Virtual Cooperation Management Platform: Trello A professional project management tool is essential in this complex multifaceted project. Trello is a shared space for teams to collaborate, communicate, and manage information. Trello is very easy to use and is considered one of the top 10 simple project management tools on the market. The free version of Trello has a limited number of shared boards (10), limited file size for attachments (10Mb) and only one power-up (application such as Calendar, performance reporting etc). It is envisaged that the project team will grow to approximately 20-30 individuals from all 4 partner institutions when administrative and technical support staff are included. The cost of Trello is approximately 100 EUR per year per user.	3.000,00 EUR
3	Subcontract for Professional Learning Community Virtual Platform The subcontract is for work to design and implement a Virtual Platform for the	14.000,00 EUR
Total		21.700,00 EUR

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ID	Description and Justification	Grant
	Professional Learning Community tailored for the community's needs. We want the platform to match our vision of the community as dialogic and expressive. This allows the community itself to discover how and on what they want to collaborate, without binding limitations on what is possible. While TAMK is able to take the design and architecture lead for the platform, additional expertise and experience is needed for evaluation and informed selection of individual tools that make up the platform. The wide range of existing tools makes it impossible for any one actor to have hands-on experience with all the potential tools. Engaging a subcontractor allows us to bring in additional experience with the potential tools. Instead of having to evaluate many tools within the project, we can leverage the subcontractor's existing knowledge that has been build up over a longer time. Additionally, the subcontractor will provide resources needed in the implementation phase. This is important for managing the workload of technical staff, and negates the risks associated with having the technical details known and understood only by one or two individuals. Ultimately, we will achieve the optimal user experience for the PLC Virtual Platform and also build in low maintenance sustainability of the Platform.	
4	**External Speakers** UP will engage 9 top notch international experts as speakers and contributors to 3 webinars and 3 campfire sessions in Output 4, as well as in Professional Learning Community Labs 1, 2, and 3. They will bring an international and comparative perspective to the project. We will offer an honorarium of 300EUR to each of the 9 experts.	2.700,00 EUR
Total		21.700,00 EUR

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Budget per Participating Organisation

Organisation	Country of Organisation	Grant
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	115.414,00 EUR
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands	68.670,00 EUR
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland	65.795,00 EUR
UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic	50.057,00 EUR

Budget Details per Participating Organisations (UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ))

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Budget Items	Grant
Project Management and Implementation	12.000,00 EUR
Transnational Project Meetings	6.900,00 EUR
Intellectual Outputs	68.084,00 EUR
Multiplier Events	10.500,00 EUR
Learning, Teaching, Training Activities	10.230,00 EUR
Exceptional Costs	7.700,00 EUR
Total Grant	115.414,00 EUR

Budget Details per Participating Organisations (STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL))

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Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

Budget Items	Grant
Project Management and Implementation	6.000,00 EUR
Transnational Project Meetings	8.625,00 EUR
Intellectual Outputs	42.425,00 EUR
Multiplier Events	3.000,00 EUR
Learning, Teaching, Training Activities	8.620,00 EUR
Total Grant	68.670,00 EUR

Budget Details per Participating Organisations (TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI))

Budget Items	Grant
Project Management and Implementation	6.000,00 EUR
Transnational Project Meetings	7.475,00 EUR
Intellectual Outputs	38.320,00 EUR
Exceptional Costs	14.000,00 EUR
Total Grant	65.795,00 EUR

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Budget Details per Participating Organisations (UNIVERZITA HRADEC KRALOVE (E10208843, CZ))

Budget Items	Grant
Project Management and Implementation	6.000,00 EUR
Transnational Project Meetings	7.475,00 EUR
Intellectual Outputs	22.962,00 EUR
Multiplier Events	5.000,00 EUR
Learning, Teaching, Training Activities	8.620,00 EUR
Total Grant	50.057,00 EUR

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Timetable

Note that Transnational Project Meetings, Intellectual Outputs, Multiplier Events and Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form.

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ID	Activity Type	Starting Period	Description
1	Intensive programmes for higher education learners	03-2021	Summer Learning Lab
2	Intellectual Output	03-2021	Analysis of a Pilot of Virtual and Blended International Exchanges
3	Intellectual Output	03-2021	Multiform Toolkit for Better Virtual Learning Experiences
4	Intellectual Output	03-2021	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning
5	Intellectual Output	03-2021	Professional Learning Community Model: International Digital Teaching and Learning Community
6	Intellectual Output	04-2021	Interactive Virtual Platform for Professional Learning Community
7	Short-term joint staff training events	05-2021	Short-Term Staff Training
8	Transnational Projects Meeting	06-2021	Kick-off meeting
9	Transnational Projects Meeting	11-2021	TPM connected to Professional Learning Community Lab at THUAS
10	Transnational Projects Meeting	03-2022	Professional Learning Community Lab at UHK
11	Multiplier Event	03-2022	Professional Learning Community Lab 2
12	Multiplier Event	11-2022	Professional Learning Community Lab 1
13	Transnational Projects Meeting	01-2023	Final Meeting connected to Final Symposium Multiplier Event
14	Multiplier Event	01-2023	Professional Learning Community Lab 3

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Participating Organisations

Please note that the Organisation ID has replaced the PIC as the unique identifier for the organisation to apply for Erasmus+ and European Solidarity Corps actions managed by National Agencies. Organisations that have a PIC and have previously applied for funding in these programmes through the National Agencies have been assigned an Organisation ID automatically. Please use the Erasmus+ and European Solidarity Corps platform to check an Organisation ID, update information linked to it or register a new organisation: https://webgate.ec.europa.eu/erasmus-esc/organisation-registration

Applicant Organisation

Organisation ID	E10208271
Legal name	UNIVERZITA PALACKEHO V OLOMOUCI
Legal name (national language)	UP
National ID (if applicable)	61989592
Acronym	UP
Address	KRIZKOVSKEHO 8
Country	Czech Republic

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Postal Code	771 47
City	OLOMOUC
Website	www.upol.cz
Email	
Telephone	
Fax	

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Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	CZ OLOMOUC01

Associated Persons

Erasmus+

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (UNIVERZITA PALACKEHO V OLOMOUCI)

Title	Prof.
Gender	Male
First Name	Jaroslav
Family Name	Miller
Department	Rectorate
Position	Rector
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	Krizkovskeho 8
Country	Czech Republic
Postal Code	77900

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

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City	Olomouc

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Contact Person (UNIVERZITA PALACKEHO V OLOMOUCI)

Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	Krizkovskeho 8
Country	Czech Republic
Postal Code	77900

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

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| City | Olomouc |

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Background and Experience

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Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
KA226 - Partnerships for Digital Education Readiness
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Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

Palacký University Olomouc (UP) is a University with a long-standing tradition. Founded in the sixteenth century, it is the oldest university in Moravia and the second oldest university in the Czech Republic. Today it is a modern higher education institution with a wide range of study programmes and a wealth of scientific and research activities. In 2018 20,292 students studied in accredited study programmes at eight faculties. Palacký University Olomouc is one of the very top Czech universities and ranks amongst the best universities in the world according to the international rankings.

The eight faculties of Palacký University Olomouc offer 270 Bachelor's, Master's, and Doctoral study programmes. Applicants may choose from a variety of programmes ranging from theology, education, physical culture, and sports, through the humanities, social sciences, and arts, to natural medical and health sciences. The credit system at UP is fully compatible with ECTS - the European Credit Transfer and Accumulation System. The prestigious status of the Palacký University Olomouc is confirmed each year by the vast numbers of young applicants, as well as mature students such as seniors and other interested persons.

Palacký University Olomouc is a modern research university. New modern science and research centres with state-of-the-art equipment, collaborating with prominent institutes throughout the world, have been built within the city thanks to UP projects. UP is one of the most important Central European centres of education and research, boasting achievements on the European and global levels in a number of disciplines. UPOL also plays a significant role in the region. With almost 4,000 staff, UPOL is one of the largest employers in the Olomouc Region and the City of Olomouc. 360 foreign national academic and scientific staff are currently employed in the university. The economic growth and development of the region would not be possible without the university.

The quality of the provided study programmes, education, and scientific output has been confirmed by international rankings such as the Times Higher Education World University Rankings, the QS World University Rankings, the Center for World University Rankings, and the U.S. News and World Report Best Global Universities Ranking, according to which Palacký University is one of the top universities in the country, achieving significant placement among elite universities on the international level.

The University collaborates with a number of partnership institutions abroad. UP strongly supports internationalization in education, science, and research, and the international mobility of students as well as academic and scientific staff. Special attention is paid to the development of strategic international partnerships in education, science, and research. UP is a member of the EUA Aurora University Alliance, The Magna Charta Universitatum and the Association of Research Universities of the Czech Republic. The Olomouc alma mater has confirmed its status among important science and research institutes by the activities conducted at the Technology Park, which connects the University with industrial partners. It also offers business consultation services to students.

The university provides a high-quality environment for its students and employees. Dozens of facilities have been newly built or renovated with the support of national and EU funding. Modern accommodation facilities, dining services, university library, sporting facilities, and the counselling services are available to all, including students with special needs. Comprehensive counselling is provided by experts to all students, academic employees, alumni as well as applicants coping with difficult situations in life. The university contains a profession counselling centre, a support centre for students with special needs, and a guidance centre for achieving a healthy lifestyle.

International Mobility projects:
UP has been participating in the Erasmus programme since 1998. It currently has more than 400 partners in 29 European countries. UP entered the Erasmus+ ICM KA107 in 2015 and has participated in this activity since. We currently run the largest ICM project in the Czech Republic ever. Apart from the Erasmus programme UPOL has a scholarship scheme

for student exchanges with universities in the United States and bilateral agreements with 140 universities around the world.
International joint study programmes are open to students at the Master and PhD level with partner universities from EU and from universities around the world.

Erasmus + Mundus projects:
UP is a partner in the EuroCulture Master programme, coordinated by RU Groningen which has been running for more than 10 years. In 2013-2016, the University we were members of two Erasmus Mundus projects: EURICA and USA-ID. The University applied for the EMJMD programme GLODEP in 2016 and the first students enrolled in 2017/2018.

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
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What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Palacký University Olomouc is one of the oldest universities in Central Europe. Drawing on a 440-year tradition at higher education, It is a renowned centre for teaching and research, and provides quality education and excellent facilities for research in a wide range of academic disciplines. Year by year, UP grows in the number of international students, with 4500 foreign students from 108 countries in the current year.

As for the Erasmus + Strategic Partnerships and Capacity Building projects, UP coordinated 8 Erasmus+ KA2 projects within the last 3 years and participated in another 10 KA2 two projects as a partner. It has developed comprehensive international student and staff services through its International Relations Office (IRO) with the support of the local ESN UP branch. Palacký University Olomouc was awarded the prestigious 2019 EAIE award for Excellence in Internationalisation, granted by the European Association for International Education.

UPOL also promotes the development of civic society in the Czech Republic through 3rd mission of universities. In 2019 Palacký University Olomouc was awarded the 2019 Czech National Day Quality Prize for Social Responsibility in the category of large and medium-sized public sector organisations. UP was also granted the internationally recognised Committed to Sustainability Award for three years and the inclusion of UP in the database of the European Foundation for Quality Management.

Finally, UPOL is also involved in local and regional action places for it for education; in volunteering activities such as Civic University (Union), in which students and academic staff offer their knowledge via lectures to the public; in the Euforka project, which seeks to mediate relevant information about Europe; in the student Association Sustainable Palacký, which promotes environmentally-friendly behaviour; in the volunteering initiative Park - We Bring Public Space to Life (with the City of Olomouc); in the University of the 3rd age (oldest in the country); in the Children's University inspiring future generations (taking place in the UPOL Fortress Of Knowledge); and in other community activities undertaken by students and staff through the UP Volunteering Centre.

Key personnel:

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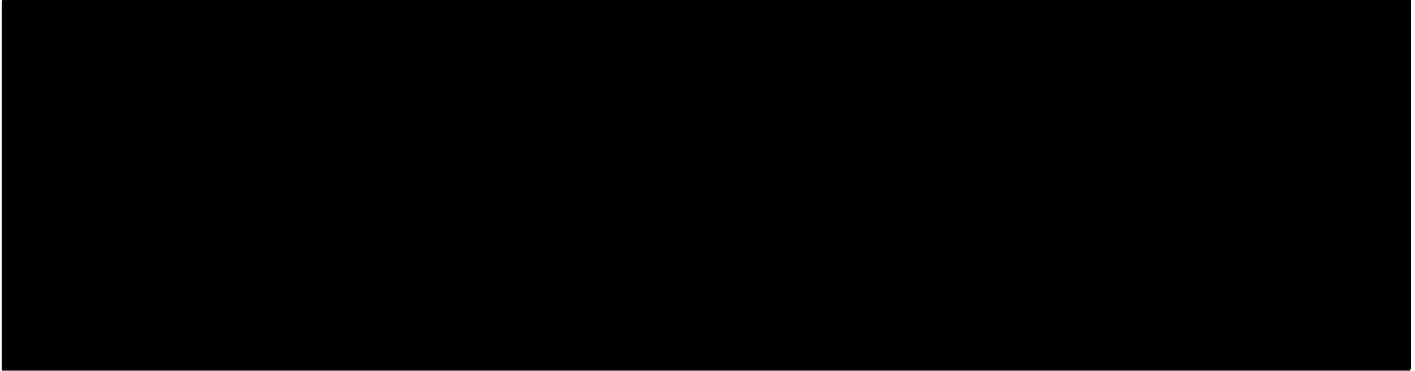
Output 3.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

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EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus + JM Module	2019	611343-EPP-1-2019-1-CZ-EPPJMO-Module	Palacký University Olomouc
Erasmus+ ICM	2018	2018-1-CZ01-KA107-047721	Palacký University Olomouc
Erasmus+ ICM	2019	2019-1-CZ01-KA107-060534	Palacký University Olomouc
Erasmus+ KA203	2019	2019-1-CZ01-KA203-061379	Palacký University Olomouc
Erasmus+ KA203	2019	2019-1-CZ01-KA203-061227	Palacký University Olomouc
Erasmus+ KA203	2018	2018-1-CZ01-KA203-048150	Palacký University Olomouc
Erasmus+ KA203	2017	2017-1-CZ01-KA203-035519	Palacký University Olomouc
INTERREG V-A Česká republica - Polsko	2018	CZ.11.3.119/0.0/0.0/16_022/0001153	Palacký University Olomouc
Erasmus+ KA203	2019	2019-1-AT01-KA203-051222	Universitat Wien
Erasmus+ KA204	2018	2018-1-PLO1-KA204-050810	Eurokreator TaC
Erasmus+ Mundus	2017	586572-EPP-1-2017-1-NL-EPPKA1-JMD-MOB	Rijksuniversiteit Groningen
Erasmus+ KA203	2017	2017-1-SK01-KA203-035352	Univerzita Mateja Bela v Banskej Bystrici

Erasmus+ KA203	2017	2017-1-SE01-KA203-O34587	Upssala Universitet
H2020	2019	H2020-INFRADEV-2018-1	EU-OPENSCREEN ERIC
H2020	2019	H2020-RUR-2018-2	University of Leeds
H2020	2019	H2020-INFRAEOSC-2018-2	European Molecular Biological Laboratory
H2020	2018	H2020-FETFLAG-2018-03	Fundacio Institut de Ciencies Fotoniques
Justice Action Grant	2018	JUST-JACC-AG-2017	Ludwig Boltzmann Gesellschaft GmbH
Erasmus+ MJMD	2018	EAC-A05-2017	University of Salzburg
Erasmus+ Sport	2018	590560-EPP-1-2017-1-PT-SPO-SCP	Falculdade de Motricidade Humana da Universidade de Lisboa
Erasmus+ KA203	2019	2019-1-CZ01-KA203-061386	Palacký University Olomouc
Erasmus+ KA203	2019	2019-1-CZ01-KA203-061224	Palacký University Olomouc
Erasmus+ KA202	2017	2017-CZ01-KA202-035560	Palacký University Olomouc
Erasmus+ KA203	2019	2019-1-CZ01-KA203-061374	MVSO Olomouc
Erasmus+ Sport	2019	613434-EPP-1-2019-1-HR-SPO-SCP	University of Zagreb
Erasmus+ KA104	2018	2018-1-CZ01-KA104-047507	Palacký University

Erasmus+

				Olomouc
Erasmus+ KA202	2017		2017-1-CZ01-KA202-035560	Palacký University Olomouc
Erasmus+ JM Network	2019		611293-EPP-1-2019-CZ-EPPJMO-NETWORK	Palacký University Olomouc

Partner Organisations

Organisation ID	E10164023
Legal name	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN
Legal name (national language)	The Hague University of Applied Sciences/De Haagse Hogeschool
National ID (if applicable)	27255912
Address	JOHANNA WESTERDIJKPLEIN 75
Country	Netherlands
P.O. Box	000
Postal Code	2521 EN
City	DEN HAAG

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| Website | www.hhs.nl |
| Telephone | █████████ |

Erasmus+

Profile

Type of Organisation	School/Institute/Educational centre – Vocational Training (tertiary level)
Is the organisation a public body?	No
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	NL S-GRAVE13

Associated Persons

Erasmus+

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN)

Title	Mrs
Gender	Female
First Name	Marjolein
Family Name	Moonen
Department	Social Work and Education
Position	Faculty Director
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	No

Erasmus+

Contact Person (STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN)

Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Erasmus+

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

THUAS is situated in the western part of The Netherlands and offers 53 bachelors and 10 masters programs ranging from information technology to law and business -- supported by 7 Research Centers and 27 professorships. 11 of our bachelor programs are internationally focused and taught in English as well as 4 of our master programs. Located in The Hague, the governmental capital of the Netherlands and the international city of peace, justice and law, the university has 26.000 students from more than 100 different countries. Our institution is based on three pillars: World citizenship, Internationalization and Networking. These three pillars are integrated in all educational and research programs of the university.

The university's practical orientation reflects what is happening in the world of work. Mixing theory with practice, we require all students to follow an internship to develop skills and competencies such as teamwork and problem solving needed to succeed in their careers. Our graduates are well prepared for their future and contribute fully to society. This first pillar is a key tool of our mission: preparing our students to be World Citizens for twenty-first century realities. Our education reflects the challenges and dilemmas of this new global century. Our education is value-driven and within this are the European values of human rights; tolerance; inclusion; solidarity and equality at its core.

Research and innovation: THUAS conducts practice-oriented research driven by societal relevance and innovation in regional and local business. Research with impact is on the basis of the university's approach to research. Our research also supports evidence-based education and makes an important contribution to the quality of our education.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

Internationalization: THUAS promotes the international classroom and the participation of all students in different international experiences: through internationalization of the curriculum; through study abroad; though work and internship /traineeship abroad; through staff exchange. Through the internationalization of the curriculum we promote the examination of and reflection on shared human experiences across contexts to engage learners in critical thinking about a range of perspectives. Developing an inclusive practice means also questioning and rethinking current assumptions. The international perspective plays a key role in this.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

Erasmus+

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
EPLUS	2017	400586190	THUAS
EPLUS	2018	400592125	THUAS
EPLUS	2017	400600121	THUAS
EPLUS	2019	400610322	University of the Free State
EPLUS	2018	37316	University of Luxembourg
EPLUS	2018	48046	University of Exeter
EPLUS	2018	48329	Universita Degli Studi Di Firenze
EPLUS	2019	65871	Fundacja Microfinance Centre, Poland

Partner Organisations

Organisation ID	E10174519

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

Erasmus+

Legal name	TAMPEREEN AMMATTIKORKEAKOULU OY
Legal name (national language)	TAMPERE UNIVERSITY OF APPLIED SCIENCES LTD
National ID (if applicable)	10154281
Address	KUNTOKATU 3
Country	Finland
P.O. Box	000
Postal Code	33520
City	TAMPERE
Website	www.tuni.fi
Telephone	

EN
43 / 181

Erasmus+

Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	No
Is the organisation a non-profit?	No

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	SF TAMPERE06

Associated Persons

Erasmus+

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (TAMPEREEN AMMATTIKORKEAKOULU OY)

Gender	Female
First Name	Kirsi
Family Name	Viskari
Position	Vice President
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	Kuntokatu 3
Country	Finland
Postal Code	33520
City	Tampere

Erasmus+

Contact Person (TAMPEREEN AMMATTIKORKEAKOULU OY)

Gender	
First Name	
Family Name	
Position	
Email	
Telephone	
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	Kuntokatu 3
Country	Finland
Postal Code	33520
City	Tampere

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Tampere University of Applied Sciences (TAMK) is a multidisciplinary and international higher education institution located in the Tampere Region of Finland. TAMK has around 10,000 undergraduate students in 17 bachelor's degree programmes, 15 master's degree programs in 7 fields of study, 720 employees and the annual budget is around € 65M.

TAMK has 300 partner universities in 50 countries and expertise ranges from engineering to health, social care and creativity, with emphasis on practically oriented education and RDI activities.

TAMK's profile both as a modern and dynamic education institution and as active project actor enables genuine and long-lasting partnerships with companies, SMEs, the general public and NGOs. TAMK has vast experience in running and participating in projects funded by several funding agencies (Erasmus, EuropeAid, TEKES, ESF, ERDF, Lifelong Learning, Erasmus+, etc.). The project staff have professional competence managing projects, while the administration services is specialized in financial management, accounting and reporting. TAMK's RDI portfolio includes a wide range of successful local, regional, national and international projects. TAMK is also part of the Tampere University Community together with the Tampere University.

Erasmus+

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

TAMK's Education Development services is responsible for (digi)pedagogical development of teachers. It has several years experiment of developing and maintaining digital learning environments and improving teachers' competences in using them pedagogically. Together with Tampere University TAMK has a shared network of digimentors that is coordinated by education development services. The members of the network are teachers interested in developing education and their own and their peers' competence in digital teaching and learning. Additionally, TAMK has been coordinating the national consortium of digital examination in 2019-2020.

TAMK's Learning Lab model allows students from different fields to get to work with practical development cases from customers inside or outside the organization. Interdisciplinary and often international student teams are developing solutions for real life challenges, including challenges concerning their own community or HE institution. TAMK has good experiences in co-developing processes or products with students.

TAMK has Vocational Teacher Education Department and some teacher students will be co-developing and facilitating the student teams in learning lab summer as part of their own teacher studies.
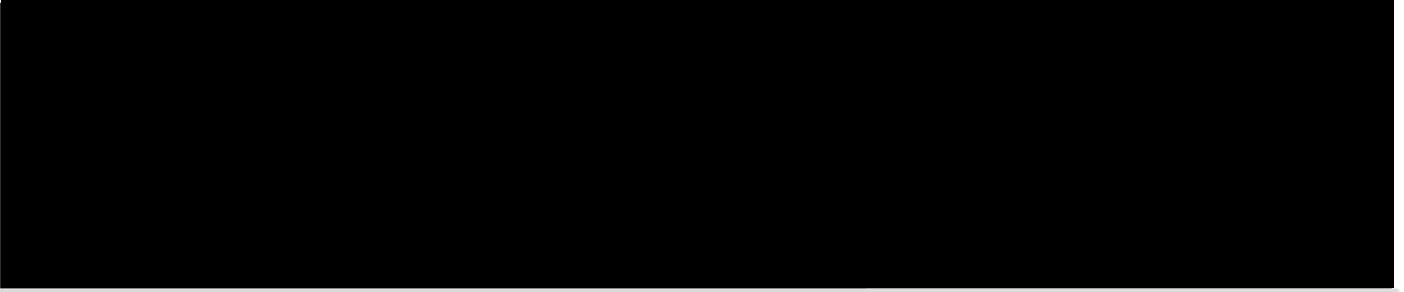
Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

Erasmus+

EU Programme	Year		Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ Credit Mobility	2020		2020-1-FI01-KA103-065976	Tampere University of Applied Sciences Ltd
Erasmus+ Credit Mobility	2020		2020-1-FI01-KA107-066095	Tampere University of Applied Sciences Ltd
Erasmus+ Credit Mobility	2020		2020-1-FI01-KA107-066096	Tampere University of Applied Sciences Ltd
Erasmus+ Credit Mobility	2020		2020-1-FI01-KA107-066226	Tampere University of Applied Sciences Ltd
Erasmus + KA2 Strategic partnership	2020		2020-1-IT02-KA203-079882	Universita Politechnica delle Marche /Tampere University of Applied Sciences Ltd
Erasmus + KA2 Strategic partnership	2020		2020-1-PL01-KA203-081777	Science4People spółka z ograniczoną odpowiedzialnością /Tampere University of Applied Sciences Ltd
Erasmus + KA1	2019		2019-1-FI01K-A-103-060220	Tampere University of Applied Sciences Ltd
Erasmus + KA1	2019		2018-1-FI01-KA107-060471	Tampere University of Applied Sciences Ltd
Erasmus + KA2 CBHE	2019		609893-EPP-1-2019-1-FI-	Tampere University of Applied Sciences Ltd

		EPPKA2-CBHE-JP	
Erasmus + KA2 CBHE	2019	609657-EPP-1-2019-1-FI-EPPKA2-CBHE-JP	Tampere University of Applied Sciences Ltd
Erasmus + KA2 CBHE	2019	610246-EPP-1-2019-1-TN-EPPKA2-CBHE-SP	University of Monastir, Tunis /Tampere University of Applied Sciences Ltd
Erasmus + KA2 Knowledge Alliances	2019	612212-EPP-1-2019-1-ES-EPPKA2-KA	Concorcio Campus Iberus, Spain /Tampere University of Applied Sciences Ltd
Erasmus + KA2 Strategic partnership	2019	2019-1-FI01-KA202-060714	Tampere University of Applied Sciences Ltd
Interreg Europe	2019	PGI06144	Hanze University of Applied Sciences, Netherlands /Tampere University of Applied Sciences Ltd
Interreg Central Baltic	2019	CB783	Tampere University of Applied Sciences Ltd
Urban Innovative Actions	2019	UIA04-158	City of Tampere /Tampere University of Applied Sciences Ltd
Erasmus + KA2 Strategic partnership	2018	2018-1-CZ01-	Stredni skola stavebni

		KA202-048156	Jihlava, Czech Republic /Tampere University of Applied Sciences Ltd
Erasmus + KA2 Strategic partnership	2018	2018-1-BE01-KA203-038581	Haute Ecole Libre de Bruxelles – Ilya Prigogine (HELB Ilya Prigogine), Belgium /Tampere University of Applied Sciences Ltd
Erasmus + KA1	2018	2018-1-FI01-KA102-046812	Tampere University of Applied Sciences Ltd
Erasmus + KA1	2018	2018-1-FI01-047066	Tampere University of Applied Sciences Ltd
Erasmus + KA1	2018	2018-1-FI01-KA107-047063	Tampere University of Applied Sciences Ltd
Erasmus + KA2 Strategic partnership	2018	2018-1-FI01-KA203-047245	Tampere University of Applied Sciences Ltd

Partner Organisations

Organisation ID	E10208843
Legal name	UNIVERZITA HRADEC KRALOVE

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

Erasmus+

Legal name (national language)	UHK
National ID (if applicable)	62690094
Address	ROKITANSKEHO 62
Country	Czech Republic
P.O. Box	000
Postal Code	500 03
City	HRADEC KRALOVE
Website	
Telephone	+420493332520

Erasmus+

Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	CZ HRADEC01

Associated Persons

Erasmus+

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Erasmus+

Legal Representative (UNIVERZITA HRADEC KRALOVE)

Gender	Male
First Name	Kamil
Family Name	Kuča
Position	Rector
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	No

Erasmus+

Contact Person (UNIVERZITA HRADEC KRALOVE)

Title	
Gender	
First Name	
Family Name	
Position	
Email	
Telephone	
Preferred Contact	
If the address is different from the one of the organisation	

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The University of Hradec Králové (UHK) was founded in 1959 and bears its present name since 2000. At present, the Alma Mater of almost 7000 students, the University of Hradec Králové provides high-quality tertiary education within a large scope of study fields that comprise Social Sciences, Humanities, Educational Studies, Natural Sciences, and Information Technology Studies. The applicants can choose from dozens of study programs that cover almost one hundred study disciplines. The mission of the University of Hradec Králové concerns three essential tasks: to set up opportunities for the full development of the abilities of all interested applicants; to enable this development through the provision of high quality educational programs; and to contribute to the competitiveness of the region as well as to the quality of its citizen's lives.

1) Setting up opportunities for the full development of abilities of all interested applicants implies primarily:

•active search for and encouragement of prospective students of academic degree programs, as well as people interested in numerous forms of life-long education study programs;

•provision of educational programs that are rich in range, level of specialization and choice possibilities, and flexible reaction to the needs of individuals and of the whole region.

2) To enable the development of individuals' abilities through the provision of high-quality educational programs indicate predominantly:

•to follow systematically the development of relevant disciplines and lithely accept latest trends and findings, emphasizing simultaneously the university´s own results in science, research, development, and arts;

•to maintain rich professional relations with other educational institutions as well as with other public and private subjects in the Czech Republic and abroad in order to guarantee the continual process of the improvement of education quality.

3) To conctribute to the competitiveness of the region and to the quality of its citizens lives involves mainly:

•active cooperation with public and private subjects in science, research, development, and innovations, and multidimensional participation in the transfer of the newly-gained knowledge into practice;

•organization of publicly beneficial, cultural, sport, social and other events and activities that enrich
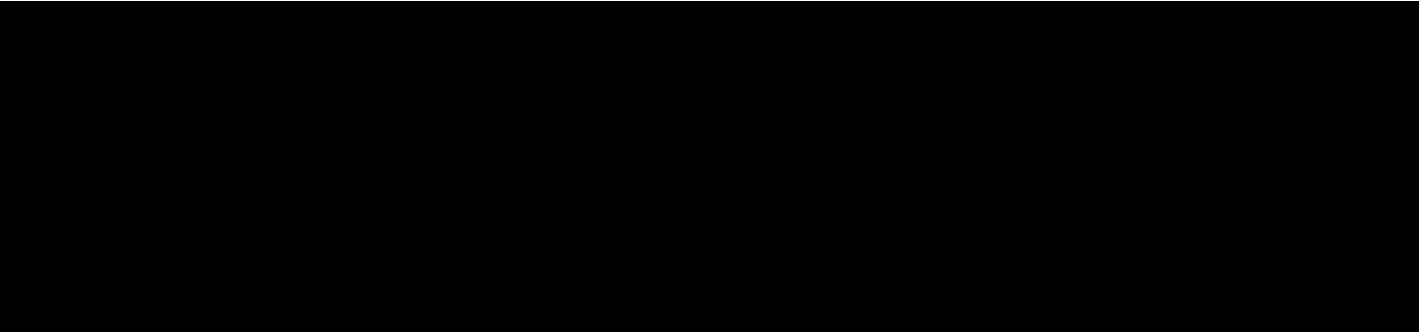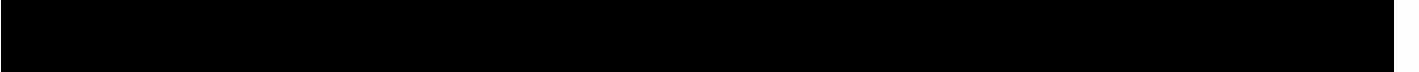
the lives of the citizens of the town and the region.

The University of Hradec Kralove has currently the number of academic staff - 424 (women 193), the number of researchers - 74 (women 16).

Erasmus+

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

The special expertise of UHK lies in E-learning, Extensive Virtual mobilities offer, Inclusive Education, Ethical Education and training for academics. All faculties of the university offer a diversified portfolio of virtual mobilities for students.

Furthermore, the Faculty of Education supports the development of teaching and non-teaching helping professions, professional skills key for the intercultural environment and life-long education. Professionals at the faculty have a long-lasting experience and expertise in various pedagogical topics, especially inclusion in education, ethical issues in education and social education, ICT in education. At the faculty, the Educational Research Centre develops its activities in research and education. It supports the research of individual faculty departments and preparedness of the academic staff in the area of the research projects, publishing activities and other creative activities. It brings specific procedures of qualitative and quantitative methodology usable in scientific assignments. The Centre helps organize professional events with reputable experts and contributes to the sharing of experiences between academia. It provides comprehensive support to the faculty doctoral students. It cooperates with other research centres, domestic and foreign universities and supports academics in their teaching process and professional activities. Moreover, the Centre of Ethical Education within the department of Pedagogy and Psychology works at the faculty. In 2012, the teacher training field of study for the primary schools – Ethical Education - was accredited, and its approbation is, for now, unique in the Czech Republic. Both centres collaborate intensively with the UHK Information, Counselling and Career Centre which is responsible for support of students with special needs and covers methodically the inclusive activities at UHK.

At the Faculty of Informatics, research and practice in analysis and development of new possibilities of e-technologies and their use for educational purposes play a key role. The academic staff are also engaged in the design of new forms and use of mobile technologies, or the evaluation of advanced technologies.

Erasmus+

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

Erasmus+

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ Higher Education Learning Mobility	2018	2017-1-CZ01-KA107-035076	University of Hradec Králové
Erasmus+ Higher Education Learning Mobility	2017	2017-1-CZ01-KA103-034656	University of Hradec Králové
Erasmus+ Higher Education Learning Mobility	2019	2018-1-CZ01-KA103-047061	University of Hradec Králové
Erasmus+ Higher Education Learning Mobility	2019	2019-1-CZ01-KA107-060610	University of Hradec Králové
Erasmus+KA2 - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education	2019	2019-1-CZ01-KA203-061433	University of Hradec Králové
CEEPUS	2017	CIII-SK-0714-00-1516	University of West Bohemia
Operational Programme Research, Development and Education	2019	CZ.02.1.01/0.0/0.0/18_069/0010054 IT4Neuro(degeneration)	Faculty of Medicine in Hradec Kralove, Charles University
Operational Programme Research, Development and Education	2018	CZ.02.1.01/0.0/0.0/ 17_048/0007441 PERSONMED - Center for the Development of Personalized Medicine in Age-Related Diseases	Faculty of Medicine in Hradec Kralove, Charles University
Erasmus+ KA203	2020	2001-1-CZ01-KA203-078313	University of Hradec

			Technology Transfer Together	Králové
Erasmus+ KA203	2019		2019-1-CZ01-KA203-061433 Bioinformatics Centre Hradec Kralove	University of Hradec Králové
Erasmus+ KA203	2020		2019-1-EE01-KA203-051690 Tackling Sensitive Topics in a Classroom	Central European University

Erasmus+

Project Description

Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL:Innovative practices in a digital era

If relevant, please select up to two additional priorities according to the objectives of your project.

HE: Promoting internationalisation

HORIZONTAL: Supporting educators, youth workers, educational leaders and support staff

Erasmus+

Please comment on your choice of priorities.

Innovative practices in a digital era:
In the 21st century, HEIs in Europe and across the world have been developing digital teaching and learning facilities and competences of academics in this area. In 2018 the European Commission adopted the Digital Education Plan emphasizing the better use of digital technology, and developing relevant digital competences and skills for the digital transformation. The dramatic rise of distance learning during the COVID pandemic made it clear that the existing technology enables multiform ways of digital teaching and learning (for more see Needs Analysis in the Attachment).

However, the competences of educators need to be developed in order to use the digital tools available, particularly in a student-centered way, to better support student learning processes. Students can be considered digital natives compared to the majority of teachers and policy makers who can be considered non-natives, or even digital 'immigrants'. Hence, in all phases of this project, students will be the source of expertise and innovation. We invite them into the process as powerful co-innovators, seeking out their contributions and perspectives and empowering them to be active contributors in the developing the Outputs as well as participants in the professional development cycle. We know that learning and teaching does not happen in silos and students, whether local, international, or special needs students, are at the centre, or as in this case, ahead of it. Therefore, we have designed the whole project around a methodology of 'collaborative enablement', of innovating the teaching and learning practices together in order to make them more meaningful, engaging and inclusive.

Promoting internationalization:
COVID also challenges us to find novel ways to stay interconnected internationally. As we live at home in the 'new normal', and work with colleagues through virtual media and teach online classes from home, we urgently need to mitigate the impact of travel bans and lockdowns on our international collaboration and institutional internationalization efforts. We need to refocus on internationalization of the curricula at home in order to continue providing our higher education graduates with the international, global and intercultural competences that are essential in today's world. There were some five million internationally mobile students around the world in 2019; we need to re-conceptualise not only learning and teaching for international students, but for all our students. Virtual spaces and collaborative formats allow us to continue to internationalize the curriculum, but also provide virtual mobilities that are an opportunity make internationalization accessible to those who have been prevented from participating in physical study abroad.

Supporting educators, youth workers, educational leaders and support staff:
In order to innovate teaching and learning practices in a digital response to the pandemic, we will investigate pedagogical themes such as the issues of inclusion, accessibility, student success and safety in virtual spaces for all students (overcoming the division of home vs international students) through a multidisciplinary lens.

But how to share the learnings from these investigations in ways that go beyond the current, narrow focus of in-service teacher training? This is neither appealing nor useful and does not respect the diversity of needs of HEI instructors nor the diversity of curricula offered at HEIs. In our project, we use an innovative professional development format: international Professional Learning Communities - that goes beyond simple didactic training for instructors. These communities will enable participants to share expertise and learnings from the pilots and improve their ability to achieve rapid, ongoing and significant progress throughout the project. This model responds to the emergency character of this call to act instantly and learn 'on the go'. Professional Learning Communities comply with the interdisciplinary and multi-sectoral nature of the desired transformation in the COVID response. In order to mitigate the potential travel bans this capacity building will be extended into virtual environments with a Virtual Professional Learning Community Lab. This will be designed to allow for synchronous and asynchronous learning opportunities, interconnected communications and exchange of expertise.

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Please select up to three topics addressed by your project.

ICT - new technologies - digital competences

New innovative curricula/educational methods/development of training courses

Inclusion - equity

Project Description

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed.Why should this project be carried out transnationally?

The COVID pandemic has restricted opportunities for face-to-face learning in higher education at home institutions as well as in study abroad exchange. Building on the experience gained over the last few years, Higher Education Institutions (HEIs) are trying to respond to the pandemic by offering their education largely online and in blended formats. Initially the focus was on getting some content across to students or personal and student safety on mobilities, with second priority being the learning community and quality. While ICT offers many opportunities in education, the current challenge is not to invent new applications, but to ensure that academics use existing techniques and tools in meaningful and effective ways to deliver curricula in virtual learning environments that are high quality, engaging, inclusive and safe. Many academics lack skills or need improved skills and expertise to make virtual teaching and learning more rewarding and and motivating for students. For detailed needs analysis see Annex: Needs Analysis.

This aim of the project is to use the knowledge and expertise of the partners to develop the capacities of academics and students in high quality, engaging pedagogical approaches to virtual learning spaces in domestic and internationally diverse curricular settings.

The project includes the design, piloting and evaluation of pedagogical practices in digital learning and teaching as well as a novel professional development model in the format of a hybrid Professional Learning Community. The project also includes the design of a sophisticated interactive virtual platform as a mitigation response to the current COVID situation which limits all in-person training and mobilities. This platform will extend knowledge exchange into the virtual space with a variety of formats.

The digital teaching and learning practices include a range of curricular formats (learning labs and informal learning, semester-long classes, short-term programs and internationally shared course modules). Students will be the source of expertise and innovation in all phases of the project. In fostering student agency, the experience of psychological safety, well being and success of students and invisible learning will be emphasized and explored and reflected upon. Pedagogical issues connected to quality and inclusivity of virtual learning environments will be explored, as well as how international experience can be delivered through virtual exchanges and intercultural competences developed in international virtual classrooms.

The Professional Learning Community will break down multi-sectoral silos by enabling knowledge transfer and learning among different stakeholders of HEIs, and an individualized response to the needs of participants. Instead of creating just another didactic course, we will design and pilot this innovative format of professional development to enable the desired skills and knowledge transfer and develop the capacities of academics and students in pedagogical approached to virtual learning.

The products from the pilots (webinars, podcasts, handbooks, toolkits, and syllabi etc.) will feed into the ongoing activities of the Professional Learning Community and made accessible through an interactive Virtual Platform. This will extend the in-person communication of the Professional Learning Community into the virtual space in order to mitigate the Covid-impact on professional development training. It will be available for any HEI instructor to "shop" online for what they need for upskilling, self development and networking and collaborative enablement.

Our project is an innovative team response by: (1) collaborating with students as the source of expertise and innovation in all phases of the project (2) enabling institutional cross-fertilization through an exchange of existing expertise across partner institutions and within different institutional units such as International Offices, IT, Further Education Units, Special Education units, and student units (ESN) into the capacity building process; and (3) collaborating and learning 'on the go' in an innovative professional development format, international Professional Learning Community Labs.

There is no way we can fight the impacts of COVID on our HEIs alone, so we must tap into international collaboration to boost the development of novel solutions in transforming to

virtual formats. Furthermore, this cannot be done successfully without intersectional cross fertilization. Collaboration of our multidisciplinary teams and the learnings from the project will contribute to novel outputs in the area of teaching practices and professional development. All four institutions submitting this application have a proven record of delivering the specific expertise that they bring to the project. This will ensure the successful delivery of the project objectives.

What results are expected during the project and on its completion?

Quality of the partnership:
The partnership has been effective in sharing, learning, and collaborating to deliver the project outputs

Virtual and Blended Exchanges (Output 1)
Attendance: 500+ students participate from across The Hague Network
The evaluation has informed international educators and academics on how to design similar courses at their institutions with recommendations on the way students wish to engage in the virtual learning experience.
The design of subsequent outputs has been engineered to give the students optimum satisfaction when engaging with the digital educational experience.
Guidebook and Webinar produced
Manuscript submitted to scholarly journal

Learning Lab summer and Multiform Toolkit (Teaching/Learning/Training activity and Output 2)
Students have a positive learning experience and new competencies needed for their future careers.
Students have a better understanding of the importance of their own 'agency'
Academics, students and other stakeholders gain tools to better understand the elements of successful virtual learning and teaching Academic instructors are willing to pilot them in their own teaching/learning
Attendance: 30 students from TAMK and 9 students from the project's partner institutions
Toolkit produced with user-guide, podcast series, videos and blog texts

Multifaceted Toolkit (Output 3)
The three courses have identified quality pedagogies in digital international and inclusive learning and teaching that enhance intercultural competences of students and academics in virtual mobilities that make digital learning inclusive, safe and ethical for all
Attendance: 90+ students
Toolkit produced with Teaching and Study Handbook, transferable webinar(s), and course syllabi
Manuscript submitted to scholarly journal

Model of Professional Learning Community (Output 4)
The community networking and knowledge exchange has resulted in positive experiences and greater expertise of participants
Model framework produced
Attendance at 3 in-person Professional Learning Community Lab events: a total of 250+ HEI stakeholders

Interactive Virtual Platform (Output 5)
Active participation by a broad range of stakeholders in the Interactive virtual platform space: Lab attendees, network members, and users: 500+

Multiplier Events

The multiplier events have provided participants with a positive, effective and quality learning experience

Professional Learning Community Labs: see above

Final Symposium at UP: involvement of stakeholders from the national and international levels

In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

Our project is an innovative team response to mitigate the impact of COVID on the learning and teaching educational experiences of our students and academics. The methodology is focused on collaborative activities not only across nations but also within our own institution. This will be done through our concept of COLLABORATIVE ENABLEMENT which involves:

- Collaborating with STUDENTS as the source of expertise and innovation in all phases of the project and enhancing the pedagogical skills of academics. This will be supported by the long-term expertise and experience of the TAMK in engaging students in the creation and development of tools, products and services. Students can be considered digital natives (Prensky 2001) compared to the majority of teachers and policy makers who can be considered non-natives, or even digital 'immigrants'. In the process of collaborative enablement, students (digital natives) support their instructors (non-natives) to innovate solutions for virtual learning in higher education: (1) in the TAMK Summer Learning Lab (summer school) when collecting and evaluating tools for the Multiform Toolkit for Digital Learning; (2) in the piloting of virtual tools and exploring pedagogical questions of how to make learning in virtual spaces inclusive, high quality, safe and allow all students to be successful; and (3) joining with academics in the professional development activities of the Professional Learning Communities.

- Enabling INSTITUTIONAL CROSS-FERTILIZATION through an exchange of existing expertise in different areas of virtual learning. Project teams are also made up of experts from units that are otherwise scattered within and across the partner institutions as well as different leadership levels (from Vice-Rector to members of the European Student Network). This structure merges high level pedagogical expertise in digital, virtual, blended earning as well as in inclusive education and in international education. The latter extends the opportunity for quality digital learning beyond the home institution. This cross-fertilization is mirrored in the innovative format of the Professional Learning Communities which is a much more effective way of building academic capacities compared to a single-unit model of in-service training.

- Collaborating and learning 'on the go' through an innovative professional development format - INTERNATIONAL PROFESSIONAL LEARNING COMMUNITIES (PLCs) that goes beyond simple didactic training for instructors. These communities will enable participants to share expertise and learnings from the pilots and improve their ability to achieve rapid, on-going and significant progress throughout the project. This model responds to the emergency character of this call to act instantly and learn 'on the go'. The methodology of Professional Learning Communities has been adopted by our project partners (THUAS) in their Internationalization of Curriculum transformation in collaboration with other Dutch HEIs. PLCs comply with the interdisciplinary and multi sectoral nature of the desired transformation in the Covid response. In order to mitigate the potential travel bans this capacity building will be extended into virtual environments with an Interactive platform. This will be designed to allow for synchronous and asynchronous learning opportunities, interconnected communications and exchange of expertise.

We would note that in designing our outputs we were limited by the current format of COVID-response KA2 application format that does not account for the current reality of working, meeting, staff training, dissemination almost entirely online. With the advice of Czech National Agency we have tried to find ways to overcome these barriers to match virtual work and activities with budgeting restrictions in the short time-span of the call and with the view to the changing situations and policies.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a Strategic Partnerships project?

We have very carefully and thoughtfully identified the partner institutions based on their specific expertise to address the central issue driving the KA2 COVID call. The project team is multidisciplinary and cross-sectoral - university leaders, academics, international educators, students and other stakeholders within and outside of the universities will join for the first time in an internationally intersectional collaboration. This will allow for instant cross-fertilization and result in innovative processes and novel teaching and learning methodologies in the national and international digital/virtual outputs. This will maximize the emergency-response to mitigating COVID pandemic. It should be noted that THUAS and TAMK are already strategic partners.

The specific expertise of the partner institutions is listed below:

- TAMK: Expertise in distance learning as well as in student-centered learning - which is a crucial dimension of the whole project design focus of "collaborative enablement" as well as of project activities and output.

- THUAS: Expertise in On-line International Learning and experience in developing internationally designed and delivered curricula as well as expertise in teacher training professional learning communities experience and pedagogy overall.

- UHK: Inter-institutional experience with e-learning (former project), teaching and training of e-learning and creating and delivering virtual mobilities to partner institutions, complementary, concurrent project: benchmarking the quality of virtual mobilities, long-lasting experience with an inclusive policy in HE (counselling center) and ethical education (the only study program focused on ethical education in the Czech Republic).

- UP: Expertise in Inclusive International Education, HE education curriculum design, training and mentoring of academics in HE, internationalization of curriculum and leadership of institution-wide collaborations.

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How will the tasks and responsibilities be distributed among the partners?

The roles and responsibilities of all the partners are clearly defined (see Annex: Roles and Responsibilities)

UP
1. Coordination (financial, administrative, dissemination activities)
2. Output 3 Input: Multifaceted Toolkit: Part 3 - Webinar and study guide
3. Professional Learning Community Training activity
4. Output 4 Lead: Professional Learning Community MODEL
5. Output 5 Input: coordination of platform design with TAMK
6. Campfire and networking sessions at (4) Professional Learning Community Labs
7. Hosting - Professional learning Community Lab final event at UP

TAMK
1. Output 1 input to THUAS
2. Teaching/Training Activity: Summer Learning Lab: hybrid student summer school at Tampere
3. Output 2 Lead: Multiform Toolkit
4. Podcast series (I, II, II)
5. Output 5 Lead: Virtual Platform for Professional Learning Community

THUAS
1. Output 1 Lead: Guidebook on Virtual International Exchange
2. Output 3 Lead: Multifaceted Toolkit:
3. Output 4 Professional Learning Community Input: Part 1 - Webinar and study guide
4. Hosting Professional Community Lab event at THUAS and presentation of Learnings from Evaluation - (Guidebook and Webinar)

UHK
1. Output 3 Input: Multifaceted Toolkit: Part 2 - Webinar, Handbook
2. Output 4: Professional Learning Community Input: Part 1 - Webinar and study guide
3. Hosting Professional learning Community Lab event at UHK (presentation of learning from Output 3)
4. Coordination of the local European Student Network unit involvement

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project.

The Erasmus Student Network (ESN) at UHK will strengthen the student-centered approach of this project and will contribute actively to the exploration of virtual tools in Output 3 during the Learning Lab at TAMK. They will also take active part in the development Output 3 which will provide in-depth insights into the pedagogies, participating in all the phases of curriculum development, delivery and evaluation of the pilots. Further, they will take part in Professional Learning Community sessions and events (Output 4).

The ESN at UHK and the Project team will also reach out to the ESN at all participating institutions to encourage their engagement in the project. Due to the short timeframe for this call it was impossible to contact all ESN units into the application submission. We assume that all will be interested in providing their input to contribute to the quality activities and outputs of the project.

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Participants

Please briefly describe how you will select and involve participants in the different activities of your project.

For the pilots, student selection will follow the normal selection processes of the institution. The principles of equal opportunity will be followed at all times.

For the Summer Learning Lab, students from all fields can apply. Participants will be selected based on their applications in which they describe their motivation and experience about project-based courses. Before the course a virtual pre-meeting is arranged to ensure the participants will have all the needed information, as well as to give them the opportunity to ask questions. Students work in interdisciplinary teams of 3-6 people in each team. Project coaches promote the team building and team spirit with suitable activities. Coaches and different experts support the teams to fulfill the project tasks. Work is carried out from Monday to Friday by working eight hours per day. This intensive work will ensure the formation of trust and safety, learning, and effective outcome.

Participation in the Professional Community Learning Labs will obviously be limited by the venue capacity if they occur in-person but no other selection criteria will apply. The activity will be widely advertised within and outside each institution and all the other professional and university networks of the partners.

Participation in the integrated virtual platform will be freely available and widely advertised using every available network and on social media.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?	Yes
How many participants would fall into this category?	10

Which types of situations are these participants facing?

Educational difficulties

Disability

Economic obstacles

Geographical obstacles

How will you support these participants so that they will fully engage in the planned activities?

All activities will be feasible and compatible with the needs of participants with a disability. The buildings of UHK and TAMK are barrier-free and hence wheelchair accessible. The project and activities have been discussed with the UHK University center Augustin (https://www.uhk.cz/cs-CZ/UHK/Centralni-pracovist/Poradenskecentrum/ Augustin) which provides, among others, services for students with a disability. UHK will be advertising the project and the activities in cooperation with the Augustin center to inform students with a disability and other persons about the possibility of participating in the activities. UHK will also support the students with economical obstacles by supporting stipends; and for the participant with geographical obstacles, we are prepared to compensate for the travel cost and help them to get involved in the project activities.

Please describe briefly how and in which activities these persons will be involved.

Students with special needs will be specifically included in the Summer Learning Lab (Output 2) as well as in all stages of Output 3b, the analysis of inclusion in the virtual environment, in the assessment, summary and comparison of different online tools used by online teaching and learning. This course will also be opened for all interested academics at the institution (no selection procedure required).

These students will also participate in the Professional Learning Community Labs and in the other project evaluation and feedback processes.

Preparation

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Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

The four partners have agreed on the following phases:

Preparatory phase: we have already gone through this phase. In this phase, we worked together on the need analyses, the application, and agreed the proposed activities:
– negotiations concerning the process of project implementation, including fine-tuning of the schedule;
– negotiations with partners about the roles and responsibilities;
– preparation of the administrative part of the project;
– discussion about the content of the outputs;
– specification of the scheduling of meetings;
– discussion about the interactive virtual platform of the technology.

Within the preparatory phase the lead partner has:
1. Negotiated the project outputs with all the partners;
2. Prepared the outline and planned activities based on the content and topics already agreed on;
3. Specified the priorities for outcomes;
4. Informed and discussed the details of budgeting;
5. Collected all the relevant documents and information needed for the project;
6. Prepared the project proposal and budget based on all the information provided by partners so that the partners can comment on that;
7. Finalized the project application and submitted it.

The next step will be the pre-project meeting to trigger the work activities, network all the partners, learn even more about each other and discuss in more detail concrete steps, tasks, financial matters. The role of the coordinator will be to organize the kick-off meeting and prepare the relevant program, materials, and sources for this meeting.

Specifically, the partners' roles in preparation for the project will be:
THUAS
Co-creation and coordination of The Hague Network Virtual International Exchange pilot
Setting up institutional working group
Engagement with local European Student Network
Engagement with The Hague Network

TAMK
Input into the design of the Virtual Exchange pilot evaluation
Preparation of Summer Learning Lab
Setting up institutional working group
Engagement with local European Student Network

UP

Preparation of Memorandum of Understanding based on detailed Quality Plan

Setting up project steering group

Setting up institutional working group

Setting up shared project management system (using Trello) and financial control systems

Setting up appropriate communication channels (shared drives, Facebook, Linkedin, Youtube, Twitter, etc.)

Engagement with local European Student Network

UHK

Setting up multidisciplinary institutional working group

Setting up appropriate communications and cooperation model

Engagement with local European Student Network

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Management

Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding. A partnership may receive a maximum of 2750 EUR of 'Project Management and Implementation cost' per month

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Applicant Organisation	500,00 EUR	1	12.000,00 EUR
Partner Organisation	250,00 EUR	3	18.000,00 EUR
Total		4	30.000,00 EUR

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Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item 'Project Management and Implementation'

Palacky University (UP) is the Project Coordinator and will be responsible for the overall management and coordination of the project. The project work will be supervised by a steering group, comprising at least one representative from each partner (the Local Coordinator). The UP Project Coordinator is the chair of the group. The group will meet virtually at regular intervals (approximately once per month) throughout the project. All Output leaders are invited to attend steering group meetings. Face-to-face meetings will occur during the Transnational Project Meetings.

The task of the steering group will be to monitor the progress of the project based on monthly reports from the project management system (Trello). The steering group also serves as the conflict resolution mechanism, and the steering group will handle any conflicts in the project through dialogue and the democratic process. If the conflict cannot be resolved then the coordinator's home institution has experts in conflict resolution.

Before the start of the project each partner will establish their own project team. The local project team will consist of the Local Coordinator, the Output leaders (one of whom may be the Local Coordinator), additional teaching/training/technology staff as required (one of whom will be the back-up coordinator) and one administrative person. The local coordinator will coordinate and manage the work of the local team, using the Trello shared project management system.

The core of the project's quality assurance methodology will be the Quality Plan that defines the activities, roles and responsibilities, and timelines for the project as well as an internal communication strategy. These will be captured by the Trello performance monitoring system. The plan envisages a three level quality monitoring process. The first level is a mid-project independent desktop evaluation (a subcontracted service by a third-country, non-partner university expert). The second level is the regular monitoring of the project activities and timelines by the steering group against the defined requirements in the quality plan and the performance management system. The third level is the monitoring of individual activities executed in delivering the Intellectual Outputs and associated products by the Output leaders.

Financial management of the project will be based on standard Excel spreadsheets and quarterly reporting, with tracking and monitoring proactively done by the Project Coordinator. The Project Coordinator will arrange payment of partners depending on the successful implementation of tasks.

Project communication channels are already established by the project team as all the partners have been involved in developing this application through utilizing existing online tools (Google Drive, Zoom, WhatsApp). Project activities and outcomes will be disseminated through external communication channels such as a Project Facebook Group, institutional websites, network websites (Aurora, The Hague Network) and internally through the Professional Community Learning Labs and the final symposium (the multiplier events) and the project's interactive Virtual Platform. For more details see the Dissemination section.

Transnational Project Meetings

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Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

TPM 1 (in-person, or hybrid depending on COVID situation)

The first transnational project meeting is planned for June 2021 in Tampere and will concur with the first meeting of the Learning Community Lab where insights from the analysis of the Virtual Exchange pilot will be presented and where the Learning Lab summer school at TAMK will be discussed.

This meeting will be attended by Steering Committee Coordinators, Local Coordinators and Output leaders from the partner institutions. At this meeting we will agree to the detailed project plan, communication plan, and reporting systems taking into consideration the current COVID situation. We will design the schedule for the upcoming Professional Learning Community events in-person or virtual monthly events for the academic year 2021/2022.

TPM 2
The second transnational meeting will take place at THUAS in November 2021 and will coincide with the Fall 2021 Learning Community Lab organized at THUAS. We will evaluate the outcomes from the Summer Learning Lab and discuss the ongoing pedagogical activities on Output 3. This transnational meeting will be attended by tandems by all Output leaders and Steering Committee coordinators.

The Steering Committee will also begin its midterm assessment of Outputs, including the efficiency of the Virtual Platform, and monitor progress and create further scheduling of the Professional Learning Communities. This meeting will be attended by Steering Committee Coordinators, Local Coordinators and Output leaders from the partner institutions.

TPM 3
The third transnational meeting in March 2022 will take place in Hradec Kralove where it will concur with a Professional Learning Community Lab organized at Hradec Kralove. This event will be attended by output leaders and pedagogical experts who participated in the piloting stage at partner institutions. This event will be organized with ESN UHK to further incorporate student feedback and ongoing involvement. This meeting will be attended by Steering Committee Coordinators and Output leaders from the partner institutions.

TPM 4
The fourth transnational meeting will take place at Palacky University in January 2023 and will concur with the Symposium multiplier event at UP. This transnational meeting will be attended by Steering Committee and Output leaders and Local Coordinators who will revisit the Dissemination Project plans according to the current COVID situation for virtual alternatives and multiplier events as necessary. The Steering Committee will gather for a collective evaluation process of all three levels together with the external evaluator's Report (see more on quality assurance). This meeting will be attended by Steering Committee Coordinators, Local Coordinators and Output leaders from the partner institutions and main experts who have contributed to the Outputs.

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Transnational Project Meetings Summary

Please specify the funds requested to organise the planned Transnational Project Meetings.

ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	No. of Participants	Grant
1	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Kick-off meeting	Finland	06-2021	14	8.050,00 EUR
2	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	TPM connected to Professional Learning Community Lab at THUAS	Netherlands	11-2021	12	6.900,00 EUR
3	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Final Meeting connected to Final Symposium Multiplier Event	Czech Republic	01-2023	15	8.625,00 EUR
4	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Professional Learning Community Lab at UHK	Czech Republic	03-2022	12	6.900,00 EUR
Total					53	30.475,00 EUR

Transnational Project Meetings Details 1

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Meeting Title
Kick-off meeting

Leading Organisation
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)

Starting Period
06-2021

Country of Venue
Finland

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Erasmus+

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands	6	100 - 1999 km	575,00 EUR	3.450,00 EUR
2	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
3	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
Total						8.050,00 EUR

Transnational Project Meetings Details 2

Meeting Title

TPM connected to Professional Learning Community Lab at THUAS

Leading Organisation

STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)

Starting Period

11-2021

Erasmus+

Country of Venue
Netherlands

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
2	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
3	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
Total						6.900,00 EUR

Transnational Project Meetings Details 3

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Meeting Title

Final Meeting connected to Final Symposium Multiplier Event

Leading Organisation

UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)

Starting Period

01-2023

Country of Venue

Czech Republic

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Erasmus+

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands	5	100 - 1999 km	575,00 EUR	2.875,00 EUR
2	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland	5	100 - 1999 km	575,00 EUR	2.875,00 EUR
3	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic	5	100 - 1999 km	575,00 EUR	2.875,00 EUR
Total						8.625,00 EUR

Transnational Project Meetings Details 4

Meeting Title

Professional Learning Community Lab at UHK

Leading Organisation

UNIVERZITA HRADEC KRALOVE (E10208843, CZ)

Starting Period

03-2022

Erasmus+

Country of Venue
Czech Republic

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
2	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
3	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	4	100 - 1999 km	575,00 EUR	2.300,00 EUR
Total						6.900,00 EUR

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Project Management

How will you ensure proper budget control and time management in your project?

Each partner has fully collaborated in the preparation of this application and agreed on the overall project plan (activities, task allocation and budget). The project will be managed and coordinated across partners through a shared on-line project management tool (Trello). The Steering Committee will monitor progress on a monthly/bi-monthly basis during the lifetime of the project using monthly reports from the project management system using a dashboard/traffic light system.

Three of the four TPM's will focus on time & budget management and will be attended by the dual coordinators from each partner:
TPM 1 where the details of the quality plan will be finalized and approved.
TMP 2 where progress including the Budget will be evaluated.
TMP 3 where the dissemination phase will be revisited in connection to COVID situation and progress including the Budget will be evaluated.

Budget control:
Budgeting will be done in compliance with the Erasmus+ program rule and all the partners have been informed in detail about the financial means available and their planned allocation. There will be individual MOUs with the partners dealing with the financial matters stating the conditions how the financial means will be used and on which bases the money will be transferred to them. This will be specified in a concrete half-yearly financial plan on individual project activities and we propose brief quarterly progress written reports.

The budget will be fully reviewed at each Transnational Team meeting and budget control will be closely connected with the time management control. Progress against the agreed plan and budget will be continually monitored during regular steering group meetings which is the primary purpose of these regular meetings. In this way it will be possible to adjust the planning in case of any deviations from the schedule, either positive or negative, and mitigate them. All partners involved in the project have worked together previously and have had positive experiences with mutual cooperation (incl. budgeting and working towards deadlines), which also provides a foundation for the proposed project.

Furthermore:
- Partners have a full understanding of the agreed budget detailed in this application which specifies the amount of money available for each partner for each of the activities (management, TPM, O's, ME's, LTT-activities...).
- The deadlines, the duties, the budget, and the amount and dates of payment will be spelt out in the project plan and translated into the project management tool (Trello).
- All partners will make their proofs of performance (timesheets, certificates of attendance, sign lists, results of the intellectual outputs & multiplier events) available by linking them to the project management system. Payments to partners will be made by the project manager based on the evaluation of their proofs of performance and in line with the agreed deadlines.

Time management:
The partners have agreed on the tasks & the deadlines specified in the application. These will be specified in the detailed project plan to be agreed at the first TPM. The tasks and deadlines will be in line with this application, will be captured by the project management too (Trello) and progress of the project will be strictly monitored to ensure that the deadlines are respected. The time management of the project will be monitored by the steering group during the regular Zoom conferences and meetings. Timesheets will be submitted by each member of the project team to have an overview of the time allocated to this project.

How will the progress, quality and achievement of project activities be monitored? Please describe the qualitative and quantitative indicators you will use. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

The evaluation is a multi-staged feedback process of date collection, discussion and analysis of experience, and learnings that are incorporated into subsequent activities.

The steering group will manage the overall progress of the project using a shared project monitoring tool (Trello) which captures all the project activities, deadlines and key performance indicators. A dashboard/traffic light methodology shared between partners will be used to communicate progress between team members.

The quality of Outputs 1-3 will be evaluated continuously and on completion of each Output, using student/participant feedback sheets, self-reflection etc. with the learnings documented in User guides or handbooks. These will be considered by the project's steering group and in the Transnational Project meetings.

A key part of the evaluation strategy is the Professional Learning Community (Output 4) which will run throughout the project. All learnings of the individual outputs will be shared with participants in this forum. Lab members include a range of external stakeholders and experts who are removed from the day-to-day activities of the project and can a provide a critical and objective lens to the projet. The in-person learning community Labs will also be evaluated through feedback sheets to participants and the project team (See Annex: Project Feedback Protocol).

Mid-term in the project an independent desktop evaluation of the project will be commissioned to provide analysis and advice on the overall progress and direction of the project.

For qualitative and qualitative indicators see below.

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How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

On-going evaluation at all stages of the project is critical. Evaluation will be built into the quality plan through the various monitoring mechanisms and is built into the design of the outputs (See Annex: Project Feedback Protocol). The mid-term independent desktop review will provide analysis and advice on the overall progress and direction of the project.

In the time available it has not been possible to design a comprehensive set of performance indicators but they will include:

Quality of the partnership:
Does the partnership share, learn, collaborate to create results within budget and on-time?
Measurement - minutes steering committee, monthly progress report from the project management system, partnership evaluation sessions at TPMs, Feedback from ESN, and External Evaluation (Mid-term, Final Report.)

Virtual and Blended Exchanges (Output 1)
Did the project deliver on the expectations of students and other stakeholders?
Measurement: in-depth evaluation report into the user experiences of both staff and students
Did the project make recommendations on suggested best practices drawn from the lessons learned in the analysis of students and other stakeholders in the pilot virtual exchange?
Measurement: recommendations reflecting the lessons learned in the pilot, identification of best practice, and enabling enhanced user design for outputs 2-5. These best practices can, in turn, be used to measure if the design elements of outputs 2-5 are in line with market demand.
Professional Learning Community feedback
Has the publication been submitted to a peer-reviewed journal?

Learning LAB summer and Toolkit for better virtual learning (Learning/Teaching/Training activity and Output 2)
Did the Learning Lab summer deliver an engaging and positive pedagogical environment?
Did the students learn new competencies needed in their future work/careers?
Did student teams deliver value and high-quality outputs to their team's client?
Is the toolkit evidence-based, usable in practice for the target group, and do they advance pedagogical knowledge?
Measurement: student and instructor feedback, client feedback, student reflections, Professional Leering Community Feedback

Multifaceted Toolkit (Output 3)
Have students rated the courses as meaningful? Measurement: Student feedback. Professional learning community feedback
Are the deliverables, such as webinars evidence-based, usable in practice for the target group, and do they advance pedagogical knowledge?
Will students and lecturers be able to conduct international and/ or inclusive activities?
Are students and lecturers able to substantiate their online international and/ or inclusive practices theoretically?
Has the publication been submitted to a peer-reviewed journal?
Measurement: These pilot courses will be observed, field notes will be taken, students will be asked to write a learner report and questionnaires will be conducted. Professional Learning Community feedback

Quality of the Professional Learning Community (Output 4)
Does the format of the PLC allow for effective upskilling in the area of virtual teaching and learning?
Is the PLC coordinated efficiently by the O4 Lead?
Is the facilitation and presentation of the content effective in creating desired changes with the target group?
Is the content and format (blogs, podcasts, webinars, etc.) addressing the diverse needs, different levels of IT/social media skills, and learning styles of the target group?
Is the professional development format inclusive and attractive to the target audience?
Have participants rated the sessions, chats, events as engaging and effective for networking and exchange of knowledge? Measurement:
Measurement: Feedback from output leaders O1, O2, O3, O5, # of participants using each format, # of participants at each event, feedback from participants and specifically the Erasumus Student Network.

Interactive virtual platform (Output 5)
Is the platform an effective tool for coordinating and activating the PLC? Measured by PLC manager and engagement activator feedback.
Is the platform an effective tool for making available for the general public the content created in the project and by PLC members? Measured by user experience.
Has the platform become a hub for the PLC? Measured by PLC member engagement
Measurement: Feedback of site users, # of users, Frequency of use etc.

Multiplier events:
Are the ME's supported by evidence & practice.
Did they reach enough participants within and outside of the partner institutions?
Did they support teams in their context to realize competencies in virtual teaching and learning?
Measurement: Feedback from participants, # and segments of participants

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What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

The project was collaboratively planned and written and this application is the sum of the work of all partners. Hence many possible risks are already excluded by working in this way. Nevertheless the delivery of an Erasmus+ KA2 project has many potential risks which have been identified and planned (see below). However before the commencement of the project a full and comprehensive risk management plan will be developed.

The challenge of differences in cultures:
The differences in culture, habits and languages between the partners will be respected and valued. All partners have been or are currently in strategic partnerships. Furthermore the Coordinating Institution Project Team has extensive experience in working in intercultural settings, leading strategic partnerships and both hold certifications in Intercultural communication and teaching experience.
- Christopher Medalis (Project Coordinator) is an international education expert with more than 25 years of grant management experience, and has led and organized dozens of government, foundation, and corporate grants on three continents. He is thoroughly experienced with all aspects of monitoring and tracking, budgeting, reporting requirements, and compliance issues regarding grants.
- Eva Janebova as Director of the Institute for Excellence in International Education at UP will have oversight of the project. Eva is an expert in international education and has almost 20 years experience with Czech and international universities including the University of Minnesota where she was the very first Mestenhauser Fellow in 2018.

Covid risks:
All projects can be carried out in virtual format if the COVID situation does not permit in person (TMPs, trainings or multiplier events). The Budgeting of these events will adapt to the current policies on finances provided by Czech National Agency (Dum zahranicnich sluzeb).
All the project submission work and preparation work is done online.

Managerial risks:
The consortium will use the agreed instruments - project description, three level quality monitoring process, shared project management tool (Trello), dashboard/traffic light monitoring, and communication plan. By following these guiding instruments, we avoid delays & conflicts.

Partner Institution risks:
Two people working in tandems at each institution are designated as contact persons to avoid delays due to sickness and other work related issues. The same 2 people for each institution were involved in designing the Project application.

Content risks:
All partners collaboratively wrote this application. What is written in this application is agreed upon by all partners and detailed in a Memorandum of Understanding.

Budget risks:
- Each partner knows the project budget as per this application. A Memorandum of Understanding will be agreed with each partner that details what has to be delivered and the milestones to be reached to receive the planned budget.
- All partners will make their proofs of performance (timesheets, certificates of attendance, sign lists, results of the intellectual outputs & multiplier events) available by linking them to the project management system. Payments to partners will be made by the project manager based on the evaluation of their proofs of performance and in line with the agreed

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deadlines.

Relational risks:
- The project will use competencies of integrated leadership and will work in collaborative professional learning communities during the project and especially during the TPMs. Working in professional learning communities also means working in a no-blame culture, having a shared purpose, having reflective dialogues, working collaboratively, following protocols & taking into account the differences in cultures and languages between the partners. All these measures will be taken to minimize possible risks.
- Nevertheless, when conflicts happen the steering group serves as the conflict resolution mechanism. This means the steering group will handle any conflicts in the project. If the conflict cannot be resolved the coordinator' home institution has experts in 'conflict resolution'. The consortium will involve this expertise if necessary. If the conflict becomes a conflict with legal proportions, the coordinating organization has lawyers to enforce the legal rights.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results.

The methodology builds on solid arguments and evidence basis and takes into account existing knowledge and practice (see Annex: Needs Analysis). Static activities will feed into the dynamic Professional Learning Community and associated interactive virtual platform (see Annex: Project Feedback Protocol).

Static Outputs:
Stage 1
Output 1: Analysis of a Pilot of Virtual and Blended International Exchanges - Evaluation of an innovative virtual international exchange pilot scheme that has previously been designed by THUAS in cooperation with a number of other international universities including TAMK. This pilot will commence in Spring 2021. The evaluation will produce learnings that feed into the Output 3 piloting package (Multifaceted Toolkits on Pedagogies), Output 4 (the Model Professional Learning Community Model) and the Output 5 (the Interactive Virtual Platform for Professional Learning).
Products: Guidebook, Webinar, Professional Learning Community Lab, Manuscript for submission to a scholarly journal

Stage 2
First Transnational Project Meeting - Team meeting in Tampere: First transnational project meeting is planned forJune 2021 in Tampere to concur with the first meeting of the Learning Community Event where a webinar and Insights from the analysis of the Virtual Exchange pilot will be presented and the the upcoming Summer Learning Lab at TAMK.

Output 2: Multiform Toolkit for Better Virtual Learning Experiences - This output will be based on learnings from the TAMK 6 week long Summer Learning Lab. The 2021 summer course will take place partially locally and also online, and students working in multidisciplinary teams solve real life education development cases for clients. This provides an opportunity to identify, test and assess different ways of virtual and multimodal cooperation, learning and teaching. The aim is to achieve better virtual learning experiences for both academics and students. The user guide will consist of a report on the operation of the Learning Lab, a description of methods and tools used, and a review of participant experiences. Examples of the tools and methods: Microsoft Teams, Zoom, Team Learning, Student Agency
Products: User guide, Series Podcasts, Video

Staff training of Professional Community Team by attending a learning community event at THUAS which has developed a Professional Learning Community for International Educators in the Netherlands. The Community aims at building capacities of HEI stakeholders in international competences and knowledge in internationalization of curriculum.

Stage 3
Second Transnational Project Meeting: A team meeting will take place at THUAS in November 2021 and will coincide with the Fall 2021 Learning Community Event where insights from the analysis of the pilot virtual exchange scheme and Learning Lab will be discussed (Output 1 and 2). This transnational meeting will be attended by all Output leaders and Steering group coordinators.

Output 3: Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning - In this Output we will pilot different technologies in different learning environments, using the learnings from the previous activities. This evaluation of these pilots will subsequently feed into discussion within the Professional Learning Communities discussions, Webinars and Resource Hub.
1. Pedagogical issues in digital learning in regular classrooms (THUAS)
2. Inclusion and ethical issues in virtual spaces (UHK)

3. International co-teaching in virtual short-term curricula (UP)
Products: The Teaching and Study Handbook, Course syllabi, Webinar(s), Manuscript for publication, PLC Lab

Dynamic outputs (throughout Stages 1-4)
Output 4: Professional Learning Community Model - A combination of virtual and in-person sessions. The three in-person Labs will be hosted at partner institutions (transferable to online as well through the Virtual Platform). Learnings from all outputs will be incorporated. This capacity building format has been chosen because of its potential for dynamic active exchange of experience and cross fertilization as the Labs will connect and convene not just academics but also different stakeholders, including students. This will expand the learning community beyond the partner institutions to our other international partners, professional organizations and policy making bodies and our internal partners.
Product: Model Guidebook, PLC Lab

Output 5: Interactive Virtual Platform for Professional Learning Community - The interactive platform will be the backbone of the virtual activities of Professional Learning Community (above) to extend the learning community discussions into the virtual spaces, and thus mitigate the current lockdown and further in-person restrictions that would hinder the capacity building otherwise.
Product: Interactive Virtual Platform

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How will you communicate and cooperate with your partners?

Our Communications Plan includes a robust schedule of in-person and virtual meetings in order to ensure openness, transparency, accountability, and decision-making. The high level of communications and cooperation already begun by the partners during the proposal preparation process will be heightened and sustained during the project period. We commit to the following communications activities:

Face to Face meetings
Four Transnational Project Meetings will be held. All project participants will attend.
June 2021 - Kick off meeting at TAMK
November 2021 -THUAS
March 2022 - Hradec Kralove
January 2023 - Palacky University

On-line meetings
Steering group meetings will be held monthly through the project, and bi-monthly as necessary. All Output leaders are committed to attend on-line steering group meetings.

Minutes
Minutes will be taken at all meetings and filed on the shared Trello cooperation platform.

Communication Instruments
Project master planning: Trello
Documents: Google Drive
On-line meetings: Zoom
Peer-to-peer communication:
1. Email
2. Phone call
3. WhatApp
4. Zoom

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

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Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

We have used the Erasmus+ Project Results Platform in the preparation of this project, namely exploring existing or already executed projects of HEIs in the area of enhancing competences of students and academics in digital learning and professional learning communities. We shaped our project idea accordingly, as we have not found documented projects that combine this topic with international education, we have found several projects with outputs connected to Professional Learning Communities which we studied and which inspired us. Hence we have framed the innovation in this project proposal in the following areas:

1. by combining the digital learning upskilling withupskilling in the area of international education which clearly transforms into the formulations of pedagogical questions to be piloted and disseminated as well as the project team make-up of international educators and academic instructors.

2. by employing an innovative hybrid format of capacity building of students and academics through an on-going Professional Learning Community organized over the whole course of the project rather than traditional in-service training and workshops. This format will enable the partners to reach out to diverse stakeholders who have different skills and expertise to feed into the upskilling process and thanks to the digital interactive platform will extend communication exchange to virtual spaces.

We have used for inspiration the Advanced Learning and Inclusive Environment for Higher Education through greater knowledge and understanding of migration processes (2016-1-PL-KA203-026321) referenced as good practice on Erasmus+ Results portal.

In the preparation phase of Output 5 we will investigate using ETwinning and EPALE platforms as a model for the Interactive virtual platform.

Intellectual Outputs

Do you plan to include Intellectual Outputs in your project?

Yes

In case you plan to include Intellectual Outputs please describe them here.

Intellectual Outputs Summary

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ID	Leading Organisation	Output Title	Starting Period	Grant
O1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Analysis of a Pilot of Virtual and Blended International Exchanges	03-2021	11.588,00 EUR
O2	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Multiform Toolkit for Better Virtual Learning Experiences	03-2021	18.608,00 EUR
O3	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning	03-2021	63.125,00 EUR
O4	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Professional Learning Community Model: International Digital Teaching and Learning Community	03-2021	55.174,00 EUR
O5	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Interactive Virtual Platform for Professional Learning Community	04-2021	23.296,00 EUR
Total				171.791,00 EUR

Output Title O1

Erasmus+

Output Title	Analysis of a Pilot of Virtual and Blended International Exchanges
Output Type	Studies / analysis – Best practice guidelines / report
Start Date (yyyy-mm-dd)	2021-03-22
End Date (yyyy-mm-dd)	2022-12-21

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

In this Output we will provide a complex analysis study by evaluating an innovative virtual exchange (VE) scheme that has been previously designed by The Hague Network of Strategic Partners which includes TAMK and THUAS among others. The VE pilot responds to the current shift in internationalization, from a focus on mobility for a minority of students to an increasing range of activities designed to offer international experiences for all students , including i███████████████████ The VE is not an emergency response to COVID-19 and will develop into a regular offering to students to enable an international learning experience in vir███████████████ or whatever reason, are unable to undertake more traditional forms of mobility. For a detailed needs analysis see Annex: Needs analysis

The VE scheme has been designed and the scheme itself is not part of the Output. It is a multidisciplinary set of six virtual modules which will be piloted in spring 2021. While it is coordinated by THUAS, it is not physically located in any particular institution. The seven collaborating universities produce content and share this in a virtual space with students from the other universities, irrespective of their degree subjects Collaborating universities participate by delivering complete modules or by contributing elements of a module in cooperation with other institutions. The course offers a minimum of 30 ECTS worth of content and is taught using mainly online pedagogies blended with traditional elements such as readings etc. Other than the fees normally paid to their home institution, the content is delivered free to students.

This Output is a comprehensive evaluation of this VE scheme. The processes, problems and procedures involved in setting up and running the VE will be documented and reflected upon. This will be followed by in-depth research into the user experiences of both staff and students. We will use a mixed method of interviews, questionnaires etc, to record perceptions at distinct periods of its operationalization. TAMK will assist in this stage of the project by commenting on and suggesting changes to the research design. The results will be analyzed and presented in the following products: Analysis and Report, Guidebook, Webinar and manuscript submitted to a scholarly journal.

The evaluation will produce inspirations and learning for the other project Outputs, in particular for Output 3c, as it will provide success stories and potential challenges in the processes of virtual exchange and the design and delivery of virtual international curricula. It will inform choices by academic instructors in regard to methodologies and Online Learning Environments. The findings will also inform the co-design and development of additional virtual learning modules in the VE to offer a greater level of choice for students. The range and scope of any changes will be directly influenced by the results of the evaluation (data collected and the analysis thereof). The recommendations will be particularly valuable in assessing student engagement in virtual exchanges as the VE modules were designed to incorporate collaborative learning wherever possible and students will work in mixed international groups.

In terms of transferability the information gleaned and lessons learned will be shared with a broad range of both national and international stakeholders through the Hague Network, the Professional Community Learning Labs, as well as in virtual sessions and webinars in the Professional Learning Community via the interactive virtual platform. Some of the Hague Network universities are members of the EU's European Universities Projects and their guidance and expertise will be useful to feed into the project deliverables. We would also

expect that this increased collaboration between the broad range of internal and external HEI academics and international educators from International Relations Offices will lead to further developments in virtual exchanges, enhancing the overall goals of the Covid response.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

In the evaluation the processes, problems and procedures involved in setting up and implementation of the VE will be documented and reflected upon. This will be followed by in depth research into the user experiences of both staff and students on the VE. We will use a mixed method of interviews, questionnaires etc, to record perceptions during the process of evaluating the user experience at distinct periods of its operationalization. TAMK will assist in this stage of the project by commenting on and suggesting changes to the research design.

Workplan
- March 2021: Detailed design phase of the evaluation commences.
- April-June 2021: Data collection phase
- June 2021 onwards: Analysis and dissemination phase.
- November 2021: Professional Learning Community - presentation of Learnings from Evaluation (Guidebook and Webinar)
- December 2022: Manuscript submitted to a scholarly journal

Division of work tasks

THUAS
4 days Researchers
8 days technicians
Output lead
Steering Committee Member
Evaluation design
Piloting of Virtual Exchange - facilitator and speaker of virtual sessions,
Evaluation Analysis and Report
Guidebook design

TAMK
2 days teacher/trainers
feedback on project design

Leading Organisation	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)
Media	Other Collection

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	Publications
	Video
	Text
Participating Organisations	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)
Languages	English

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	0,00 EUR	9.640,00 EUR	1.520,00 EUR	0,00 EUR	11.160,00 EUR
2	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	0,00 EUR	428,00 EUR	0,00 EUR	0,00 EUR	428,00 EUR
Total		0,00 EUR	10.068,00 EUR	1.520,00 EUR	0,00 EUR	11.588,00 EUR

Intellectual Output Budget Details E10164023

Organisation	Country of the Organisation
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	8	0	48
Grant per Day	0,00 EUR	241,00 EUR	190,00 EUR	0,00 EUR	
Grant	0,00 EUR	9.640,00 EUR	1.520,00 EUR	0,00 EUR	11.160,00 EUR

Intellectual Output Budget Details E10174519

Organisation	Country of the Organisation
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland

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Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	2	0	0	2
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	428,00 EUR	0,00 EUR	0,00 EUR	428,00 EUR

Output Title O2

Erasmus+

Output Title	Multiform Toolkit for Better Virtual Learning Experiences
Output Type	Course / curriculum – Pilot course / module
Start Date (yyyy-mm-dd)	2021-03-27
End Date (yyyy-mm-dd)	2022-12-24

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The point has been frequently made that what happened in spring 2020 and now again in the fall semester, is not distance learning, but more an emergency provision of remote learning. Moving to an online format is not sufficient alone to provide high caliber education. Poor course design can leave students feeling isolated and without support (Miller 2011) and can significantly discourage or limit students' success. According to national surveys made by The Trade Union of Education in Finland, Association of Finnish Student Unions and universities themselves in the spring 2020, the quick transition to distance learning went well, in general. However, the experiences of both academics and students varied widely. The digital competence of both academics and students needs to be developed to make virtual teaching and learning more rewarding, engaging, fluent and motivating for students. In developing better virtual learning experiences students are the 'digital natives'. Therefore, we have opted in our project design for collaborative enablement which magnifies the student-staff collaborations and exchange in order to achieve the required digital transformation together (for a detailed needs analysis see Annex).

The toolkit for better virtual learning experiences is based on the work that will be done in the six-week Learning Lab Summer 2021. Students (digital natives and "learning professionals") support their lecturers/ professors (non-natives) to innovate higher education. By working on education development cases, the students will also become more aware of their own role as active agents not only in learning but also in creating inclusion and psychological safety in their team, learning community and in (virtual) learning environment. (Student agency, OECD Future of Education and Skills 2030.)

In the Learning Lab Summer, student project teams will report their findings and potential solutions in challenges concerning the wide scope of virtual teaching and learning. The findings of students will be packaged into podcasts, videos, blog texts etc that can be utilized in the toolkit. The exact formats and themes of students' outputs will be shaped by the participating students' interests and fields. The themes can reach from improving student engagement or student agency to selecting the right digital tools or pedagogical methods in different teaching situations.

Part of the student teams are working virtually during the summer. Virtual way of working enables project teams to simultaneously test, pilot and assess different working methods that can be processed to outputs. The outputs of the project teams will form a base of the toolkit for Virtual Learning and it will be finalized after the summer with trainees and education specialists. The toolkit will include at least a user-guide, podcast series, videos and blog texts. Academics (teachers) are the primary target group of the toolkit but students can also take advantage of it. Within the project, the toolkit will be embedded in the digital platform for Professional Learning Community (Output 5) and will be publicly available for all interested HEI members and other stakeholders.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

Spring 2021

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The practical development cases for project teams will be planned in cooperation with clients, coaches and education specialists, based on earlier experiences, inquiries, surveys and student feedback.
Planning and marketing the program for the summer, contacting clients, arranging visiting experts.

Summer 2021
Organizing the course entity and coaching the students.
Virtual workshops/lectures by experts of partner institutions or other stakeholders on their areas of expertise.

The coaches and facilitators of the Learning Lab will ensure an effective team building and team learning experience throughout the summer course. Team building is effective when team members are interdependent and knowledgeable, and when coaches actively support the team. With the support of the coaches, the teams will work to develop goals, roles and procedures. As a result, teams will pursue with increasing task accomplishment, goal meeting, and achievement of results.
The following components are used to make the team learning effective:
1. Discussion - discussion is a process of exploration taken by the team members. Each member presents and defends his view on the issue or problem facing the group.
2. Dialogue - dialogue, in its simplest terms, is a conversation that aims at learning. It is important to emphasize that dialogue in this context is not a debate but intending to follow simple rules of listen, speak, respect and speak honestly. Team members are not attempting to successfully impose their view on their fellow members when engaging in dialogue. Instead, team members are attempting to go beyond each of their individual understandings of the issue presented and explore the issue creatively from many different points of view to make the best decision. These skills are necessary to effectively help the team in finding creative solutions to the project challenge.

Fall 2021
- Planning the schematics for student outputs and accessibility issues of the toolkit
- With the help of coaches, education specialists and trainees the outputs of the student teams will be further developed (if needed) and
transformed into a Multiform toolkit for better Virtual Learning Experiences.

Division of work among partner institutions:
TAMK Output Leader
THUAS, UHK, UP advisor/expert virtual roles

Leading Organisation	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)
Media	Collection
Participating Organisations	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL) UNIVERZITA HRADEC KRALOVE (E10208843, CZ) UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)
Languages	English

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	0,00 EUR	13.910,00 EUR	2.430,00 EUR	0,00 EUR	16.340,00 EUR
2	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	0,00 EUR	1.446,00 EUR	0,00 EUR	0,00 EUR	1.446,00 EUR
3	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	0,00 EUR	411,00 EUR	0,00 EUR	0,00 EUR	411,00 EUR
4	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	0,00 EUR	411,00 EUR	0,00 EUR	0,00 EUR	411,00 EUR
Total		0,00 EUR	16.178,00 EUR	2.430,00 EUR	0,00 EUR	18.608,00 EUR

Intellectual Output Budget Details E10174519

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Organisation	Country of the Organisation
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	65	15	0	80
Grant per Day	0,00 EUR	214,00 EUR	162,00 EUR	0,00 EUR	
Grant	0,00 EUR	13.910,00 EUR	2.430,00 EUR	0,00 EUR	16.340,00 EUR

Intellectual Output Budget Details E10164023

Organisation	Country of the Organisation
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	6	0	0	6
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.446,00 EUR	0,00 EUR	0,00 EUR	1.446,00 EUR

Intellectual Output Budget Details E10208843

Organisation	Country of the Organisation
UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	3	0	0	3
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	411,00 EUR	0,00 EUR	0,00 EUR	411,00 EUR

Intellectual Output Budget Details E10208271

Organisation	Country of the Organisation
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	3	0	0	3
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	411,00 EUR	0,00 EUR	0,00 EUR	411,00 EUR

Output Title O3

Erasmus+

Output Title	Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning
Output Type	Learning / teaching / training material – Toolkit
Start Date (yyyy-mm-dd)	2021-03-31
End Date (yyyy-mm-dd)	2022-12-30

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The use of the digital tools needed to facilitate online or hybrid education needs to be embedded in the pedagogical framework of universities and schools. Questions, as those noted below, should be addressed in order to make pedagogically responsible decisions regarding international and digital teaching and learning. "How does ICT improve meaningful learning? How can inclusive online learning environments be created for equal educational opportunities for all students? How can students and instructors enhance their intercultural competences in virtual international programs?"

In order to produce answers to the pedagogical questions raised above, a Multifaceted Toolkit of Pedagogies will be developed. Each institution develops a course and adds their "lessons learned" to the toolkit. Each of the courses will explore specific pedagogical insights in three case studies: 1) Pedagogies in digital international learning and teaching; 2) Making digital learning inclusive, safe and ethical for all. 3) Enhancing intercultural competences of students and academics in virtual mobilities. The learnings from Outputs 1-2 will be taken into account in the design and evaluation of the courses.

This toolkit collects different formats of "lessons learned" matching the hybrid format of the Professional Learning Community and will contain: 1) A teaching and study handbook; 2) Course syllabi; 3) Transferable webinars. The output also includes a manuscript for for publication in a scholarly journal.

Part 1: At THUAS, teacher education students will learn to use digital tools and methodologies within a pedagogical framework. They will study the question: "What is good ICT-supported education?" This is not a simple question with an absolute answer. It is also not a question that can be answered from a purely scientific, or purely practical point of view. Good ICT-supported education is based on a continuous interaction between theory and practice. It should always be challenging to students and push their limits in terms of learning, but must remain meaningful to them. This vision presupposes pedagogically sound ideas about what students need as critical and responsible participants in the future knowledge society: relevant knowledge and skills, critical thinking, an inquiring attitude and moral skills. That is why we – in this course – opt for a broad vision of educational benefits. ICT-supported education is not only about the transfer of cognitive knowledge and skills, but also aims at the formation of research skills, social, moral and creative skills and attitudes.

Part 2: The second part of the toolkit will focus on an inclusive virtual learning environment and use of online tools for a broad variety of students. A multidisciplinary team will study various tools of digital teaching and learning practices from the perspective of social inclusion. Therefore, both attitudes of students with special needs and attitudes of academic staff to the online tools will be included and related to the topics like: student school success, and student self-concept. During the first phase of study, an analysis will be made during two running courses where various students including students with special needs will be included. By the process of using different online tools in the course, various aspects of inclusion from the teachers´ and students´ perspective will be assessed, summarized and compared. Description and recommendations based on this analysis will be included into the handbook and syllabi of a new course. This course will be opened for a group of university teachers and piloted and evaluated, moreover reflected in the cooperation with other project

partners.

Part 3: The third pedagogical investigation explores how intercultural competences can be developed and enhanced in internationally mixed student groups in virtual short-term mobilities. International co-teaching adds another desired level of intercultural experience to the virtual international curricula. Intercultural challenges instructors may face along the co-design and co-delivery is off putting for many academics who are already overloaded right now. In this pilot, 2 co-instructors will develop and pilot a short-term virtual mobility course for MA and PhD students on International Leadership. The course will be co-led by two experienced interculturalists who will carefully investigate the intercultural dimensions of co-teaching. The "lessons learned" will support the capacities of HEI in creating and offering more virtual internationalized curricula in cooperation with international colleagues and mitigate the impact of travel restrictions on study abroad and provide new international experiences accessible to all home students through virtual international programs. This course will aim at the development of intercultural competences of an interculturally mixed group of students.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

The current proposal is to examine, as multiple case-studies, three pilot courses. The information gleaned and lessons learned will be given to stakeholders through the 'Multifaceted Toolkit of Pedagogies', PCL Labs and the Interactive Virtual Platform to inform choices regarding methodologies, and also help define areas/topics where further intellectual outputs such as education webinars are required. Research will be undertaken to investigate the processes, problems and procedures involved followed by in depth research into the user experiences of both staff and students. Using a mixed method of interviews, questionnaires, etc. we shall evaluate the course and user experience at distinct periods of its operationalization and archive perceptions during the process.

The process:
In the first phase, the preparation of courses, THUAS, UP and UHK will analyze the topics of the three courses: 'Quality pedagogies in digital international learning and teaching', 'Making digital learning inclusive', and 'Enhancing intercultural competences of students and academics in virtual mobilities'. This will be done in close cooperation between the participating universities. Virtual meetings will be scheduled. Multidisciplinary teams, consisting of experts on online pedagogy, social pedagogy, psychology, inclusive education and intercultural communication, will be involved in this process. The outcomes of this process form the starting point of the new courses.

In the second phase each university will develop a course. This will be done by lecturers/ instructors, who will be supported by specialists, technicians and administrative staff. For each course a teaching manual/ handbook and a syllabus will be compiled. Also (transferable) webinars will be produced. In this phase (2b), the courses will be piloted. These pilot courses will be observed, field notes will be taken, students will be asked to write a learner report and questionnaires will be conducted. Students of partner universities will be asked to participate in the pilot courses in order to get the best impression possible.

The third phase consists of evaluation and reflection activities. The outcomes of the pilots will be discussed and assessed. Conclusions will be drawn. The lessons learned will be included in the toolkit, as well as the revised version of the webinars, manuals and syllabi. In this final phase, also a joined academic paper will be written by UHK and UP.

Division of work tasks
THUAS
Researchers:
- Development 4 web lectures: 8 days.
- Revision of the 4 web lectures: 4 days.

- Writing an academic publication on this module/ project: 6 days.
- Course management 4 days.
Teacher/trainers/workers: Development 4 web lectures: 8 days.
- Development of a course manual: 8 days.
- Teaching 4 web lectures: 2 days.
- Coaching of the communities of learners (3 universities) 3 x 4 = 12 days.
- Marking work: 3 days. Evaluation: 1 day Revision of the 4 web lectures: 8 days.
- Revision of the course manual: 8 days.
- Teaching the revised 4 web lectures: 2 days.
- Coaching of the communities of learners (3 universities) 3 x 4 = 12 days.
- Marking work: 3 days.
- Evaluation: 1 day
Technicians -Technical support: 6 days.

UP
Researchers:
- Development 4 web lectures: 8 days.
- Revision of the 4 web lectures: 4 days.
- Writing an academic publication on this module/ project: 6 days.
- Course management 4 days.
Teacher/trainers/workers:
- Development 4 web lectures: 8 days.
- Development of a course manual: 8 days.
- Teaching 4 web lectures: 2 days.
- Coaching of the communities of learners (3 universities) 3 x 4 = 12 days.
- Marking work: 3 days.
- Evaluation: 1 day
- Revision of the 4 web lectures: 8 days.
- Revision of the course manual: 8 days.
- Teaching the revised 4 web lectures: 2 days.
- Coaching of the communities of learners (3 universities) 3 x 4 = 12 days.
- Marking work: 3 days.
- Evaluation: 1 day. Technicians
Technical support: 10 days.

UHK
Manager (Vice-Rector - International Affairs):

- Development 4 web lectures: 6 days.
- Revision of the 4 web lectures: 4 days.
- Writing an academic publication on this module/ project: 6 days.
- Course management 4 days.
Teacher/trainers/workers:
- Development 4 web lectures: 8 days.
- Development of a course manual: 8 days.
- Teaching 4 web lectures: 2 days.
- Coaching of the communities of learners (3 universities) 3 x 4 = 12 days.
- Marking work: 3 days.
- Evaluation: 1 day Revision of the 4 web lectures: 8 days.
- Revision of the course manual: 8 days.
- Teaching the revised 4 web lectures: 2 days.
- Coaching of the communities of learners (3 universities) 3 x 4 = 12 days.
- Marking work: 3 days.
- Evaluation: 1 day
Technicians -Technical support: 36 days.
Admin support staff: 12 day.

TAMK
Collaboration on course design 3 days

Leading Organisation	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)
Media	Other Publications Video
Participating Organisations	UNIVERZITA HRADEC KRALOVE (E10208843, CZ) UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ) TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)
Languages	English

Erasmus+

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

The grant for managers is allocated under the UHK partner as one of the project team members at UHK who will be participating in piloting of the practices is a Vice-Rector and thus belongs to the the Managerial category as per explanation in the Erasmus+ Guide for Applicants.

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	0,00 EUR	25.305,00 EUR	1.140,00 EUR	0,00 EUR	26.445,00 EUR
2	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	1.640,00 EUR	14.385,00 EUR	3.672,00 EUR	936,00 EUR	20.633,00 EUR
3	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	0,00 EUR	14.385,00 EUR	1.020,00 EUR	0,00 EUR	15.405,00 EUR
4	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	0,00 EUR	642,00 EUR	0,00 EUR	0,00 EUR	642,00 EUR
Total		1.640,00 EUR	54.717,00 EUR	5.832,00 EUR	936,00 EUR	63.125,00 EUR

Erasmus+

Intellectual Output Budget Details E10164023

Organisation	Country of the Organisation
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	105	6	0	111
Grant per Day	0,00 EUR	241,00 EUR	190,00 EUR	0,00 EUR	
Grant	0,00 EUR	25.305,00 EUR	1.140,00 EUR	0,00 EUR	26.445,00 EUR

Intellectual Output Budget Details E10208843

Organisation	Country of the Organisation
UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic

Erasmus+

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	105	36	12	163
Grant per Day	164,00 EUR	137,00 EUR	102,00 EUR	78,00 EUR	
Grant	1.640,00 EUR	14.385,00 EUR	3.672,00 EUR	936,00 EUR	20.633,00 EUR

Intellectual Output Budget Details E10208271

Organisation	Country of the Organisation
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	105	10	0	115
Grant per Day	0,00 EUR	137,00 EUR	102,00 EUR	0,00 EUR	
Grant	0,00 EUR	14.385,00 EUR	1.020,00 EUR	0,00 EUR	15.405,00 EUR

Erasmus+

Intellectual Output Budget Details E10174519

Organisation	Country of the Organisation
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	3	0	0	3
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	642,00 EUR	0,00 EUR	0,00 EUR	642,00 EUR

Output Title O4

Erasmus+

Output Title	Professional Learning Community Model: International Digital Teaching and Learning Community
Output Type	Services / structures – Cooperation, networking (including network creation and strategies) and peer-learning activities
Start Date (yyyy-mm-dd)	2021-03-29
End Date (yyyy-mm-dd)	2023-02-13

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

In this Output we will develop a Professional Learning Community (PLC). This is a powerful staff development strategy, albeit for school change and improvement, through action-based collaborations (Hord, 1997). This format is well suited for enabling more complex curricular transformational changes at an HEI through collaborative enablement of students, academics and other stakeholders. Professional Community Learning is ideally suited to the desired innovation focus of this international collaboration COVID Emergency call. (For further detail on the needs analysis see Annex)

Our Professional Learning Community model will aim to make improvements in the quality of digital learning in both national and international curricula through development and incorporation of 'learnings on the go' and creating an open community of HEI stakeholders within as well as outside of our institutions. We will design, pilot and evaluate a model of PLC to enhance the capacities of academics, students, and other stakeholders at HEIs in teaching and learning in virtual spaces. The content of the PLC is drawn from other project activities and outputs prepared in international collaboration of multidisciplinary project team members and will be enhanced by expertise from within and outside of the institution.

We will facilitate activities that will disseminate and generate interdisciplinary content relevant not only to academics, but also a wider spectrum of HEI stakeholders surrounding innovative practices in the quality of digital teaching; issues such as inclusion, well-being, safety, and student success; and engagement in the international dimension in particular. We will share outputs throughout the course of the project as well as reach out to engage other experts and policy makers from outside to share the most current insights, thus enabling both networking and generating outstanding solutions.

The various formats of the PLC are designed to respond to diverse learning styles of academics and different modalities of expression, including podcasts, Instagram channels, team chats, webinars, and blogs. All outputs and activities will be designed to feed into the content of the Professional Learning Community in a carefully planned way. If the COVID situation permits, we are planning three Labs as in-person events to be hosted by partner institutions. These are designed to bring in a broader scope of stakeholders from outside of the institutions such as policy makers, NGOs, IT start-ups, and other HEIs in the region.

The PLC will be supported by the "PLC Desk". This will provide support and guidance to academics in how they can join in and interact with each other and make best use of the different formats by enhancing digital competences of academics on the go.

Tentative Program:
Fall 2021

Erasmus+

1. Podcast series I; Students Using Virtual Tools – based on Output 1 and student Learning Lab summer activity Output 2
2. Webinar series I: Learnings from Virtual International Exchange Collaboration – based on Output 1
3. Networking Campfire virtual discussion session: Safety, Inclusion and pedagogies in digital learning – preparation for Output 1
Spring 2022
1. Professional Community Learning Lab at THUAS: International Virtual Collaboration (with experts at THUAS and Output 1 Analysis)
2. Podcast series II: Students using virtual tools (based on Output 2)
3. Webinar II: Safety, Inclusion and engagement and pedagogies of digital learning (based on Output 3)
4. Networking Campfire session
Fall 2022
1. Professional Community Learning Lab at UHK: Safety, inclusion and pedagogies of digital learning (UHK multi-disciplinary team - based on Output 3)
2. Podcast series III: Student using virtual tools
3. Webinar series III: International Virtual Collaborations (based on O3)
4. Panel session – virtual discussion of pedagogical learnings from O1, O2, O3
Spring 2023
1. Final Professional Community Learning Lab at UP: Enhancing capacities in digital learning- Draft Model Framework based on O1, O2, O3, O4, and O5.
The Model Guidebook final product will contain both content and practical "how to" guidelines:
● Learning objectives of PLC
● Description and evaluation of the innovations and learnings from innovations used as inputs into PLC (e.g. Multiform Toolkit, Learnings from piloting pedagogies in Toolkit and Analysis, Podcasts, Webinars)
● Description and evaluation of the formats as well as the hybrid model
● Recommendations for further usage of the PLC Model in building capacities of HEIs in connection with COVID impact on HEI curricula.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

The UP team will be comprised of three key individuals. The Output Leader will lead and oversee the whole process of design and delivery of the program and will be the main author in the production of the Model. The Output Leader will coordinate with all steering members the course of the PLC and will make sure that all processes of the complex hybrid format are properly communicated with the other Output Leaders, and that the PLC content and activities are harmonized with the development of Output 5 based on realities of the current COVID situation. The higher education/international education expert will work on quality content with the partner institutions in order to provide guidance in the preparation phase of design as well as in the evaluation of the Model. He/she will actively participate in producing the Model Guidebook together with the Output Leader.

The PLC Desk will be supervised by the Community Coordinator who will communicate and coordinate the delivery of all the outputs with the project partners and will coordinate the in-person labs at the partner institutions. The Community Coordinator will take care of the community on a daily basis by onboarding new members, energizing, advocating, and facilitating networking. The PLC Desk support will provide guidance and support to PLC members and provide input for social media as well as will work closely with the Virtual Platform Team at TAMK to feed information to Output 5.

The PLC Model will be developed over the course of the 2 year project, taking place in several intense phases due to the COVID emergency:

1. Spring -Summer 2021: Preparation and development phase. This will include an analytical phase with Analysis of Best Practices of PLC and staff training at THUAS to support the Output Leader and Output Expert in design of the format and program of the PLC with existing experience at THUAS.

2. Fall 2021-Fall 2022: Developing and piloting phase. We will develop and pilot the variety of formats of sessions.
2.1. Careful selection of content and design of the input based on learnings from other project outputs: Analysis of virtual exchanges by THUAS (Output 1), User Guide of Portfolio of Virtual Tools based on the Summer Lab (Output 2), Multifaceted Toolkit of virtual pedagogies developed by UHK, UP, THUAS (Output 3).
2.2. Lab session design and delivery to ensure of the input from other stakeholders and experts in order to maximize innovation, drive the change at partner institutions and other HEIs (to be shared at Multiplier events).
2.3. Experimenting with a flexible blended format for both in-person and virtual formats (depending on the COVID situation).

The Evaluation phase and design of the Model Guidebook is scheduled to be done intensively over the end of 2022 and early 2023 and will involve all stakeholders. It will be coordinated by the Output Lead.

3. Winter 2022-Spring 2023: Evaluation phase. We will focus on the assessment of the various formats, their quality and impact (feedback, peer review, external reviewer).

4. Winter 2022- Spring 2023: Preparation of a comprehensive Model Handbook which will be introduced at the Multiplier event at UP.
Division of work categories:

UP
Trainer/Expert:
- Preparation and development (schedule, content, technology) = 30 days
- Organizing, scheduling, conducting, podcasts, webinars, campfire sessions = 120 days
- Lab sessions design and delivery = 50 days
- Analysis of other Outputs for inclusion in activities and Model Handbook = 25 days
- Arranging experts, facilitating students and academics = 25 days
- Design, content, and production of Model Handbook: 80 days
Technicians creating and supporting the technology platforms required for podcasts, webinars, campfire sessions, labs: 32 days
Admin support staff supporting preparation, production, and distribution of Model Handbook: 10 days

THUAS: contributing results of Output 1 and 3 in the podcasts, webinars, campfire sessions, labs; trainer role 10 days x 1 trainer = 10 days
TAMK: contributing results of Output 2 in the podcasts, webinars, campfire sessions, labs; trainer role 10 days x 1 trainer = 10 days
UHK: contributing results of Output 3 in the podcasts, webinars, campfire sessions, labs; trainer role 10 days x 1 trainer = 10 days

Leading Organisation	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)
Media	Other

Erasmus+

	Collection Event Interactive Resource Publications Social Media Video
Participating Organisations	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL) TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI) UNIVERZITA HRADEC KRALOVE (E10208843, CZ)
Languages	English

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

At the Coordinating Institution:
Admin support staff are required to support preparation, production, and distribution of Model Handbook =10 days

Please specify the staff resources which you need to produce the Intellectual Output.

Erasmus+

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	0,00 EUR	45.210,00 EUR	3.264,00 EUR	780,00 EUR	49.254,00 EUR
2	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	0,00 EUR	2.410,00 EUR	0,00 EUR	0,00 EUR	2.410,00 EUR
3	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	0,00 EUR	2.140,00 EUR	0,00 EUR	0,00 EUR	2.140,00 EUR
4	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	0,00 EUR	1.370,00 EUR	0,00 EUR	0,00 EUR	1.370,00 EUR
Total		0,00 EUR	51.130,00 EUR	3.264,00 EUR	780,00 EUR	55.174,00 EUR

Intellectual Output Budget Details E10208271

Organisation	Country of the Organisation
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	330	32	10	372
Grant per Day	0,00 EUR	137,00 EUR	102,00 EUR	78,00 EUR	
Grant	0,00 EUR	45.210,00 EUR	3.264,00 EUR	780,00 EUR	49.254,00 EUR

Intellectual Output Budget Details E10164023

Organisation	Country of the Organisation
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.410,00 EUR	0,00 EUR	0,00 EUR	2.410,00 EUR

Erasmus+

Intellectual Output Budget Details E10174519

Organisation	Country of the Organisation
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.140,00 EUR	0,00 EUR	0,00 EUR	2.140,00 EUR

Intellectual Output Budget Details E10208843

Organisation	Country of the Organisation
UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic

Erasmus+

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.370,00 EUR	0,00 EUR	0,00 EUR	1.370,00 EUR

Output Title O5

Erasmus+

Output Title	Interactive Virtual Platform for Professional Learning Community
Output Type	Open / online / digital education – Other
Start Date (yyyy-mm-dd)	2021-04-01
End Date (yyyy-mm-dd)	2023-02-25

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

This output will be the backbone of the Professional Learning Community and provide an interactive virtual platform for learning community discussions, networking and competence development/growing. The platform will collect all the work done /results gained in the project in one place where professionals can "shop" for specific ideas, expertise and inspirations. This critical infrastructure will enable dissemination of the project to go beyond the usual format of workshops and written material and will mitigate the current covid19 situation. It is a major communication strategy that will make all the innovations produced both in the teaching practices and the capacity building format more accessible to the wider community of HEIs. It will ensure that the project outcomes are sustainable and available beyond COVID, and contribute to ongoing advancement in new methods and tools in teaching and learning at all HEIs

Our aim is to build a nexus that makes the community visible and transparent. Future potential community members will be able to find the community, understand the nature and purpose of the community and asses whether they want to become a community member or if they just want to access and utilize the existing resources. It is vital to provide and facilitate virtual exchange of ideas of HE stakeholders on the peak challenges they are dealing with at the moment, and into the future.

In the preparation phase we will investigate potential existing platforms and solutions, e.g ETwinning and EPALE as a model for the platform built in this output. In any case, technological solutions for the needs of the community will be a selection of open, free/low-cost, mature tools and platforms (e.g Discord, YouTube, Office 365).

The community nexus consists:
A digital frontpage including introductory material (statement of purpose, community guidelines), a repository for resources created and a communication hub (feeds, streams, links, access guides)

Core communication will take place on a team/community-oriented chat (e.g Discord or MS Teams).

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

TAMK will lead the preparation, design, establishment and implementation of the interactive virtual platform with help of a special service provided by the subcontractor. Existing, open and mature tools will be leveraged whenever possible. Due to the limited time of the opening of the call could not have been thoroughly investigated prior to application submission.

The production will take place broadly as follows:
Spring 2021

- Platforms and interactive virtual spaces for PLC analysis
- Investigating the potential subcontractors and existing tools.
Spring-summer 2021:
- Planning, Concept & architecture
- Approval of Concept from the project partners needed to proceed.
Fall 2021
- Detailed organization & roles (including Operational Planning)
- Approval of Organization from the project partners needed to proceed.
- First Implementation and customization
Fall 2021- 2023
- Develop, Test & Feedback, repeat as needed
- Orientation and instructions for the partners to utilize the platform in activating the Professional Learning Community
- The platform is envisaged to reach usable, Minimum Viable Product (MVP) status, early in the project. User feedback will be sought
continuously and used as the basis for development of the platform, which will continue periodically throughout the project.

Building the platform will require very intensive collaboration in all stages with the Output 4 lead and this is reflected in the budget. Input of materials of all partners will be required particularly when they are hosting the professional community learning labs.

While the platform uses common, mature tools with established user bases, it is envisioned that custom training and instruction materials will be needed to ensure effective operation of the PLC. Training will start early in the project and continue throughout the project. Training and instruction materials are part of the output value and their production is provisioned for in the intellectual output budget.

Division of work responsibilities
- Teacher/trainers/workers investigation and preparation phase 10 days, planning and establishment (implementation and configuration) 20 days, writing community guidelines 10 days, developing and administering the platform 20 days, onboarding users 5 days, orientation and instructions for partners to use the platform 5 days
- 22 days UP
- 4 days THUAS
- 4 days UHK
- 65 days TAMK
TOTAL 89 days
Technicians supporting to develop and administer the platform,
- 15 days TAMK

Division of work tasks between partners

UP
- Intensive co-operation in all stages to ensure the platform meet the needs of PLC (Output 4)

- approval of Concept of the platform
- approval of Organization of the platform
- participation in the orientation and feedback of the platform

TAMK
- Leading the preparation, design, establishment and implementation of the platform.
- Investigation and preparation phase, choosing the subcontractor
- planning and establishment (implementation and configuration)
- writing community guidelines
- developing and administering the platform
- onboarding users
- orientation and instructions for partners to use the platform

THUAS
- approval of Concept of the platform
- approval of Organization of the platform
- participation in the orientation and feedback of the platform

HDK
- approval of Concept of the platform
- approval of Organization of the platform
- participation in the orientation and feedback of the platform

Leading Organisation	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)
Media	Other
Participating Organisations	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL) UNIVERZITA HRADEC KRALOVE (E10208843, CZ) UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)
Languages	English

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	0,00 EUR	13.910,00 EUR	4.860,00 EUR	0,00 EUR	18.770,00 EUR
2	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	0,00 EUR	964,00 EUR	0,00 EUR	0,00 EUR	964,00 EUR
3	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	0,00 EUR	548,00 EUR	0,00 EUR	0,00 EUR	548,00 EUR
4	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	0,00 EUR	3.014,00 EUR	0,00 EUR	0,00 EUR	3.014,00 EUR
Total		0,00 EUR	18.436,00 EUR	4.860,00 EUR	0,00 EUR	23.296,00 EUR

Intellectual Output Budget Details E10174519

Erasmus+

Organisation	Country of the Organisation
TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	65	30	0	95
Grant per Day	0,00 EUR	214,00 EUR	162,00 EUR	0,00 EUR	
Grant	0,00 EUR	13.910,00 EUR	4.860,00 EUR	0,00 EUR	18.770,00 EUR

Intellectual Output Budget Details E10164023

Organisation	Country of the Organisation
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands

Erasmus+

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	4	0	0	4
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	964,00 EUR	0,00 EUR	0,00 EUR	964,00 EUR

Intellectual Output Budget Details E10208843

Organisation	Country of the Organisation
UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	4	0	0	4
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	548,00 EUR	0,00 EUR	0,00 EUR	548,00 EUR

Erasmus+

Intellectual Output Budget Details E10208271

Organisation	Country of the Organisation
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	22	0	0	22
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	3.014,00 EUR	0,00 EUR	0,00 EUR	3.014,00 EUR

Multiplier Events

Do you plan to include Multiplier Events in your project?

Yes

Multiplier Events Summary

ID	Leading Organisation	Event Title	Starting Period	Grant
E1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Professional Learning Community Lab 1	11-2022	3.000,00 EUR
E2	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Professional Learning Community Lab 2	03-2022	5.000,00 EUR
E3	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Professional Learning Community Lab 3	01-2023	10.500,00 EUR
Total				18.500,00 EUR

Erasmus+

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Multiplier Event Details E1

Event Title

Professional Learning Community Lab 1

Country of Venue

Netherlands

Start Date (yyyy-mm-dd)

2022-11-16

End Date (yyyy-mm-dd)

2022-11-17

Erasmus+

Event Description (Including : Targets groups and objectives)

The Professional Community Learning Lab 1 will be held at THUAS. In this laboratory we will explore the topic of International Virtual Curricular Collaborations from multidisciplinary perspective targeting academics, instructors as well as international office staff, Erasmus coordinators, and others who are involved in internationalization of curriculum at HEIs. We expect to engage with progressive HEIs in the region with experts on this topic like Rotterdam and Amsterdam UAS and professional organizations like Centre for International Education and NUFFIC. In this event we will share lessons learned from the Toolkit of Better Virtual Learning Experiences that will have been developed by students and academics under Output 2. We will also share lessons learned from the virtual mobility exchange module that will have been analyzed in Output 1. This multiple partner virtual mobility module is coordinated by THUAS and therefore the event will take place at THUAS to find innovative solutions by capitalizing on the perspectives of other THUAS academics outside on the Project team members, as there are many instructors at THUAS who have experience to share in COIL. Secondly, this event will capitalize on the outstanding expertise of THUAS colleagues in Internationalization at Home (Jos Beelen's team) and Internationalization of Curricula (Eveke de Louw, the university's Senior International Officer and International Policy Advisor on Curriculum and winner of an EAIE Award 2019; both Beelen and de Louw have agreed to participate). This Lab can be run in a virtual format if necessary due to the COVID situation.

Intellectual Outputs Covered

Analysis of a Pilot of Virtual and Blended International Exchanges

Multiform Toolkit for Better Virtual Learning Experiences

Leading Organisation

STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)

Participating Organisations

UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)

TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)

UNIVERZITA HRADEC KRALOVE (E10208843, CZ)

Erasmus+

Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Netherlands	30	0	100,00 EUR	200,00 EUR	3.000,00 EUR
Total							3.000,00 EUR

Multiplier Event Details E2

Event Title
Professional Learning Community Lab 2

Country of Venue
Czech Republic

Erasmus+

Start Date (yyyy-mm-dd)

2022-03-16

End Date (yyyy-mm-dd)

2022-03-17

Event Description (Including : Targets groups and objectives)

Professional Learning Community Lab 2 will be hosted at UHK. In this laboratory we will explore the innovative pedagogies for quality inclusive digital teaching and learning and will focus on quality practices, safety and inclusion in the process of curriculum design and delivery of digital virtual curricula (O3). This multidisciplinary topic will involve and target participants from departments of education, psychology, social education, teacher training centers, IT units, special education centers and as well as external stakeholders and key players in the regions, such as Odborna spolecnost pro inkluzivni vzdelavani, Teiresias from Masaryk University as well as DZS (which is currently exploring this topic and UP project team members are providing their expertise to). This event will be coordinated with the ESN unit at UHK as student perspective will play major role in this laboratory. We plan to engage HEI stakeholders from across the Czech Republic as this event will be organized by the auspices of Leona Stasova, the Vice-Rector of UHK. This Lab can be run in a virtual format if necessary due to the COVID situation.

Intellectual Outputs Covered

Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning

Multiform Toolkit for Better Virtual Learning Experiences

Leading Organisation

UNIVERZITA HRADEC KRALOVE (E10208843, CZ)

Erasmus+

Participating Organisations

UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)

STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)

TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)

Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	Czech Republic	50	0	100,00 EUR	200,00 EUR	5.000,00 EUR
Total							5.000,00 EUR

Multiplier Event Details E3

Event Title

Professional Learning Community Lab 3

Erasmus+

Country of Venue

Czech Republic

Start Date (yyyy-mm-dd)

2023-01-17

End Date (yyyy-mm-dd)

2023-01-18

Event Description (Including : Targets groups and objectives)

The Professional Learning Community Lab 3 will be held at UP, and we will conduct it in the form of a multiplier event in order to share the project's results with all HEIs and national policy makers in the Czech Republic, and to include additional international stakeholders and relevant professional development organizations. In the Lab, the participants will explore building capacities of HEI in virtual international teaching and student-focused learning innovations. We will present our Model of Professional Learning Community (O4) as well as lessons learned from the virtual space backing this platform (O5). This event will be organized by the Coordinating Team at UP with the support of ESN UP and will target a larger audience from across all HEIs and national policy makers in the country. We will keep the laboratory format interactive by running parallel sessions of multidisciplinary stakeholders. Apart from working with the full range of HEIs and other appropriate associate partners (ESN, research bodies, etc.), we will engage in discussion with leadership of HEIs, especially in the Czech Republic who are commissioned with capacity building activities in the area of internationalization (National Strategy 2020+). To expand the dialogue, disseminate the results widely, and explore creative ways to sustain impact, we will invite international partner universities such as Aurora Network and The Hague Network together with other institutions that the UP team collaborates with such as DZS, ACA, DAAD, ILP, IHES network, Fulbright Commission, EAIE, NAFSA, and other partner universities. This Lab can be run in virtual format if necessary due to the COVID situation.

Erasmus+

Intellectual Outputs Covered

Professional Learning Community Model: International Digital Teaching and Learning Community

Interactive Virtual Platform for Professional Learning Community

Analysis of a Pilot of Virtual and Blended International Exchanges

Multifaceted Toolkit of Pedagogies: Pedagogical Issues Regarding International Digital Teaching and Learning

Multiform Toolkit for Better Virtual Learning Experiences

Leading Organisation

UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)

Participating Organisations

STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)

TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)

UNIVERZITA HRADEC KRALOVE (E10208843, CZ)

Multiplier Event Budget

Erasmus+

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	75	15	100,00 EUR	200,00 EUR	10.500,00 EUR
Total							10.500,00 EUR

Erasmus+

Learning, Teaching, Training Activities

Do you plan to include transnational Learning, Teaching or Training activities in your project?

Yes

Activities Summary

In case you plan to include Learning, Teaching or Training Activities please encode them here.

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ID	Activity Title	Leading Organisation	Activity Type	Field	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	Summer Learning Lab	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Intensive programmes for higher education learners	Higher education	03-2021	10	3	25.860,00 EUR
C2	Short-Term Staff Training	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	Short-term joint staff training events	Higher education	05-2021	2	0	1.610,00 EUR
Total								27.470,00 EUR

Erasmus+

Activity Details (C1)

In this section, you are asked to provide details about this specific activity.

The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field
Higher education

Activity Type
Intensive programmes for higher education learners

Activity Title
Summer Learning Lab

Erasmus+

Activity Description (including profile of participants per organisation, goals and results of the activity)

This is a 6-week long Summer Learning Lab to take place in Tampere in 2021, to which the other partners will send students and academic teachers who will participate in facilitation. Working in multidisciplinary teams, students solve real life education development cases. The 2021 summer course is scheduled to take place partly locally and partly online. This unique learning activity provides an opportunity to identify, test and assess different ways of virtual and multimodal cooperation, learning and teaching. In this training academics and students will collaborate on outcomes which will feed into Outputs 3, 4, and 5. The resultant portfolio will consist of a report on the operation of the Summer Learning Lab, a description of methods and tools used, and a review of participant experiences, incorporating both student and instructor perspectives. Some of the tools and methods we have already identified and which will be explored include technology platforms (Microsoft Teams, Zoom), team learning in virtual format, intercultural teaching issues, and student agency. This Summer Learning Lab is designed to be inclusive for students with physical disabilities and other special learning needs, and costs for accompanying persons are included in the project budget. In case of COVID restrictions, the Summer Learning Lab will run virtually.

Leading Organisation

TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)

Participating Organisations

STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)

UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)

UNIVERZITA HRADEC KRALOVE (E10208843, CZ)

Duration (days)

45

Country of Venue

Finland

Starting Period

03-2021

Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)	500-1999 km	32	3	1	8.620,00 EUR
2	UNIVERZITA HRADEC KRALOVE (E10208843, CZ)	500-1999 km	32	3	1	8.620,00 EUR
3	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	500-1999 km	32	4	1	8.620,00 EUR
Total						25.860,00 EUR

Erasmus+

Group of Participants 1 Activity C1 (Intensive programmes for higher education learners - Summer Learning Lab)

Sending Organisation - Country	Country of Venue
STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL) - Netherlands	Finland

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	45	3	1	4

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	4	275,00 EUR	1.100,00 EUR

Erasmus+

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	32	1.568,00 EUR	4.704,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
1	32	2.816,00 EUR	2.816,00 EUR

Total Individual Support Grant		7.520,00 EUR	

Group of Participants 2 Activity C1 (Intensive programmes for higher education learners - Summer Learning Lab)

Sending Organisation - Country	Country of Venue
UNIVERZITA HRADEC KRALOVE (E10208843, CZ) - Czech Republic	Finland

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	45	3	1	4

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	4	275,00 EUR	1.100,00 EUR

Erasmus+

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	32	1.568,00 EUR	4.704,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
1	32	2.816,00 EUR	2.816,00 EUR

Total Individual Support Grant		7.520,00 EUR	

Group of Participants 3 Activity C1 (Intensive programmes for higher education learners - Summer Learning Lab)

Sending Organisation - Country	Country of Venue
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ) - Czech Republic	Finland

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	45	4	1	5

Erasmus+

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	4	275,00 EUR	1.100,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	32	1.568,00 EUR	4.704,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
1	32	2.816,00 EUR	2.816,00 EUR

Total Individual Support Grant		
	7.520,00 EUR	

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
3.300,00 EUR		22.560,00 EUR		25.860,00 EUR

Activity Details (C2)

In this section, you are asked to provide details about this specific activity.

The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Note on short-term joint staff training events:

Please take note that the purpose of this type of activity is joint learning and exchange between the participants, as explained in the Programme Guide. The purpose of the activity is not to discuss and manage the project itself. While the involved staff members may discuss project management issues before or after joint staff training events, such discussions cannot form the core part of the event and do not count towards the minimum eligible duration. If staff from project partners needs to meet to discuss project management issues only, then funds for Transnational Project Meetings should be used to pay for their expenses.

Field
Higher education

Activity Type
Short-term joint staff training events

Erasmus+

Activity Title

Short-Term Staff Training

Activity Description (including profile of participants per organisation, goals and results of the activity)

The Short-Term Staff Training will consist of 2 UP staff, the Project Coordinator and Local Coordinator, who will travel to THUAS and participate in the university's professional development and learning series, which THUAS provides to internal and external academic staff. This activity will take place at THUAS in the spring or summer 2021 (COVID situation permitting); THUAS hopes to resume its training series in May 20201. Joint learning and information exchange will be directly tied to quality of the the Professional Learning Community design. It is crucial for the Coordinating team learn form the THUAS colleagues, especially those experts who are not involved in this project, through cross-fertilizations, including by the THUAS Internationalization team which has extensive experience in capacity building that will benefit UP as the Project Coordinator institution.

Leading Organisation

STICHTING HOGER BEROEPSONDERWIJS HAAGLANDEN (E10164023, NL)

Participating Organisations

UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)

Duration (days)

5

Country of Venue

Netherlands

Starting Period

05-2021

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

Erasmus+

Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	500-1999 km	5	2	0	1.610,00 EUR
Total						1.610,00 EUR

Erasmus+

Group of Participants 1 Activity C2 (Short-term joint staff training events - Short-Term Staff Training)

Sending Organisation - Country	Country of Venue
UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ) - Czech Republic	Netherlands

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Short-term joint staff training events	5	2	0	2

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	2	275,00 EUR	550,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
2	5	530,00 EUR	1.060,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		1.060,00 EUR

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

Erasmus+

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
550,00 EUR		1.060,00 EUR		1.610,00 EUR

Background Information

What is the added value of these Learning, Teaching or Training activities (including long-term activities) with regards to the achievement of the project objectives?

Both of the Learning, Teaching and Training activities are designed to feed direct input, and thus enhance the results and quality, to the outputs.
The Summer Learning Lab will feed into Output 2, the Multiform Toolkit for Better Virtual Learning Experiences, which is a key input during the beginning phase of the project, and contributed to further investigation of the successful virtual teaching and learning pedagogies to take place in Output 3. Academics who will lead pedagogical investigations will participate in the Summer Lab together with students from these institutions.

The Short-Term Staff Training activity at THUAS will also inform and enhance the Professional Learning Community which is the backbone result of the project, in Output 4. And the exchange of experience of UP and THUAS staff is crucial in the cross-fertilization process and will enable UP to launch the the innovative PLC format and piloting it for upskilling furhter HEI staff and stakeholders.

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How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Students from all academic fields at the partner institutions can apply to the Summer Learning Lab. Participants are selected according to their motivation and experiences in project based courses. Before the course a pre-meeting will be arranged virtually to ensure the participants will have all the needed information, as well as to give opportunity to ask questions.

At the Summer Learning Lab students will work in interdisciplinary teams of 3-6 people in each team. Experts and coaches will support the teams to fulfill the project tasks. Work is carried out from Monday to Friday by working eight hours per day. This intensive work will ensure the formation of trust and safety, learning, and effective outcomes. Project coaches will promote the team building and team spirit with suitable activities. The summer course is aimed to plan and arrange so that participants with special needs can fully engage in all activities. The physical and virtual learning and working environments are designed so that all the participants can access them, and TAMK has experience in achieving this.

In fact, we plan that the special needs participants can exemplify and demonstrate to all students what needs to be considered to reach accessibility in virtual teaching and learning. The student teams can be built so that some of them focus specifically on accessibility issues. They will be involved in the same activities than all the other participants. Informal parts of the programme may include some activities that require physical ability, but alternative activities suitable for all participants will always be arranged.

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in Learning, Teaching or Training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

The Summer Learning Lab grants 4-8 ECTS credits depending on the full or part-time participation in the program.

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

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Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Requested Grant
Total					0,00 EUR

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75% of Expected real cost)
1	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	Mid-term Desktop Evaluation It is important to periodically assess the project activities to ensure they are as effective as they can be. Considerable internal evaluation will take place through monitoring and evaluation of individual	2.000,00 EUR
Total				21.700,00 EUR

Erasmus+

ID	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75% of Expected real cost)
			projects, the Steering group, the Transnational meetings and the Professional Learning Community and the Labs. The Professional Learning Labs, in particular, will have external stakeholders involved who will provide feedback at various stages of the project.

However it is also important that there is an independent evaluation to provide critical comment and advice on the overall progress of the project. We do not believe that this needs to be an extensive evaluation. An independent desktop audit of the activities and progress will suffice to ensure that the overall project plan and its quality assurance are being actioned. Funds will be used for an external, qualified evaluator from a third-country, non-partner university to evaluate progress at the close of the first year of activities. | |
| 2 | UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ) | Czech Republic | Partner Virtual Cooperation Management Platform: Trello

A professional project management tool is essential in this complex multifaceted project. Trello is a shared space for teams to collaborate, communicate, and manage information. Trello is very easy to use and is considered one of the top 10 simple project management tools on the market. The | 3.000,00 EUR |
| Total | | | | 21.700,00 EUR |

Erasmus+

ID	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75% of Expected real cost)
			free version of Trello has a limited number of shared boards (10), limited file size for attachments (10Mb) and only one power-up (application such as Calendar, performance reporting etc). It is envisaged that the project team will grow to approximately 20-30 individuals from all 4 partner institutions when administrative and technical support staff are included. The cost of Trello is approximately 100 EUR per year per user.	
3	TAMPEREEN AMMATTIKORKEAKOULU OY (E10174519, FI)	Finland	Subcontract for Professional Learning Community Virtual Platform The subcontract is for work to design and implement a Virtual Platform for the Professional Learning Community tailored for the community's needs. We want the platform to match our vision of the community as dialogic and expressive. This allows the community itself to discover how and on what they want to collaborate, without binding limitations on what is possible. While TAMK is able to take the design and architecture lead for the platform, additional expertise and experience is needed for evaluation and informed selection of individual tools that make up the platform. The wide range of existing tools makes it impossible for any one actor to have hands-on experience with all the potential tools.	14.000,00 EUR
Total				21.700,00 EUR

Erasmus+

ID	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75% of Expected real cost)
			Engaging a subcontractor allows us to bring in additional experience with the potential tools. Instead of having to evaluate many tools within the project, we can leverage the subcontractor's existing knowledge that has been build up over a longer time. Additionally, the subcontractor will provide resources needed in the implementation phase. This is important for managing the workload of technical staff, and negates the risks associated with having the technical details known and understood only by one or two individuals. Ultimately, we will achieve the optimal user experience for the PLC Virtual Platform and also build in low maintenance sustainability of the Platform.	
4	UNIVERZITA PALACKEHO V OLOMOUCI (E10208271, CZ)	Czech Republic	**External Speakers** UP will engage 9 top notch international experts as speakers and contributors to 3 webinars and 3 campfire sessions in Output 4, as well as in Professional Learning Community Labs 1, 2, and 3. They will bring an international and comparative perspective to the project. We will offer an honorarium of 300EUR to each of the 9 experts.	2.700,00 EUR
Total				21.700,00 EUR

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness
Form ID: KA226-7D2C9972 Deadline (Brussels Time) 2020-10-29 12:00:00

Follow-up

Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

The expected overall impact of the project is to enable the professional development of HEI stakeholders in quality, engaging inclusive pedagogical approaches to virtual learning spaces and empower them to install these curricular innovations in their home institutions.

The deliverables of O1, O2, and O3 will be designed and tested in the specific designed activity (Summer Learning Lab (TAMK), the Virtual Exchange (VE) module (THUAS), in short-term VE (UP) and in other pilots (THUAS, UHK). In the piloting phase we will primarily target students of the partner institutions, paying special attention to including students with special needs to be able to participate in the Summer Learning Lab at TAMK (3 special needs students - see extra costs). Further, we expect some 10+ special needs students from UHK and partner institutions to participate in the courses related to O3, which will be piloting inclusive environments in digital learning. The inclusive character will be under scrutiny by the UP coordinating team expert in inclusive internationalization.

The following numbers will be directly involved and impacted by the project:
Output 1: 500+ students and approximately 16 teacher from 7 HEIs
Output 2: 30+ local and 9 international students and 3-5 instructors including 3 from the other partners
Output 3: 90+ students and 19+ academic instructors

The carefully designed multiple formats of the 'lessons learned' (evaluation report, webinars, podcasts, handbook of pedagogies, userguide for virtual tools, academic paper, and report) will be shared in the Professional Learning Community (PLC) Labs, other events, and discussions in the process of developing the PLC Model. Our decision for choosing this format as a capacity building tool is based on the abundant research in internationalization and in pedagogical research (see Annex: Needs Analysis; Annex: PLC methodology justification) about the effectiveness of learning communities in the amplification of school change and transformation. Professional Learning Communities have already been successfully adopted by our project partners (THUAS) in their Internationalization of Curriculum transformation. Building on the documented Dutch experience we plan to reach, engage, and impact a variety of stakeholders in the institutional settings of TAMK, UHK and UP, as well as national and international stakeholders.

We have thoughtfully designed our activities and outputs to be as inclusive of student populations as well as collaborative and inclusive as far as other stakeholders at HEIs. We are targeting student involvement in all phases of the project including the Professional Learning Community Labs. Further, the project team will collaborate with international students through the Erasmus Student Network at UHK and UP as associated partners (see attachments for supporting documents). These students will participate in the above mentioned curricula, take a role in supporting the PLC Desk, and in the event management of in-person Labs, and further the dissemination process.

The interactive virtual platform and blog, Instagram and other social media channels (see O5 for more detail) enables us to impact a much wider, more diverse group of HEI stakeholders than just the group of academic instructors usually targeted in the traditional upskilling process in digital learning and teaching at our institutions. The virtual platform will be constantly onboarding members and providing support and guidance to academics and others in utilizing the different formats, sections, chat rooms, networking campfires, podcasts, webinars, blogs, and communications tools. Our virtual PLC space is crucial in order to mitigate the negative effects of lockdowns on mobility, and the tremendous negative impact they have on exchange of expertise, collaboration, networking so needed in the European Education Area.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

The composition of the project team is very multidisciplinary and multi-segmental with the aim of boosting cross-fertilization, encouraging 'out of the box' thinking, and enabling innovative solutions to learning and teaching issues. It is made up of experts from the departments of education, social education, communication, e-learning, psychology, international offices; they include instructors from student learning Labs and an internationalization institute; it includes people from university leadership (Vice-Rector, Director and senior academics) as well as student populations including local students, international students (Erasmus Student Network), and students with special needs. This diverse group of people will enable us to reach out through multiple network access points and and disseminate our results at ocal, national and international levels.

1. Local
The Professional Learning Community model targets a wider range of stakeholders than normal at a local level. The inclusive format of in-person Labs will draw together stakeholders from different units across the institutions over multidisciplinary topics of international education, safety, success, inclusion, etc. A variety of stakeholders will be involved, from IT, Study, Digital Learning, Student units, IROs, Further Education Units, Further Education, Quality Assurance with academic department Education Departments, E-learning departments and leadership. In doing so we aim to break down the silos within our institutions, learn from each other and produce the desired institutional cultural change needed for the future at so many of our HEIs.

2. Regional/National
Three of the partner institutions - THUAS, UHK and UP- will each host a learning event in the form of a Professional Learning Community Lab. In addition to the local internal stakeholders, the Labs are also designed to reach out to regional and national HEI stakeholders from outside these institutions, and to build their capacities in implementing high quality, engaging pedagogical approaches to virtual learning spaces. For example, at the THUAS event we expect participation from other HEIs in the Netherlands that are highly active in internationalization and digitalization and with which we have already cooperated with (e.g. Amsterdam, Rotterdam, Stenden University, Centre for Internationalization of Education, NUFFIC). The final Lab (Symposium) at UP, where we will share the developed PLC Model, will target the leadership of HEIs in the Czech Republic, policy makers from the Ministry, DZS, local governments, and professional organizations in Czech higher education. With the very limited pedagogical scholarship on higher education (vysokoškolská pedagogika) in the Czech Republic, our activities and events aim also to build the capacity of Czech HEI stakeholders and empower them to install these curricular innovations in practice. We intend the symposium to complement the activities and conferences of DZS, NUV, SKAV and of the nation-wide association of Czech universities in quality assurance headed by MUNI.

3. European/International
Our Professional Learning Community activities will be based on in-person Labs (COVID permitting) but will also include a range of virtual formats (webinars, podcasts, campfire and networking sessions, panel discussions). This format is designed to enhance the quality and attractiveness of the dissemination activities and hence attract other HEI European and international stakeholders and involve speakers from policy making bodies, professional organizations such as EAIE, NAFSA, and national academic agencies with which we have good existing contacts including NUFFIC, DAAD, NAWA, Tempus Public Foundation, etc.

The project's interactive virtual platform will also impact local, national and international stakeholders by providing a forum to discuss and exchange best practices and provide support and guidance to academics and others in using the different formats. This will extend the project's impact far beyond the project's partner institutions. The high-quality outputs developed by experts in digital, inclusive and international education, in attractive formats (webinars, podcasts and videos, and networking discussions etc) will be freely available. Expertise and networking is very costly (e.g. EAIE conference, membership and registration fees) and thus inaccessible to most Central and Eastern European HEI stakeholders. We would thus like to complement free-of-charge professional opportunities (for example the CZEDUCON conferences in the Czech Republic) in another, more sophisticated yet

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communicative, accessible professional development platform that our Virtual Platform will be.

How will you measure the previously mentioned impacts?

Taking into consideration the variety and complexity of the outputs, we will develop a comprehensive Quality Plan. The Quality Plan will include all the quality indicators and measurement tools that Output leaders have designed for the purposes of this application. All activities and timelines will be further developed in this Quality Plan and captured by the project management system based in Trello.

Apart from the quality-based measures, we will put in place quantifying mechanisms that record the numbers of people directly and indirectly impacted by the project activities and deliverables. These will include indicators for direct participants and indirect participants that we reach out to on social media. (see below). We expect the following participation:
1. direct participants of teaching and learning activities commenced over the course of the project in the following activities:
- Summer Learning Lab: 30 students from TAMK and 12 students from the project's partner institutions, some 10+ academic instructors to be directly involved in the teaching and facilitation; rovision for students with special needs will be offered.
- Virtual Exchange module : we expect some 500+ students to participate from across The Hague Network and some 15+ academics.
- Output 3 piloting at THUAS, UHK and UP: 90+ students and 10+ academics (part provision for special needs students offered).
- In-person Professional Learning Community Lab events at THUAS, UHK, UP: 200+ stakeholders from partner institutions and other HEIs.
- Interactive virtual platform space: 500+ session participants, network members and users.

2. Indirect participants and followers on social media (1,000+)
- Interactive on-line platform
- Instagram/Twitter/Facebook
- LinkedIn network of the project team members and project institutions

Dissemination and Use of Project's Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

What will be the target groups of your dissemination activities inside and outside your partnership?

Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

This project is multi-disciplinary and multi-sectoral, and is integrated through a Professional Learning Community and an interactive virtual platform.

Locally, the target audiences for Outputs 1-3 will primarily be students and academics.
Output 1: 500+ students and approximately 16 teacher from 7 HEIs
Output 2: 30+ local and 9 international students and 3-5 instructors including 3 from the other partners
Output 3: 90+ students and 19+ academic instructors

the Professional Learning Community Labs will expand the audience to include local HEI management, staff from other units at the partner universities, and stakeholders from other HEIs and partner NGOs. At the national and international level, the Labs will target a wider audience of national and international stakeholders drawn from academics, related professional academic communities, networks of management of HEIs, policy makers and other organizations. However, we will ensure that students will still be involved primarily through the Erasmus Student Network.

The project's dissemination mechanism combines a broad range of in-person and virtual formats together with social media. This diversity is designed to appeal to the wide range of target groups who will have different skill levels and different levels of interest in engaging in digital platforms and social media. For example students are more likely to access social media while academic tend to prefer other formats such as webinars and blogs. Multiplier events will involve speakers from policy making bodies and professional organizations (such as EAIE, NUFFIC and many others) to enhance the quality and attractiveness of the dissemination activities.

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

The dissemination strategy is based on a phased approach with the activities taking place over the duration of the 2 year project.

The Project's dissemination activity takes place within three main channels:
1. Output 4: three Professional Learning Community Labs (which includes the final symposium) - these activities, as well as providing a forum for learning at THUAS, UHK and UP, will be multiplier events. We will advertise the events in the partner's social media/newsletters/websites etc, and through interactive virtual platform and social media. These multiplier events will disseminate project results locally to a wide range of stakeholders within the partner institutions, as well as to a wider regional/national/international audience. The UP Output leader will have a coordinating role but all output leaders and project staff will be involved.

2. Output 5: The interactive virtual platform - this platform will extend the project's audience far beyond the project's partner institutions and the participants in the professional learning community Labs. The high-quality outputs developed by experts in digital, inclusive and international education, in attractive formats (webinars, podcasts and videos, and networking discussions etc) will be made freely available. It is a major communication strategy that will make all the innovations produced both in the teaching practices and the capacity building format more accessible to the wider community of HEIs. The platform will collect all the work done and results gained in the project in one place where professionals can "shop" for specific ideas, expertise and inspirations and interact with community of experts involved in this project. This critical infrastructure will enable dissemination of the project to go beyond the usual static format of workshops and written material. It will be developed and managed by the TAMK Output leader.

3. Professional activities: products from Outputs 1 and 3 include two academic manuscripts to be submitted to scholarly journals (the involved Output contributors have an existing publishing record in academic peer-reviewed journals and series, such as Routledge, Taylor and Francis.). The project partners will also participate in local and international conferences and workshops to further disseminate the project results, and all partners are involved in numerous professional societies and networks EAIE, NAFSA, The Hague Network, etc.) It must be added that each partner institution has a Facebook page and a newsletter, which is distributed to its stakeholders and has not only local but national impact, and which will be utilized for the project's dissemination.

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Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

The coordinating institution will lead the dissemination activities and will coordinate with the partners as well as the associated partner ESN units at UHK and UP. If necessary the coordinating institution will provide communications material to the partner institutions for dissemination. The home institutions of the Project Coordinator and the other partners have Publications/Marketing Departments to assist the project when necessary and the Output 5 lead (TAMK) has the skills and expertise to maintain the interactive virtual platform.

All partners will participate in dissemination activities and share the responsibility for dissemination and communication of results and outcomes within their home institution and other local institutions, as well as with their national and international partners. The dissemination plan will be developed jointly, agreed at the first Transnational Meeting. It will be part of the Quality Plan captured by the performance monitoring system.

The multiplier events are designed as open, collaborative Labs/symposium and the responsibility for organizing them is spread out according to where they are hosted: Multiplier event 1 at THUAS, Multiplier event 2 at UHK, Multiplier event 3 at UP. The hosting institutions are responsible for the logistics and organization of each; UP as the Output 4 leader is responsible for the delivery of the quality of the content and format of the final large multiplier event.

The multiplier events and the interactive virtual platform are budgeted resources in the project.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

As a general principle we will provide open access to all the outputs of the Project, based on a Fair Use policy. Our dissemination efforts are designed for not just passive use, but to actively stimulate such use by project partners, associated partners and HEI stakeholders elsewhere in Europe and globally. We have paid very close attention in the project to open access to all activities whether happening in physical or virtual spaces as well as to the deliverables.

We are dedicated to building inclusive teaching and learning spaces both for students and academics. The ethical imperative of our project is to create and share expertise and invite the broader professional community in the area of virtual international learning and teaching. The project outcomes will be available to stakeholders whether from economically disadvantaged countries in Eastern Europe or elsewhere in the world. We have paid careful attention to being inclusive and open to students with special needs (e.g. the Summer Learning Lab is fully accessible to students with physical disabilities) and we will investigate in-depth the inclusivity of virtual teaching and learning spaces in Output 3 in order to produce guidelines for HEI in this regard. By making the outcomes of this project accessible and free we are also supporting stakeholders from culturally and socially disadvantaged backgrounds. Many professionals are academics who are single parents or PhD students and who may not be able to afford memberships in professional organizations such as EAIE; we want to be able to reach and include such individuals.

Furthermore, in order to overcome the hurdles that some academics and other HEIs might experience when using the interactive virtual platform and making use of the different formats available we will provide support and guidance through a Help Desk for the prospective and current members of the PLC to ensure full access to all.

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How will you ensure that the project's results will remain available and will be used by others?

The coordinating institution UP is a member of many worldwide networks. One of them is the Aurora Alliance made up of 9 European universities to provide a diverse student population with the skills and mindset needed to contribute to addressing societal challenges. We plan to collaborate in the thematic domain 3 - digital identity and global citizenship. We intend to mutually share resultus of our projects and cross-fertilize each other as well as to multiply the dissemination activities through Aurora in their 4.4 Capacity development support, which envisions collaboration with 4 Associate +30 more universities beyond the Aurora Alliance.

Furthermore, the Coordinating team of the project Christopher Medalis and Eva Janebova build the core team of the newly established Institute for Excellence in Internationalization at Palacky University which aims at building capacities of HEI in internationalization in the Central European area. One of the Priorities of the National Internationalization Strategy in the Czech Republic is to build capacities of universities in internationalization. This project is fully designed to contribute to this effort and support HEI development in the Czech Republic by innovative teaching practices, and above all through novel professional development activities. This project will be the commencing international project of the newly established Institute for Excellence in Internationalization at UP, and the Institute will integrate the outputs and PLC model into their further capacity building activities for Central European universities in the realm of internationalization.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

The project team members at THUAS, TAMK, UHK, and UP serve as experts in various steering committees with policy makers, evaluation committees of HEI national levels and abroad, serve as editors in scholarly journals and are on boards of scholarly organizations, participate in leadership meetings and will ensure that all project outputs will be shared in their personal professional circles. The Czech project team members at UP and UHK will ensure that the project results are shared in professional organizations at Czeducon, EAIE, Czech Association of pedagogical research, Czech Professional Association for Inclusive Education.

Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

We are conscious of the need to retain the piloted curricula in the regular offering to students in future years. The partner institutions will initiate the integration of all the developed and piloted curricula (the virtual exchange module, the courses on International teaching pedagogies, the Summer Learning Lab for students) as well as the Short-term program for MA and PHD students.

The partner institutions will use their other projects and networks to ensure the continuation and sustainability of the project results. At UP, the Aurora network will further use the project outputs after the conclusion of the KA2 project in 2023. THUAS is a member of The Hague network which is coordinated by one of THUAS project team members and Output 1 Leader, and who will coordinate further dissemination to their network and will ensure the lasting impact after the end of the project as well.

All the project results will be available on the project's virtual interactive platform. At the very least this platform will remain 'as is' for 2-3 years and be available and usable for a fixed amount of time. This means that no additional work will be undertaken. It will still be an interactive platform and additional content can be added by the community. However we will also investigate the possibility of having the platform taken over by UP as a project of the Institute for Excellence in Internationalization and further refined after the project finishes. That means the platform will enable follow-up downloads of documents, teaching materials, and sharing best practices amongst the partners, companies and other stakeholders. This will also have a high contribution to the sustainability of the project. The UP Institute for Excellence in Internationalization will also actively seek other funding sources which can sustain and continue the work and results of this project.

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Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

The maximum number of all attachments is 100.

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
Declaration of Honour.pdf	5,878

Please download the Mandates, print them, have them signed by the legal representatives and attach them here.

File Name	File Size (kB)
Mandate - Stichting Hoger Beroepsonderwijs Haaglanden.pdf	3,608
Mandate - Tampereen Ammattikorkeakoulu Oy.pdf	4,324
Mandate - Univerzita Hradec Králové.pdf	3,670

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Please attach any other relevant documents.

File Name	File Size (kB)
ANNEX_ Project Needs Analysis.pdf	111
ANNEX_ PLC methodology Justification .pdf	74
ANNEX_ Roles and Responsibilities .pdf	114
Letter of Commitment ESN UHK.pdf	312
ESN UP Olomouc Committment.pdf	157
ANNEX Project Feedback Protocol.pdf	110
Total Size (kB)	18,358

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Checklist

Before submitting your application form to the National Agency, please make sure that:

☑ It fulfils the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: CZ01 Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted as an annex to the application form. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - 'Information for applicants').

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Erasmus and European Solidarity Corps platform (for more details, see the section 'Selection Criteria' in Part C of the Programme Guide).

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

Please read our privacy statement to understand how we process and protect your personal data

☑ I agree with the specific privacy statement on Data Protection

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Submission History

Version	Submission Time	Submitted by	Submission ID	Submission Status
1	27-10-2020 19:50:57		1678502	Submission OK