TRANSFORM4EUROPE:

THE EUROPEAN UNIVERSITY FOR KNOWLEDGE ENTREPRENEURS

MILESTONE 57
The first innovative teaching training programme

Prepared by:
Vytautas Magnus University
Work Package 5
Vaida Jurgilė, Rasa Nedzinskaitė–Mačiūnienė
Contact:
e–mail address: vaida.jurgile@vdu.lt,
rasa.nedzinskaite-maciuniene@vdu.lt

Table of Contents

Approval

Approved by:

☒ USAAR

☒ UA

☒ EKA

☒ UCP

☒ UP

☒ JMU

☒ USil

☒ SU

☒ UNITS

☒ VMU

1. Introduction

This concept is a conceptual background of the First innovative teaching training programme delivered by the T4EU Alliance. The **T4EU Professional Development Programme** has been designed to enhance the skills and competencies of academic staff across the Alliance, providing a unified approach to professional growth. This programme, delivered through webinars, has been collaboratively developed to address local institutional needs and broader European educational goals. By fostering cross-border collaboration and knowledge sharing, the programme aims to equip academic staff with the latest pedagogical, research, and administrative skills essential for excellence in higher education.

The webinars within the programme reflect a joint effort among institutions in the T4EU Alliance, ensuring that the content is not only relevant to local academic contexts but also aligns with European standards and emerging trends in higher education. This cross-institutional approach enhances the programme's applicability and fosters a culture of innovation and excellence across the Alliance. The webinars are structured to provide flexible, accessible, and high-quality training tailored to the evolving demands of the academic profession within Europe.

This report outlines the development, structure, and outcomes of the Professional Development Programme, highlighting its impact on academic staff and its contribution to the strategic goals of the T4EU Alliance.

Professional Development Implementation T4EU

The practical implementation of the professional development (PD) system is based on the following key stages of the activity:
1. Identification of PD needs
2. Planning, organising, and implementing PD
3. Communication strategy
4. Quality assurance of PD
5. Maintaining the sustainability of the programme.

The PD programme will be implemented in the project's second year – from September 2024 to February 2025.

2. Identification of PD Needs

The needs were identified by conducting an inventory of innovative teaching methods across the T4EU academic staff members. The matching of needs has also been carried out through active discussions and the search for synergies best suited to all partners.

Analysing the WP5 questionnaire (2024) allowed for the identification of key strengths and opportunities related to the PD programme content. First, some active teaching methods (team-based, problem-based, and cooperative learning) are the most widely used strategies within the Alliance. Except for Mentimeter, Google Drive, YouTube, and other digital tools, it was noticed that most tools for active learning are unrecognisable for survey participants. A similar trend was observed in the application of AI tools. According to the data provided by all partner universities, co-authorship in teaching and learning is most often achieved through opportunities for students. However, there is space for other forms of co-teaching and curriculum co-creation. Inventory analysis revealed the most beneficial topics for the academic staff PD training programme (see Table 1).

Table 1. The most beneficial topics for the academic staff PD training programme

1. The use of AI in higher education teaching.
2. Active teaching methods in higher education.
3. Innovative teaching methods in higher education.
4. Teaching and learning methods for student engagement, motivation and activation.
5. Teaching strategies: design-based, project-based, problem-based learning, etc.
6. Assessment: strategies, methods, feedback.
7. Innovative teaching and learning methods in multicultural and multilingual environments.
8. Gamification and game-based learning in higher education.
9. The use of digital technologies and tools for different educational purposes.

The topics provided in Table 1 address the needs of all partners' academic staff members, as the training programmes will be accessible to all institutions involved. This approach will promote more comprehensive collaboration, increase understanding of various university communities, and enhance networking opportunities. While there is a clear distinction between topics intended for academic and non-academic staff, some topics are relevant to both groups and are therefore offered to both. Additionally, it is important to note that staff from either group can participate in the other's training sessions based on their interests, with no restrictions.

3. Planning, Organising and Implementing

A crucial factor in successfully implementing professional development (PD) activities is motivating staff to attend webinars. Universities across the Alliance recognise that the level of teacher participation in PD is often related to a lack of motivation and the existing practices for improving teaching skills. To address this, each university employs various methods (such as awards, bonuses, points, additional funding, field trips, etc.) to encourage staff participation in PD. The primary motivators for participating in PD include:

- High-quality, innovative and relevant content of the planned webinars.
- Qualified and highly experienced lecturers/speakers from different universities or outside the Alliance.
- Exchange of good practice across the Alliance partners.
- Certification and recognition of PD within the Alliance and in each partner institution.
- Awards for academic staff.

Participants and instructors of the T4EU PD programme will be awarded certificates (see Annex 6). All partners will fully **recognise** the PD programme as part of the professional development of their staff (e.g., as a component of the yearly work plan, part of the annual performance assessment, informal recognition by the management, etc.).

Training content format. The project proposal declares that webinars are intended to consist of pre-recorded written information requiring a voiceover with live Q&A sessions. However, after several meetings in the PD virtual office and an analysis of individual PD needs,

both participants and instructors expressed their preference for more interactive training content; as a result, it was decided that all PD webinars will take place live and will be recorded.

Training content structure. This structure allows all partners to have the jointly recognised T4EU PD webinars. All webinars are delivered in English and recorded. It was decided that all partners will use the T4EU Microsoft Teams platform to deliver and record the webinar(s). The recommended duration of one webinar is from 2 to 6 academic hours, depending on partner expertise, topic, target group, etc. Moreover, innovative teaching methods and tools (e.g., Breakout rooms, Socrative apps, Mentimeter.com, canva.com, mind maps, kahoot.com, etc.) are used in webinars. The previously mentioned most beneficial topics were grouped into three modules: active teaching methods, digital learning technologies, co-teaching and co-creation.

In the planning stage, partner universities selected the preferred topic(s) for academic staff PD (see Table 2).

Table 2. The selected topics by partner universities

Module	Topics and possible title of the webinar	Responsible university
Digital learning technologies	Digital tools for innovative teaching in HE	VMU
	Immersive tools and artificial intelligence technologies in HE	VMU
	Digital technology as an enhancement tool in student-centred collaborative learning	UP
	Teaching and learning methods and tools for students	SU
Active teaching methods	The significance of integrating the SDGs into curricula: A practical example through a service-learning project methodology	UA
	Anatomy of a higher-education teacher and active learning methods	UP
	Escape the classroom: how to design a game to improve learning and engagement	USAAR
	A step by step in project-based learning	UCP
	Why active learning?	UCP
	Could lecturing be innovative?	UCP
Co-design: co-teaching and curriculum co-creation	Student participation in learner-centred curriculum design: principles and applications	UP
	The power of partnership: strategies for effective curriculum co-creation and co-teaching	VMU

The main content of the webinars jointly decided upon and described here will continue to be developed to satisfy the Alliance's needs. The shared webinar content and assessment template format are presented in Annexes 2 and 3.

Training for instructors. To ensure that all instructors are well prepared and have all the required information for conducting the PD training, VMU experts have developed detailed guidelines for webinar instructors (see Annex 2). The guidelines include information on the following topics: detailed pre-webinar information, webinar tool and webinar format, checklist for the webinar, and information for dissemination and communication matters.

Each partner of the Alliance had to undertake a topic to conduct according to the Alliance partner's expertise in specific topics. Partners are responsible for webinars and carry out the quality assessment process for the content and format of the webinars. In addition to motivating potential participants and trainers and planning PD activities, each partner is also responsible for selecting highly qualified instructors. Partners must choose lecturers with solid qualifications and expertise in relevant subjects. The partner overseeing a specific topic is in charge of the following: maintaining clear communication with the lecturer, coordinating the training content, scheduling the session, and selecting the appropriate training tools. They also address data protection (GDPR) matters when obtaining the lecturer's consent to record the session and make the recording publicly available. Once the "Authorisation for the use of Photograph(s)/Video(s) of an Adult" form is signed (see Annex 7), the recorded webinars will be shared with internal and external stakeholders via the Transform4Europe YouTube channel.

4. Communication strategy

To guarantee visibility and effective communication, all webinars are organised with the help of VMU [Professional Competence Development Centre.](#) The communication plan has been developed in line with the Transform4Europe Communication Strategy, GDPR rules, etc. The main communication tools for the programme are the T4EU website, T4EU social media channels, and internal communication channels of each partner institution.

All these tools will ensure successful communication during the PD programme. VMU, together with the partners, will also be responsible for effectively disseminating the outputs of the T4EU professional development programme and ensuring the use of the results, thus maximising the project's impact.

5. Quality Assurance

A quality assurance (QA) system was created to maintain the highest standards of effectiveness. This system guarantees that the PD programme meets its objectives, is responsive to the needs of participants, and delivers measurable outcomes. The QA system is implemented to:

- Ensure the alignment of the programme with the academic members' needs.
- Continuously improve the quality of content, delivery methods, and learning outcomes.
- Monitor the participants' experience and satisfaction.

The QA system for the PD consists of several key components, each playing a critical role in maintaining the programme's quality. Firstly, each partner university is responsible for finding a qualified lecturer for a specific topic. Secondly, each trainer/lecturer must fill in the

template for the PD webinar ([see Annex 3](#)). All partner universities approve the content provided in the template ([see Annex 4](#)). Thirdly, after each webinar, participants evaluate and give feedback through an online survey ([see Annex 5](#)). To ensure convenience for all programme participants, all the annexes mentioned above are accessible as online forms. These forms aim not only to assure the maximum benefit of each training but also to create a permanent system of professional growth.

6. Sustainability

Sustainability has been a central element in the conceptual design of the T4EU Alliance. All partner universities attach great importance to this project and appreciate that it goes well beyond the existing cooperation schemes and will significantly impact each partner institution's future functioning.

All webinars will be made available on the T4EU website and on the T4EU YouTube channel to ensure further use of the webinars. All online training materials will be edited and made available for asynchronous use for any staff member from any Transform4Europe university.

ANNEX 1: The first innovative teaching training programme

Module	Title	Responsible University	Date	Duration	Lecturer
I. Digital learning technologies	Digital tools for innovative teaching in HE	VMU	18.09.2024	3 hours	Vigilija Žiūraitė
	Immersive tools and artificial intelligence technologies in HE	VMU	17.09.2024	3 hours	Augustinas Balaišis
	Digital technology As an Enhancement Tool in Student-Centered Collaboartive Learning	UP	30.10.2024	2 hours	Andreja Klančar
	Teaching and learning methods and tools for students engagement, motivation, and activation	SU	24.10.2024	3 hours	Albena Antonova
II. Active teaching	The significance of integrating the SDGs into curricula: A practical example through a service-learning project methodology.	UA	05.02.2025	3 hours	Asunción Menargues Marcilla
	Anatomy of a Higher-Education Teacher and Active Learning Methods	UP	18.10.2024	3 hours	Silva Bratož, Anja Pirih
	Escape classroom: how to design a game to improve learning and engagement	USAAR	21.11.2024 9.12.2024	3 hours	Dr. Maria Psyllou

	A step by step in project-based learning	UCP	09.01.2025	2 hours	Diana Mesquita
	Why active learning?	UCP	21.01.2025	2 hours	Joana Mata Pereira
	Could lecturing be innovative?	UCP	22.01.2025	2 hours	Team of CLIL (Católica Learning Innovation Lab)
III. Co-design	Students' participation in learner-centered curriculum design – principles and aplications	UP	24.10.2024	2 hours	Sonja Rutar
	The power of partnership: strategies for effective curriculum co-creation and co-teaching	VMU	25.02.2025	2 hours	Vaida Jurgilė, Rasa Nedzinskaitė-Mačiūnienė

ANNEX 2: Webinar information and guidelines for the instructors

WEBINAR INFORMATION AND GUIDELINES FOR THE INSTRUCTORS

Pre-Webinar Preparation

- Make sure that you have set a date and time for the webinar.
- Send your slides (PowerPoint presentation) via e-mail to Transform4Europe@vdu.lt a week before the planned webinar.
- You will be participating in an event where photo, video, and audio recordings and screenshots of the **recordings will be made and published online later**. Please sign the [Authorisation for the Use of Photograph(s) / Video(s) of an Adult](#) document to confirm your consent. The content of the webinars will be published online, and screenshots of the recordings will be shared on social media with the official Transform4Europe hashtags provided below.
- Please note that **the webinar has to be recorded.** Instructors can choose whether to record only the theoretical part or the entire webinar, including the interaction part with the participants. The instructor or technical staff should remind participants about the recording at the beginning of the webinar. If the webinar instructor does not want to record the live webinar, **a pre-recording can be created to be shared online and uploaded** [here](#).

- Instructors will receive a list of webinar participants approximately three days before the webinar.

The Webinar: Using the Webinar Tool & Webinar Format

1. Registration to MS Teams:
- All the webinars will be conducted on the Transform4Europe MS Teams. If you do not have an account, you may register with the institutional Transform4Europe manager, and then you should go to the [MS Teams](#) website to sign up. MS Teams will ask you to install it on your computer. Please note that some important functions may be inaccessible if you use MS Teams from your browser.
2. Scheduling a Meeting:
- The link to the meeting will be set by the organisers and sent to you and the webinar participants a week before the webinar date by the Transform4Europe team.
3. Set up your equipment and presentation documents:
- Get your PowerPoint presentation and/or additional documents easy to find when needed.
- Join the meeting earlier.
- Start the set-up by unmuting your microphone and turning on your video camera.
- Record a quick test video to check sound, lighting, etc.
- Record the meeting.
4. Get ready to share the screen and open your PowerPoint presentation. Remember to enter presentation mode on PowerPoint.
5. Follow up the chat box to see if the participants have any comments or issues with the webinar.
6. Time should be given (planned in advance) for a live Q&A session at the end of the webinar.

Speaker Checklist for the Webinar

- Check your PowerPoint presentation and/or additional documents before the webinar.
- Log into the webinar 15 minutes before the start time.
- Speak clearly and slowly.
- Finish speaking about the slide completely before switching slides.
- Press "mute" when not speaking.

Dissemination and Communication

Please make sure that you use the official Transform4Europe hashtags provided below while sharing the content related to the webinars on social media sites.

	#DiscoverTransform4Europe #Transform4Europe #WeTransform4Europe #EuropeanUniversities (Official hashtag used by the European
Hashtags	Commission)

ANNEX 3: Template for a Professional Development Webinar

Title of the webinar (abbreviation, if any)	
Name and surname of the trainer(s)	
Contact information	E-mail: Phone: Skype: LinkedIn: Etc.
Represented university/–ies	
Annotation of the webinar – short description of the content (approx. 200 signs)	
The main aim and objectives	
Competences/ Learning outcomes	
Target audience	☐ Academic staff ☐ Non–Academic Staff ☐ Both ☐ Specific (please indicate): ….

Structure (theory/practice)			
Training material	**Key topics**	**Teaching and learning methods**	**Tasks**

Assessment and feedback	
Duration	The recommended duration is from 2 to 6 hours. E.g., 3 hours (2 sessions of 90 minutes with a break in between).
Digital platforms	Transform for Europe MS Teams
Online tools	E.g., Breakout rooms, Socrative apps, Mentimeter.com, Canva.com, mind maps, Kahoot.com, etc.
Resources and literature	

ANNEX 4: Template for an Assessment of the Webinar

Criteria	Level of implementation
The webinar's theme aligns with the list of Transform4Europe professional development topics.	☐ Yes ☐ Partially ☐ No

The trainer(s) are knowledgeable and experienced in the field.	☐ Yes ☐ Partially ☐ No
The webinar structure is prepared in line with the title/topic.	☐ Yes ☐ Partially ☐ No
The webinar structure, topics, and exercises ensure the acquisition of the planned competences.	☐ Yes ☐ Partially ☐ No
Interactive learning/teaching methods are planned.	☐ Yes ☐ Partially ☐ No
The duration of the webinar is in line with the activities planned.	☐ Yes ☐ Partially ☐ No
The recommended readings are in line with the topic (links to open educational resources are provided)	☐ Yes ☐ Partially ☐ No
The overall webinar description is well-prepared and clear.	☐ Yes ☐ Partially ☐ No
Comments and recommendations for course improvement (if any)	
1. 2. 3. …	

ANNEX 5: Feedback Template of the Professional Development Webinar

1. How do you feel about the training you have received in general? Rate the structural elements of the training (1 very bad; 2 bad; 3 neither bad nor good; 4 good; 5 very good)					
Training content	1	2	3	4	5
Competence of the trainer	1	2	3	4	5
Duration of the training	1	2	3	4	5
Tasks provided during the training	1	2	3	4	5
Training time	1	2	3	4	5
Training format	1	2	3	4	5
Benefits of the training for your work	1	2	3	4	5
2. Would you advise changing something in the webinar? (Please comment)					
3. What training topics could be included in the future? (Please comment)					

ANNEX 6: An Example of PD Webinars Certificate

ANNEX 7: Authorisation for the use of Photograph(s)/Video(s) of an Adult

AUTHORISATION FOR THE USE OF PHOTOGRAPH(S)/VIDEO(S) OF AN ADULT
Description of the photograph/video: photographs (screenshots) / video(s) (recordings of the meeting) that will be taken during the Transform4Europe European University Alliance online / hybrid webinars.
Date of the photograph/video taken: xx xx 2024.
Location: Online
I, the undersigned, hereby declare that I willingly agree to the use of my image by the Transform4Europe European University Alliance.
I authorise the Transform4Europe Alliance (the Controller):
To use the photographs and videos bearing my image as described above in all types of publications, in any form of televisual broadcasting or communication via the Internet (websites, YouTube, Facebook, Instagram, Pinterest, Twitter, or other social media platforms), as well as for circulation of the recordings amongst the partner universities of the European University Alliances following the event in to illustrate or promote the activities or projects, past, present or future, of the Transform4Europe Alliance.
I hereby give my consent to the processing of my personal data to the extent necessary to achieve the purposes mentioned above. Transform4Europe guarantees that personal data

TRANSFORM
4EUROPE

Co-funded by the
Erasmus+ Programme
of the European Union

relating to me are processed according to the rules set by Regulation (EU) No 2018/1725. Transform4Europe may archive the data.

The photos/videos will be preserved for five years.

I understand that I have the right, as the data subject, to request the restriction of the processing of my personal data, to access data relating to me, to be informed about the existence and the extent of data processing, to rectify incorrect personal data and request their erasure, and to object further processing under the conditions specified in the Regulation mentioned above.

I also understand that I have the right to withdraw my consent, which will be valid only for future publications or videos.

To exercise these rights, please get in touch with Transform4Europe at the following address: Transform4Europe / Vytautas Magnus University, K. Donelaičio g. 58, 44248 Kaunas, Transform4Europe@vdu.lt.

The Data Protection Officer of Vytautas Magnus University can be contacted via e-mail at Transform4Europe@vdu.lt.

You may lodge a complaint with the European Data Protection Supervisor at the following website: http://www.edps.europa.eu.

This authorisation shall apply for as long as my image is subject to legal protection. It can be withdrawn by informing Transform4Europe at the address mentioned above.

……………………………………………………………………………
(Name, surname, and signature preceded by "read and approved")