CHARM-EU
CHallenge-driven Accessible Research-based Mobile European University

CHARM-EU educational principles

practical tips for Knowledge Creating Teams

STEP 1

Learn **how to integrate** CHARM-EU educational principles into your teaching with these practical tips.

Challenge-based Learning

- **Define a global, real-world, authentic challenge** as a starting point for your module. This can be very small (mini-challenge) or large (hackathon). ☑
- **Include a variety of stakeholders** into your module, such as academic, business, and community participants. ☐
- Consider teachers and students (and other stakeholders) as **partners in solving** societal challenges. ☐
- Support students to create a **tangible output**, such as a new process, idea, or solution to a challenge. ☐

got it? check it!

Research-led Research-based Learning

- **Incorporate open access, peer reviewed research** into module content. Discuss findings from this research with students. ☐
- **Engage students in practical research activities** as formulating research questions, analysing data, writing an abstract, conducting a short literature review, drafting research grants or project outlines, or presenting at a student 'conference'. ☐
- Communicate with students about **your experiences as a researcher** to stimulate their appreciation for research. ☐
- Consider teachers and students as **co-students and partners** in research (i.e. let students contribute or review your own research). ☐
- Use **experienced researchers as guest** speakers for your module. ☐

Sustainability in Education

- Use a related **Sustainable Development Goal** (SDG) to frame discussions of your module content. ☐
- Connect module content to **contemporaneous discussions** within society (e.g. Climate Change). ☐
- Consider a **lifelong learning perspective**; design exercises to encourage student reflection on the consequences of their current actions for the future. ☐
- Design and deliver the module with **eco-responsibility** (e.g. how to reduce a carbon footprint). ☐

Technology-Enhanced Learning (TEL)

- Consider which modality fits best with your module learning outcomes e.g. **fully online, blended, flipped** or **hybrid.** ☐
- Design your module considering **content, accessibility, technology** and **pedagogy** in the Virtual Learning Environment. ☐
- Use educational technologies **to improve students' learning processes**, rather than implementing technology as an isolated component. ☐
- Consider the **accessibility** of online resources for all students. ☐
- **Share learning materials** in the Virtual Learning Environment. ☐

Student Centred Teaching and Learning

- Encourage student **responsibility for their own learning** processes and activities e.g. by encouraging them to map out an assessment plan, or setting out and reflecting on their learning goals. ☐
- Use a **variety** of learning activities to reduce traditional "sage on the stage" lectures. ☐
- **Incorporate student suggestions** for your module both during and after module delivery. ☐
- **Give options, choice, negotiation** or **provide flexibility** in your module, e.g. for completing certain topics, the order of completing assignments, the methods or steps to achieve an end result or assessment. **Focus on the learning process**, rather than the teaching and assessments and **communicate this approach** to students. ☐

Situated Learning

- Provide **learning activities in realistic, authentic contexts** and real-life situations where possible. ☐
- Encourage students to **learn from more experienced professionals** and provide clear steps on how to grow from novice to expert level. ☐
- Stimulate students to **engage in communities and networks** and discuss what these identities mean for them as a professional (e.g. sports, family, friends, disciplines, professions). ☐

Transversal Skills

- Incorporate **collaborative group work** into your module. ☐
- Value and communicate transversal skills such **as collaboration, presentation, creativity and innovation,** as much as content knowledge. ☐
- Build in **moments of reflection** onto the student learning process ☐

Trans-disciplinarity

- Ask students to think about **what it means to be within a discipline** (e.g. a chemist) and what it looks like to them. ☐
- Consider how **different disciplinary perspectives** are represented into your module. ☐
- Make sure that disciplines are **not represented in isolation** (one class on psychology and one lecture on biology) but that they are integrated (different disciplines covered in one class). ☐
- Assign disciplinary perspectives to students (e.g. sociology, engineering, or biomedical science) to **use in solving a global challenge.** ☐

Transnational and Intercultural Learning

- Build an **open, respectful and interculturally sensitive learning environment** that supports students to get to know each other and appreciate diversity. ☐
- Develop transnational and intercultural competences by encouraging **reflection on biases and behaviours.** ☐
- Enhance the module with **content that has a clear transnational or intercultural relevance**. ☐
- Use potential **student cultural and language diversity** in preparing, implementing and assessing teaching and learning activities. ☐

Inclusivity

- **Create a welcoming, safe, and respectful learning environment** by avoiding stereotyping, motivating students, addressing individual needs, and by avoiding segregating or stigmatizing students.
  Ask if your students need anything in particular. ☐
- Provide **multiple ways to demonstrate knowledge** by allowing students different ways to show what their have learned. ☐
- **Diversify course materials** by incorporating different perspectives, authors, and experiences, in examples and case studies. ☐
- **Reflect on implicit biases** by considering assumptions that may influence your interactions with students, course materials, and your discipline. ☐

STEP 2

Reflect on your module design

Does it integrate CHARM-EU principles?

- Challenge-based ☐
- Research-led Research-based ☐
- Sustainability ☐
- Technology Enhanced ☐
- Student-Centred ☐
- Situated Learning ☐
- Transversal Skills ☐
- Trans-disciplinarity ☐
- Transnational & Intercultural ☐
- Inclusivity ☐

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