

**CHARM-EU**



**CH**allenge-driven  
**A**ccessible  
**R**esearch-based  
**M**obile  
**E**uropean  
**U**niversity

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# Inter-institutional Professional Development for Academic Teachers: A CHARM European University Case Study

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# Who are we?



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University



# Presentation contents

European Universities Initiative & CHARM-EU

Inter-institutional PD design: approach and programme

Two examples of professional development

Challenges

Lessons learned / Tips

interaction

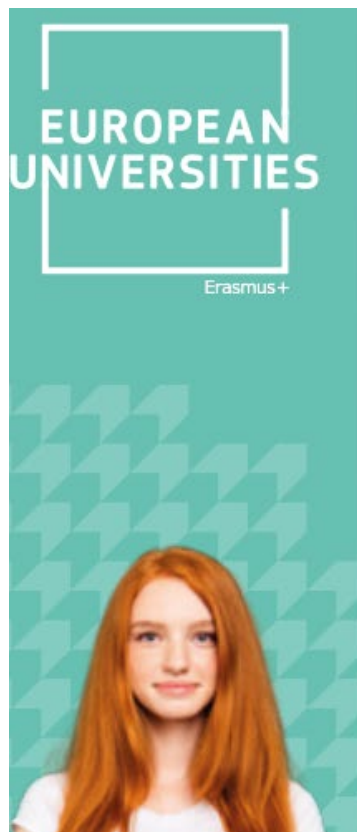
interaction



# European Universities Initiative



“The aim of this initiative is to bring together a new generation of **creative Europeans** able to cooperate across languages, borders and disciplines to address **societal challenges and skills shortages** faced in Europe.” (EC)



**EUROPEAN  
UNIVERSITIES**  
*A key pillar of  
the European  
Education Area*



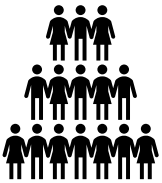


# European University Initiatives

Alliances must create a European inter-university 'campus', including:



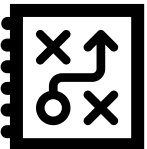
- Seamless **student and staff mobility**



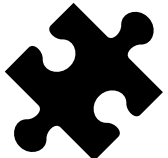
- **Transdisciplinary and transnational teams** tackling **big issues facing Europe** (such as climate protection)



- Development of an **entrepreneurial mind-set** and **civic engagement**



- **Transformation** of our **universities** and preparation for **the jobs of tomorrow**



- Finding solutions to **big societal challenges** that Europe and the world are facing.



# CHARM-EU



**University of Barcelona (UB)**



**Trinity College Dublin (TCD)**



**Utrecht University (UU)**



**Eötvös Loránd University,  
Budapest (ELTE)**



**University of Montpellier**

## CHARM-EU



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**E**uropean  
**U**niversity

“At CHARM-EU we work together to design and create a **new university model** to become a world example of good practice to increase the quality, international competitiveness and attractiveness of the **European Higher Education landscape.**” (CHARM-EU Website)



# MSc in Global Challenges for Sustainability

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CHARM-EU

Challenge-driven  
Accessible  
Research-based  
Public  
European  
University

MASTER'S IN:

GLOBAL  
CHALLENGES FOR  
SUSTAINABILITY

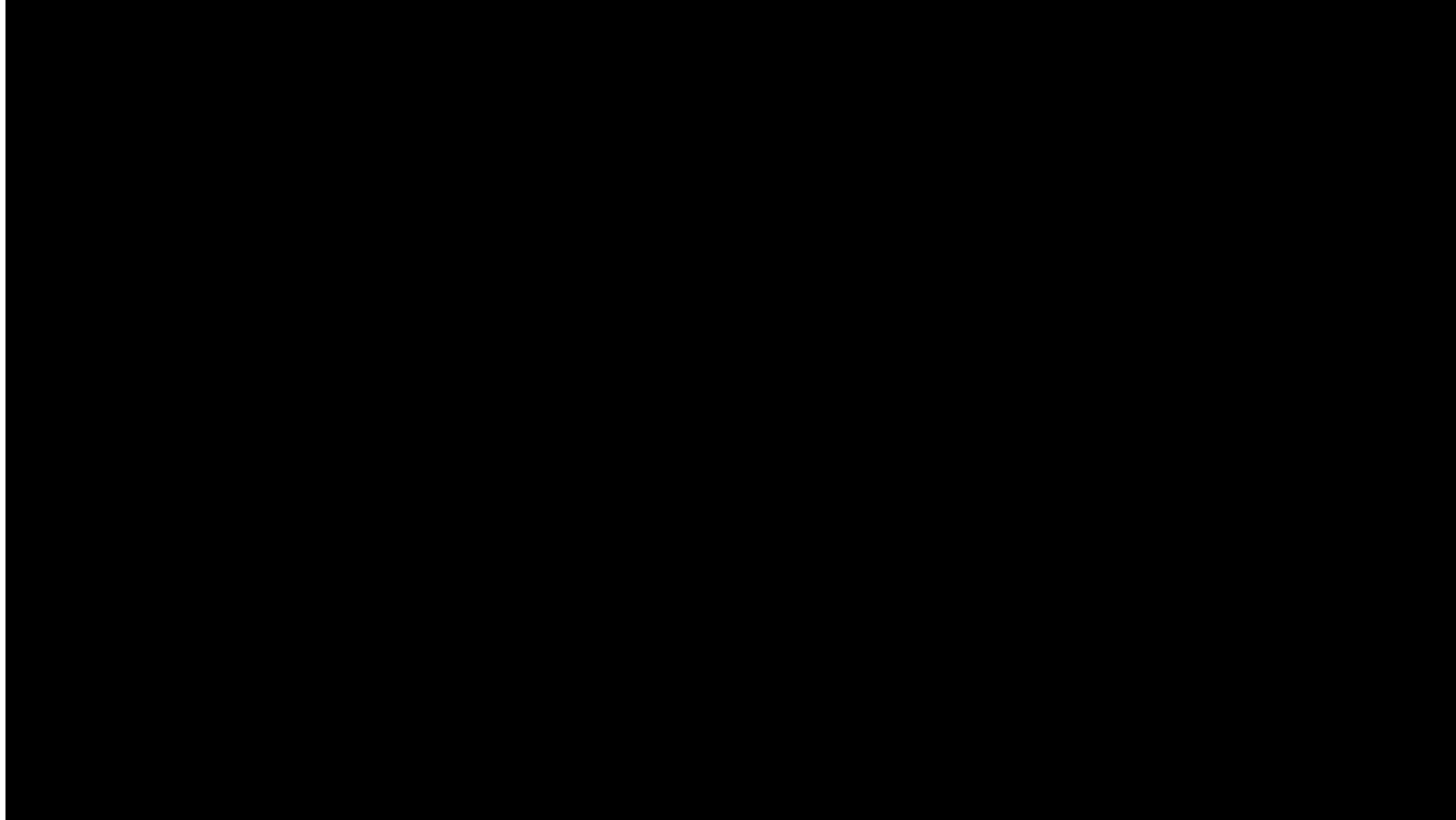
NEW LEADERS FOR  
A NEW WORLD 09.2021

@charm.eu @charm\_eu @charm-eu.eu



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of the European Union

<https://www.youtube.com/watch?v=8kPmfjJyS8s>



*Reconciling Humanity with the Planet by creating the university of the future*



# MSc in Global Challenges for Sustainability



Challenge-based



Research-led  
Research-based



Sustainability



Situated Learning



Transversal Skills



Trans-disciplinarity



Technology Enhanced



Student-Centred



Transnational & Intercultural



Inclusivity

## PHASE 1 Preparatory



The aim of the preparation phase is to ensure all students receive a common grounding (regardless of location or modality) in key skills and content required for the challenges ahead of them.

Modules in this phase concentrate on transversal skill development to prepare students for a transdisciplinary learning approach in the following phases.

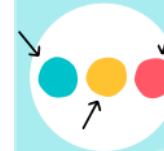
### PHASE 1 MODULES

M1 Social innovation

M2 Sustainability

M3 Transdisciplinary Research

## PHASE 2 Flexible



The aim of this phase is to provide students with multiple options for learning within CHARM-EU related themes. Students are required to select one theme containing multiple modules, and participate in modules within that theme.

Modules are grouped into relevant themes related to CHARM-EU programme content guidelines.

### PHASE 2 MODULES

#### THEME FOOD

M1 The Food-Health-Environment Nexus  
M2 Food Systems and their Transformations  
M3 Socially Just and Sustainable Food Systems

#### THEME LIFE and HEALTH

M1 Health Systems and Policies  
M2 Health Challenges  
M3 Healthy Lives and Wellbeing

#### THEME WATER

M1 Extremes in the Water Cycle and Their Complex Consequences  
M2 Adaptation Measures and Strategies in Water Management  
M3 Resilient Cities: Water in Urban Environments

## PHASE 3 Capstone



The aims of this phase include synthesis of prior learning, refinement of skills, development of personal attributes, preparation of students for future careers, facilitation of academic and extra-academic linkages, and quality assurance of graduates via a final challenge-driven project.

Students practically apply their knowledge and competencies through experimental learning (i.e. real-life challenges).

### PHASE 3 MODULES

M1 Capstone





# Knowledge Creation Teams



## KNOWLEDGE CREATING TEAM

### STRUCTURE AND ROLES

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#### Expanded Network

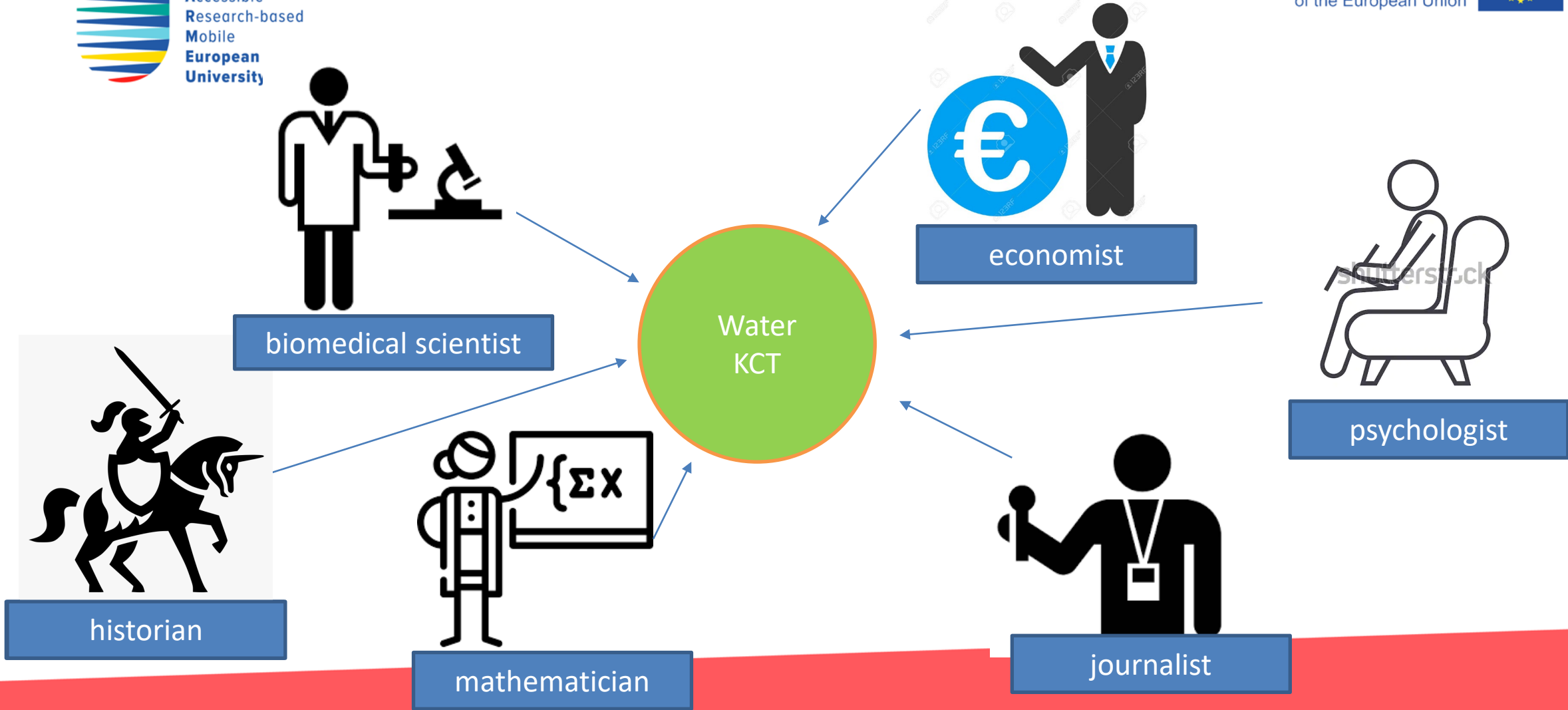
- Knowledge agents or actors to advise on inter/transdisciplinary modules
- Support content development
- Contribute to delivery design
- Use network to engage extra-academic actors
- Form research networks and commercialisation projects

#### Core

- Dual role: Domain expert and thematic generalist
- Co-create inter/transdisciplinary modules
- Teach and assess students on masters



# KCTs in practice



*Reconciling Humanity with the Planet by creating the university of the future*



# Problem definition

Ensuring teaching and learning quality relies heavily on the **knowledge, skills and competences of the CHARM-EU alliance teachers**

- New pedagogical methodologies;
- Teaching staff from multiple institutions;
- Teaching staff with diverse disciplinary backgrounds;
- Teaching staff with different levels of teaching experience;
- New IT systems.

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# How to design a Professional Development programme for teaching staff in CHARM-EU?

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# Six-phased approach



Existing PD at  
partner  
institutions

Needs Analysis  
KCTs

Input from  
experts

Literature review  
inter-institutional  
PD

Educational  
Principles  
alignment

Alignment Human  
resources &  
Governance

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**Interactive moment:**  
*What are characteristics / differences  
between local and inter-institutional  
professional development?*

[www.wooclap.com](http://www.wooclap.com)

Code: HEFSPP

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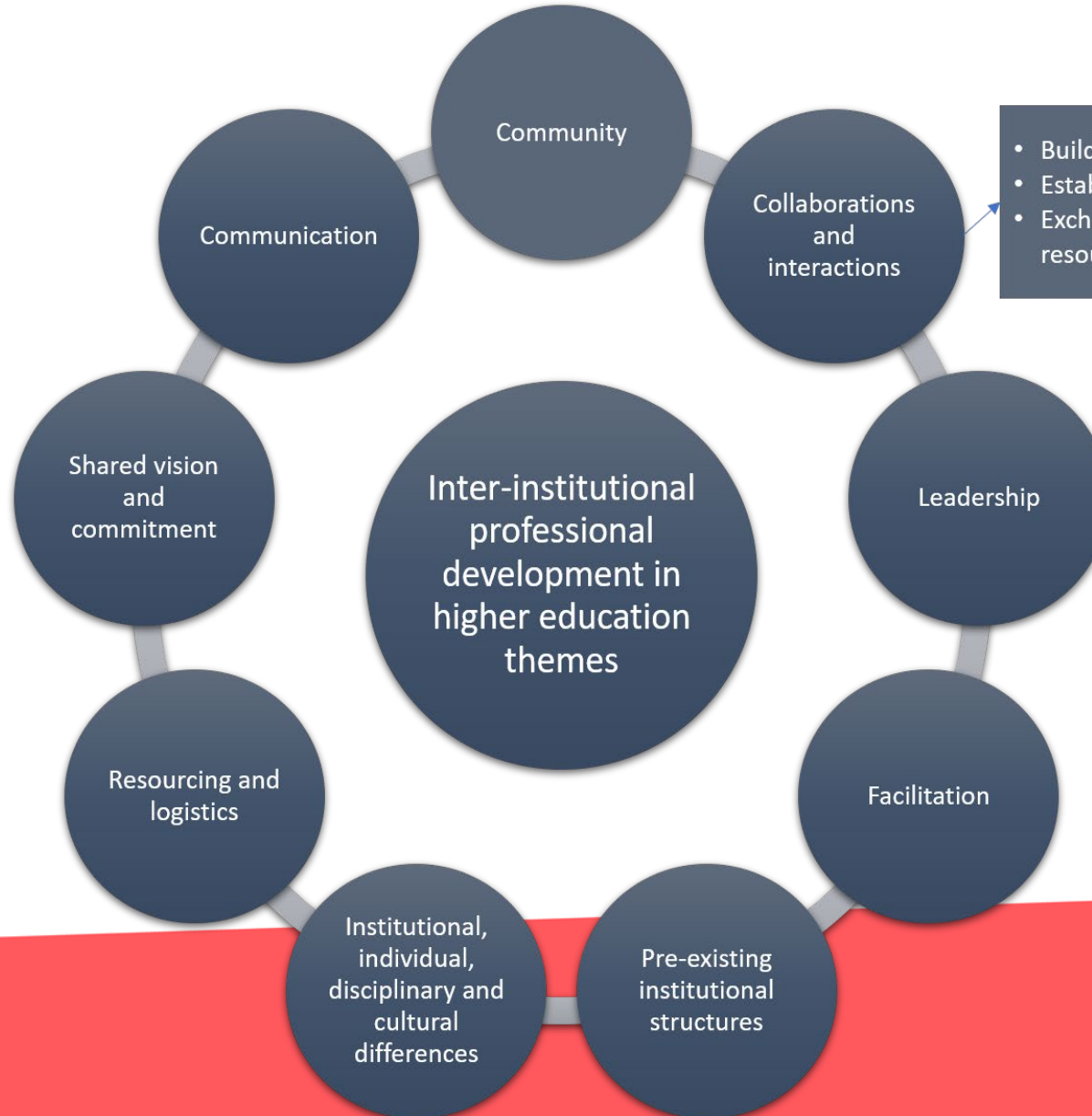




# Themes for inter-institutional PD



Literature review  
inter-institutional  
PD



- Building professional relationships
- Establishing research partnerships
- Exchange and co-creation of resources and good practices



Educationalist

Provide peer feedback on course design



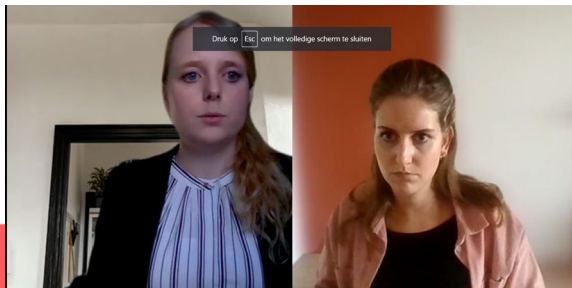
Personalised sessions



KCT Sharing sessions



Masterclasses, webinars, training



E-learning modules

Database & Resources

KCTs > 3. Resources > Module Design Resources (Educational Principles)

| Naam   | Gewijzigd        | Gewijzigd door            |
|--|------------------|---------------------------|
| Assessment                                     | 12 januari       | Vuigt, S.J.H. van (Sanne) |
| Challenge Based Learning (CBL)                 | 10 november 2020 | Vuigt, S.J.H. van (Sanne) |
| Education for Sustainability Development (L... | 10 november 2020 | Vuigt, S.J.H. van (Sanne) |
| Inclusivity                                    | 10 november 2020 | Vuigt, S.J.H. van (Sanne) |
| Research-based, research led                   | 10 november 2020 | Vuigt, S.J.H. van (Sanne) |
| Roadmap  | 13 november 2020 | Silvia Gallagher          |



by creating the university of the future



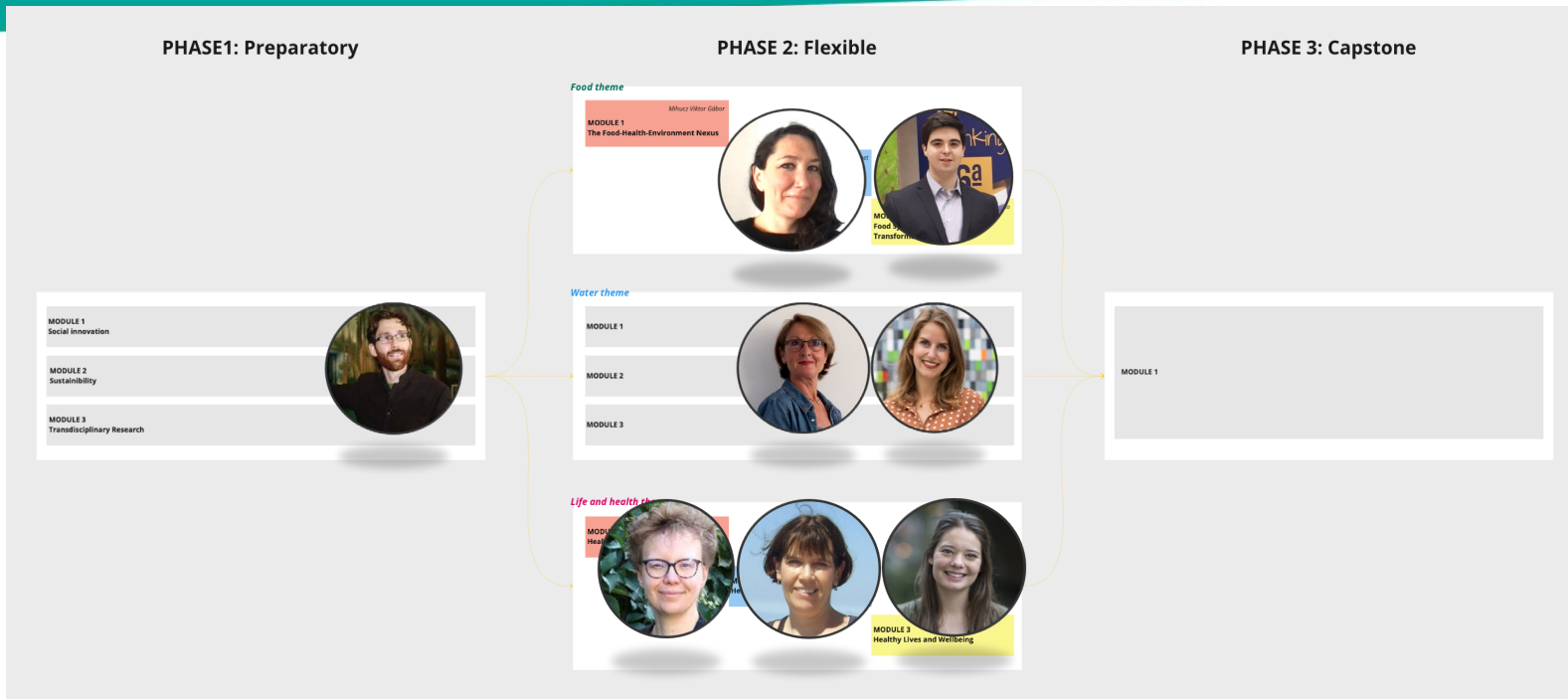
# PD Activities and Initiatives in CHARM-EU



| Activities                                   | Frequency |
|--|-----------|
| (Online) Masterclasses, trainings, workshops | 8         |
| Personalised consults with expert            | 15        |
| Sharing / feedback sessions                  | 17        |
| Resources in database (e.g. handbooks)       | >50       |
| E-learnings                                  | 4         |
| Face to face meetings                        | 4         |

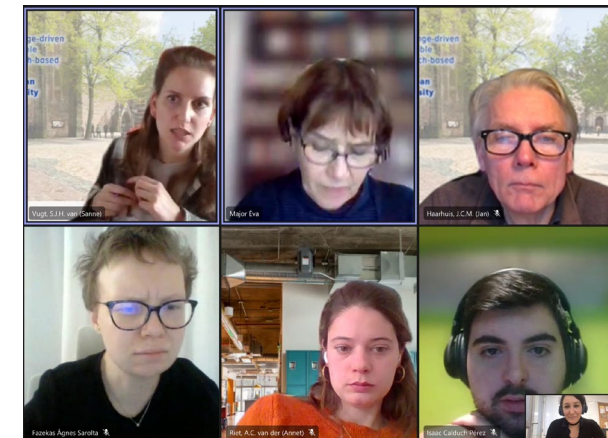


# Educationalists



Professional with a **background in Educational or Pedagogical Sciences**, understands the **CHARM-EU philosophy** and structure of the **Master's programme** and is a strong **advisor and communicator**.

He/she **participates** in the KCTs ensuring **Educational Principles integration**.







# KCTs & educationalists



- ✓ **Online sessions**

Regular meeting with KCTs to design modules, assessments, activities, etc...

- ✓ **Face to face**

collaboration at the hackathon and working sessions in Montpellier and Budapest





# Professional Development Activities and Initiatives



## Educationalist



Provide peerfeedback on course design



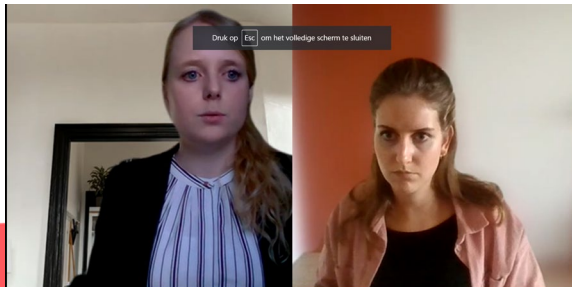
KCT Sharing sessions



Personalised sessions



Masterclasses, webinars, training



E-learning modules

### Database & Resources

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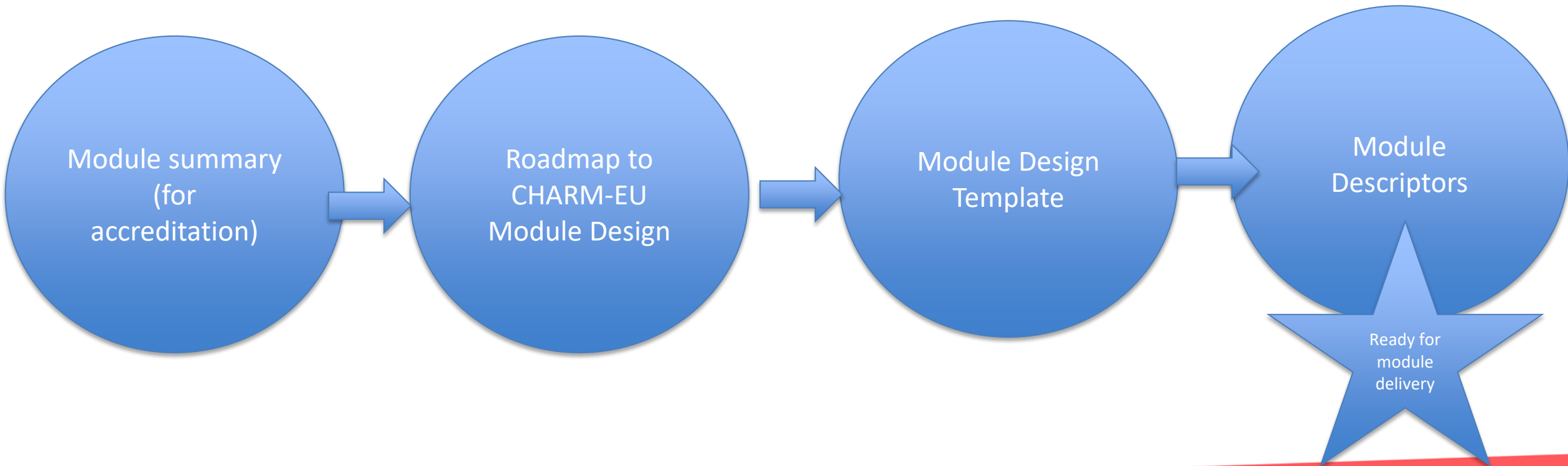


by creating the university of the future



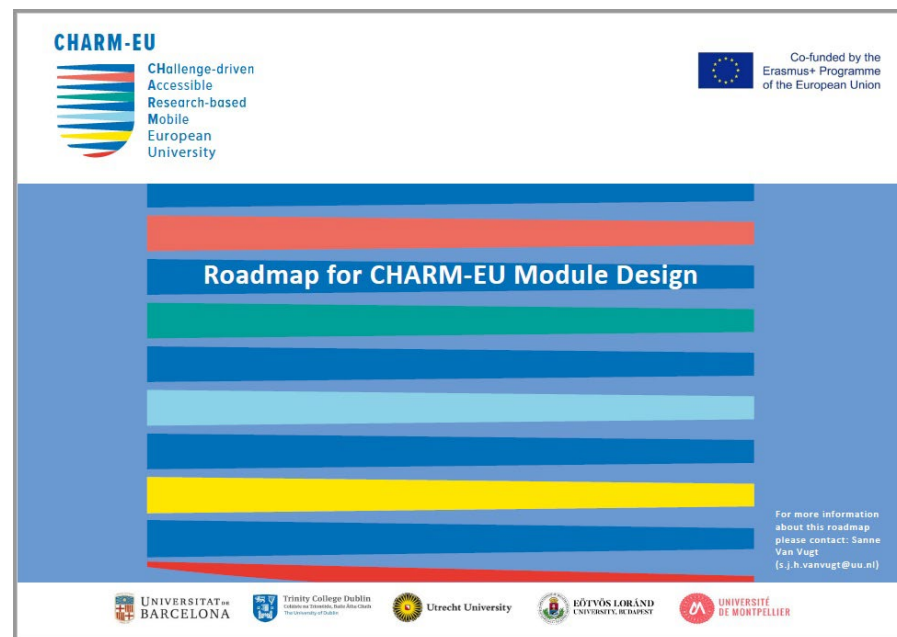




# Key module design resources



# Roadmap for CHARM-EU Module Design

An instructional design support tool for KCT members within CHARM-EU to help them collaboratively design modules





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Roadmap for CHARM-EU Module Design


**What is this roadmap for?**

 This roadmap will guide you when you are designing your CHARM-EU module. It will help you align your module with CHARM-EU module delivery, programme learning outcomes, and educational principles.


**Why should I use it?**


 CHARM-EU modules can be delivered using different modalities (e.g. online, blended), in different phases (i.e. preparatory or flexible), and using new or existing teaching content. To help make sense of these different ways of teaching and learning, this roadmap will provide you with information and guidance to produce a completed module framework.

**What will I accomplish by completing the roadmap?**

 At the end of the roadmap, you will have a completed module design form that will summarise what you will deliver and how you will teach your module. This will support you when you are developing your module content.

**How should I use this roadmap?**



- To begin, click on 'Move to Step 1' in the red box below.
- When you see this **red icon**, this means you will need to complete an activity. 
- You can **move between steps** using the buttons at the bottom of each page.
- Click here for more guidelines on using this roadmap with your KCT.

Move to step 1

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6

STEP 7

STEP 8

STEP 9

STEP 10

STEP 11

STEP 12

STEP 13

STEP 14

STEP 15



# Templates to support design

Activity and assessment description Sprint 3  
[insert title]

Module title: [insert title]  
Week [insert week number] Day [insert day number]  
Activity title: [insert activity name e.g. panel discussion]

Activity description:  
Briefly describe the activity in bullet points e.g. structure of the activity, groupwork, ste content delivery, questions, teaching approach etc.]

Pre-activity:  
[Briefly describe what students and teachers should do before the activity in bullet points]

Time:  
Estimated hours for activity (i.e. aim to quantify parts of the activity where applicable (e.g. 30 minutes seminar, 30 minutes groupwork))

- ...
- ...
- ...

Roles (e.g. student, teacher, external stakeholder, mentor, ...)

- [actor(s) 1]
- [actor(s) 2]
- [actor(s) 3]
- 

Location (e.g. hybrid classroom, online, on-campus)

Assessment Week [insert week number] Day [insert day number]  
Assessment: [insert assessment method e.g. collaborative advisory report]

| PHASE2 WATER  | W1 - D1  | W1 - D2 | W1 - D3 | W1 - D4 | W1 - D5 | Hours | W2 - D1 | W2 - D2   | W2 - D3 | W2 - D4 | W2 - D5 | Hours | W3 - D1 | W3 - D2 | W3 - D3   | W3 - D4 | W3 - D5 | Hours | W4 - D1 | W4 - D2 | W4 - D3 | W4 - D4   | W4 - D5 | Hours | W5 - D1 | W5 - D2 | W5 - D3 |  |  |
|---|--|---------|---------|---------|---------|-------|---------|---|---------|---------|---------|-------|---------|---------|---|---------|---------|-------|---------|---------|---------|---|---------|-------|---------|---------|---------|--|--|
| <b>WEEK OVERVIEW</b>  |  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| Theme   | Getting to know the team, introductory week, ice-breaker, games (hours will be assigned later) |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| Educational Principles  | TL   |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| Educational Principles  | e.g. Intercultural activities  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| <b>MODULES:</b>   |  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| <b>Extremes in the Water Cycle and Their Complex Consequences</b> |  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| RLO   | RLO1 Critically analyse and evaluate the   |         |         |         |         |       |         | RLO2 Rigorously assess and  |         |         |         |       |         |         | RLO3 Rigorously assess and                                |         |         |       |         |         |         | RLO4 Critically analyse and                               |         |       |         |         |         |  |  |
| MLO   | MLO 4.4: Identify complex challenges in the art + personal reflection                          |         |         |         |         |       |         | MLO 4.5: Update their own skills of the art + personal reflection |         |         |         |       |         |         | MLO 4.1: Recognise, open up debate with ecologists on DCE |         |         |       |         |         |         | MLO 4.1: Recognise, open up debate with ecologists on DCE |         |       |         |         |         |  |  |
| Activity  | Workshop/online open discussion  |         |         |         |         |       |         | Lectures, videos opening about physical processes                 |         |         |         |       |         |         | Lectures, videos opening about physical processes         |         |         |       |         |         |         | Lectures, videos  |         |       |         |         |         |  |  |
| Content   | Workshop/online open discussion  |         |         |         |         |       |         | Lectures, videos opening about physical processes                 |         |         |         |       |         |         | Lectures, videos opening about physical processes         |         |         |       |         |         |         | Lectures, videos  |         |       |         |         |         |  |  |
| Assessment methods  | Workshop/online open discussion  |         |         |         |         |       |         | Lectures, videos opening about physical processes                 |         |         |         |       |         |         | Lectures, videos opening about physical processes         |         |         |       |         |         |         | Lectures, videos  |         |       |         |         |         |  |  |
| select assessment method = MLO/RLO                                |  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| Assessment due date   |  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| Feedback types  |  |         |         |         |         |       |         |   |         |         |         |       |         |         |   |         |         |       |         |         |         |   |         |       |         |         |         |  |  |
| Modality  | Online   |         |         |         |         |       |         | Online  |         |         |         |       |         |         | Online  |         |         |       |         |         |         | Online  |         |       |         |         |         |  |  |
| Lectures/Seminar/Workshops  | 1  |         |         |         |         |       |         | 0   |         |         |         |       |         |         | 4   |         |         |       |         |         |         | 4   |         |       |         |         |         |  |  |
| Team Work/Tutorials   | 0  |         |         |         |         |       |         | 0   |         |         |         |       |         |         | 2   |         |         |       |         |         |         | 4   |         |       |         |         |         |  |  |
| Self-study  | 3  |         |         |         |         |       |         | 6   |         |         |         |       |         |         | 2   |         |         |       |         |         |         | 0   |         |       |         |         |         |  |  |
| Project work  | 4  |         |         |         |         |       |         | 4   |         |         |         |       |         |         | 0   |         |         |       |         |         |         | 0   |         |       |         |         |         |  |  |
| Assignment preparation  | 0  |         |         |         |         |       |         | 2   |         |         |         |       |         |         | 2   |         |         |       |         |         |         | 4   |         |       |         |         |         |  |  |
| Hours   | 0  |         |         |         |         |       |         | 0   |         |         |         |       |         |         | 2   |         |         |       |         |         |         | 1   |         |       |         |         |         |  |  |

## Student Module Descriptors

### Who is this resource for?

This resource is written for students to learn more about the content and delivery of the modules. It will be shared with students at least one month before the start of the module via email and in the Virtual Learning Environment.

### What is the aim of this resource?

The Student Module Descriptors provide information for students and other interested professionals to learn more about the content and delivery of the modules within the Master's programme. The content of this resource should provide the information needed for students to prepare for the modules and provide practical information. It will also provide a clear overview of activities and expectations.

### How to fill in this resource?

This is an empty template for KCTs to fill in. To see an example of a filled-out template please review the example [here](#). Please only use the example resource for inspiration (it is non-existing information).



## 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.

☑️ *맞아? 체크!!*

#### 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-disciplinary



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 intercultural 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.

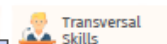
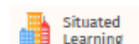
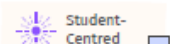
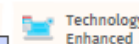
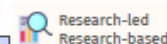
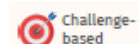
Provide **multiple ways to demonstrate knowledge** by allowing students different ways to show what they have learned.

**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?





# Challenges we faced...

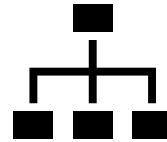
- Time dedication
  - Many requests for PD
  - Overdemanding and time intensive
  - Information overload
- Variety in participants
  - Experience in technology
  - Cultural differences
  - Fluid staffing model



# Tips for designing PD



Invest in (face to face) **community building**: feeling of belonging



Invest in **personalized and just-in-time support**



Ensure continuous **evaluation** and adjustment of the programme



**CHARM-EU**



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**A**ccessible  
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**Interactive moment:  
Please brainstorm on more  
initiatives or activities (from your  
practice or new ideas) for intra- and  
inter-institutional PD.**

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*Reconciling Humanity with the Planet by creating the university of the future*



# Inter-institutional PD activities from literature

- Research activities
- Mentoring
- Coaching
- Peer learning
- Online offerings
- Formal training
- Community learning
- Small group activities
- Meetings
- Curriculum development
- Online resources
- Reflection
- Presentation
- Conference
- Site visit

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