



CHARM-EU (CHALLENGE-DRIVEN, ACCESSIBLE, RESEARCH-BASED AND MOBILE EUROPEAN UNIVERSITY)

DELIVERABLE D5.1 - CHARM-EU: INNOVATIVE MOBILITY MATRIX SYSTEM

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EXECUTIVE SUMMARY: INTERACTIVE MOBILITY MATRIX SYSTEM

International student and employee mobility by the Erasmus+ Programme and its predecessors have been a key component of the European Higher Education Area throughout the last decades. Based on this heritage, the European Commission's European Universities Initiative aims to create inter-university campuses that put a special emphasis on mobility frameworks providing accessible and seamless mobility options to all students and employees of the partner universities.¹ Fully aligned with these aims, CHARM-EU creates a unique international climate in which mobility is considered a "norm".

In practice, the Alliance provides its students and employees - including teachers, researchers, and non-academic staff - with a wide range of inclusive mobility opportunities, while it also focuses on diversifying mobility funding schemes and continuously monitoring, evaluating and, if necessary, modifying mobility activities for quality improvement.

CHARM-EU identifies mobility as a key tool for enhancing the quality of the teaching and learning processes of future students and employees of the CHARM-EU Alliance. The aims and the implementation of mobility activities are inseparable from the overarching CHARM-EU educational principles², pedagogical guidelines³, teaching and learning strategies⁴ and the delivery of these activities. Therefore, CHARM-EU recommends not to implement, evaluate, and award mobility as an independent element, but rather as a guiding framework of the triple mission of higher education, namely 1) teaching and learning, 2) research, development, and innovation, and 3) 'third mission' (service to society or outreach).

In support of the mobility scheme development, the mobility expert team created a tailor-made, Interactive Mobility Matrix that is a dynamic network of concepts and implementation tools in support of embedding mobilities into the curricula, teaching and learning strategies, and services.

The document gives a detailed overview of the background, the conceptual framework, and the core elements of the Mobility Matrix in Chapter 1, whereas Chapter 2 presents in detail the Mobility Matrix. Building on these, Chapter 3 presents a step-by-step guide on how to integrate a transnational and intercultural dimension, including mobilities into the curricula and the teaching and learning strategies.

¹ European Commission (2019): EUROPEAN UNIVERSITIES -A key pillar of the European Education Area. Factsheet. <https://ec.europa.eu/education/sites/education/files/document-library-docs/european-universities-initiative-factsheet.pdf2>

² <https://www.charm-eu.eu/toolkit/charm-eu-educational-principles>

³ <https://www.charm-eu.eu/toolkit/charm-eu-pedagogical-guidelines>

⁴ <https://www.charm-eu.eu/toolkit/teaching-and-learning-strategies-handbook>



CHAPTER 1 – OVERVIEW OF THE INTERACTIVE MOBILITY MATRIX SYSTEM

This chapter provides a brief overview of the rationales, conceptual considerations, and the structure of the Interactive Mobility Matrix System.

CONTEXT & BACKGROUND INFORMATION

International student and employee mobility by the Erasmus+ Programme and its predecessors have been a key component of the European Higher Education Area throughout the last decades. Based on this heritage, the European Commission's European Universities Initiative aims to create inter-university campuses that put a special emphasis on mobility frameworks that provide accessible and seamless mobility options to all students and employees of the partner universities.⁵

Fully aligned with these aims, the CHARM-EU European University Alliance prepared a unique system in which mobility is considered as a 'norm'. Therefore, the Alliance is committed to providing its students and employees – including teachers, researchers, and non-academic staff – with a wide range of inclusive mobility opportunities, diversifying mobility schemes and continuously monitoring, evaluating and, if necessary, modifying mobility activities for quality improvement. As part of the CHARM-EU development process, there is a considerable emphasis on mobility within all the relevant actions of the Alliance.

In practical terms, it means that the CHARM-EU Alliance is committed to providing its students and staff – including teachers, researchers, and non-academic staff – with a wide range of opportunities to interact with their peers in an international environment through the purposeful combination of mobility and internationalisation at home activities. CHARM-EU creates an inclusive and flexible campus (both virtual and physical) where all the community members will be able to gain first-hand experience of what a European University is and to be able to move without obstacles between countries, cities, and campuses of the Alliance.

CONCEPTUAL FRAMEWORK

The starting point of the development process was to identify international mobility activities that have already been funded by the Erasmus+ Programme, including different forms of student and employee mobility. In parallel, a brief desk research of the relevant literature on

⁵ European Commission (2019): EUROPEAN UNIVERSITIES -A key pillar of the European Education Area. Factsheet. <https://ec.europa.eu/education/sites/education/files/document-library-docs/european-universities-initiative-factsheet.pdf2>



international mobility and an extensive stocktaking exercise of the best mobility practices have been conducted.

As a result, CHARM-EU identifies mobility as a key tool for quality enhancement on teaching and learning processes of the future students and employees of the CHARM-EU Alliance. The aims and implementation of the mobility activities are inseparable from the overarching CHARM-EU educational principles⁶, pedagogical guidelines⁷, teaching and learning strategies⁸ and delivery of these activities. Therefore, CHARM-EU recommends not to implement, evaluate and award mobility as an independent notion, rather as a guiding framework of the three mission components of higher education, namely 1) teaching and learning, 2) research, development, and innovation, and 3) 'third mission' (service to society or outreach).

Mobility principles and schemes, furthermore, are defined according to the shared sustainability principles and should reflect on the growing importance of ICT supported teaching and learning context. Last, mobility is organised alongside the inclusivity principles, defined by the Inclusivity work package.

As indicated in the project application, the first deliverable of the Mobility work package (WP5) was to explore the different mobility types and pathways in order to create a tailor-made, Interactive Mobility Matrix Scheme for CHARM-EU students and employees, embedded within all phases of curricula design, teaching, and learning strategies, and services. The Mobility Matrix is a dynamic network of concepts and implementation tools towards achieving mobility as the norm in teaching and learning.

KEY CONSIDERATIONS TO THE INTERACTIVE MOBILITY MATRIX SYSTEM

Bearing in mind the aforementioned conceptual considerations, CHARM-EU was committed to broaden the horizons regarding the general categories of the Erasmus+ Programme that are referred to as 'traditional mobility categories and activities'. As a part of it, the mobility expert team mapped out and defined 'non-traditional mobility subcategories and activities' within the broader categories of the Erasmus+ mobility activities, based on activity and process goals.

Through introducing the term 'non-traditional mobility subcategories and activities', the mobility expert team aims to emphasize new aspects of mobilities, in terms of goals, modality, length, regularity of meetings, beneficiaries and other participants involved, etc. It is also important to highlight that most of the identified activities are not considered as 'new types', because these activities have already existed in different forms, but neither were officially and

⁶ <https://www.charm-eu.eu/toolkit/charm-eu-educational-principles>

⁷ <https://www.charm-eu.eu/toolkit/charm-eu-pedagogical-guidelines>

⁸ <https://www.charm-eu.eu/toolkit/teaching-and-learning-strategies-handbook>



consciously defined in the Erasmus+ Programme nor were widespread outside of the programme.

The Mobility Matrix focuses on core business and analysis of tasks associated with different roles, including students (bachelor's, master's, and PhD), teachers/researchers (academic staff), as well as higher education professionals and administrative support staff (non-academic staff).

The identified subcategories and activities concerning students and all three groups of employees are as follows:

- 1) Learning and development activities, including credit mobility/semester exchange, single course mobility, traineeship/internship/placement, community service, student startup, living lab, or participating in a workshop, seminar, staff week, skills training, employee training, international contest, summer/winter course/school, conference, field trip/excursion, fieldwork as a participant, job shadowing, mentoring, coaching, or creating, sustaining and participating in faculty learning communities;
- 2) Teaching activities, such as curricular teaching activity, participating in summer/winter course/school or field trip/fieldwork as a lecturer, participating in a staff week or a conference as a speaker, providing writing retreat, thesis supervision/tutoring, mentoring, as well as contributing to international contests and facilitating collaborative projects as a teacher;
- 3) Pedagogical design and development activities, including development of teaching materials, course development, curriculum design and counselling;
- 4) Research activities, such as participating in a collaborative research project, a field research or participating in writing retreat;
- 5) Professional, administrative and support activities will be defined in a later phase of the development process.

The innovative elements of the Innovative Mobility Matrix System are as follows:

- 1) Considers mobility as an indispensable and integral conception within the teaching and learning processes and curricula design, not as an independent and external layer within the implementation of the three main mission components of higher education.
- 2) Explores and organises non-traditional mobility categories and activities into a structured system that could be promoted and supported as part of the current Erasmus+ Programme scheme and its successor. This systematisation of the mobility categories and activities creates a unique added value for the development of teaching and learning strategies, as well as the curricula design processes.



- 3) Highlights new dimensions of regularity and modality for contact-making. Besides activities that are implemented in consecutive days, there are activities that require only occasional face-to-face meetings, while others can be replaced and supplemented by virtual meetings, creating space for blended work processes.
- 4) Targets professional activities instead of mobility opportunities and tries to enhance given activities with mobility-elements which would allow cross-disciplinary and role boundaries (e.g., teachers, researchers, administrative staff, and students working together on curriculum development). In this case the combination of different activity-types in one mobility-setting would be possible.
- 5) Benefits of supporting and promoting mobility activities of non-traditional modality types in the European Education Area are as follows:
 - a) Blended or virtual international knowledge exchange fosters longer, product-oriented development projects that do not require consecutive physical presence for the whole duration of the activity but occasional face-to-face meetings.
 - b) Mobility activities carried out in non-traditional modalities are much more suitable to fluid situations such as potential additional short notice lockdowns due to COVID-19.
 - c) Through more intensive initiations of blended and virtual international knowledge exchange, the negative environmental consequences of international mobility are mitigated.
- 6) Promotes non-traditional mobility activities not only within the frames of development projects, but also their implementation in a broader spectrum of higher education in order to acquire wider-scale achievements.
- 7) Through non-traditional mobility, systematically supports underrepresented groups, promotes and protects equal rights and equity of access of students and staff regardless of age; disability; gender; sexual orientation; race including colour, nationality, ethnic or national origin; religion or belief; and socioeconomic background, aligned with the guiding principles of the European Education Area and the Erasmus+ Programme.⁴

HOW TO READ THE MOBILITY MATRIX BELOW?

The Interactive Mobility Matrix collects and presents the various traditional and non-traditional mobility activities. In the outlined version presented below, activities are classified under subcategories that aim to define the broad goals of these activities (see the vertical axis). On the horizontal axis, we provided a general description for the activities. The detailed description – in Chapter 2 – furthermore contains six basic variables in terms of possible participants involved, duration, regularity of meetings, modality, form of participation and funding options available. Options for CHARM-EU curriculum integration is also considered and included in order to

support the establishment of synergies throughout the developments of the curricula design and teaching and learning activities.

The mobility matrix is used internally as part of the CHARM-EU development process on 3 different levels:

1. Supports the conceptualisation of mobility as part of the curricula design, and teaching and learning strategies;
2. Provides an input in a form of a ‘menu’ for the relevant work packages to choose from when it comes down to the development phase;
3. Guides the implementation of mobility activities, supported by supplementary management and administrative services that are discussed in detail in the Interactive Mobility Handbook.

The mobility matrix aims to be used externally for the purposes as follows:

1. For the validation of the aforementioned non-traditional mobility activities in the piloting phase of CHARM-EU,
2. For the promotion of the defined non-traditional mobility activities outside of the CHARM-EU Alliance, based on the results of the pilot phase, and
3. To provide a coherent blueprint for other consortia considering making mobility an integrated part of their curricula as well as their teaching and learning strategies.

Category	Activity	Description of the activity
Learning and Development	Credit mobility / Semester exchange	A credit mobility or semester exchange is a limited period of study abroad - in the framework of on-going studies at a home institution - for the purpose of gaining credits through a number of courses. After the mobility phase, students return to their home institution to complete their studies.
	Single course mobility	A single course mobility is a single course offered to international students for the purpose of gaining credits.
	Workshop (as a participant)	A workshop is generally a single, short (anything from 45 minutes to two full days) educational programme designed to teach or introduce participants to practical skills, techniques, or ideas which they can then use in their work or their daily lives. Workshops are generally small,



		usually from 6 to 15 participants, allowing everyone some personal attention and the chance to be heard. They're often designed for and conducted by people who are working together or working in the same field.
	Seminar (as a participant)	A seminar is a form of academic instruction that has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate.
	Traineeship / Internship / Placement	Traineeship/internship/placement is a planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme.
	Community service	A community service provides international interdisciplinary group/pair of students with the possibility to work on real-life (local) societal challenges to find solutions in cooperation with a local community/organisation.
Learning and Development	Student startup	A student startup is an entrepreneurship programme where students are encouraged to start international businesses together, (optionally) under the guidance of a (business) coach.
	Living Lab	Living Lab is where students work on the same real-world challenges, in competing (international, diverse) teams. They develop, experiment and test innovative solutions, in cooperation with researchers and business. Living Labs can be sponsored by companies, the winning team may be awarded with a (substantial) prize.
	Mentoring	Traditional or non-traditional (peer/reverse/reciprocal/group etc) mentoring : Through mentoring meetings, mentors and mentees share experience, expertise, and advice traditionally with the less experienced one. The goals of mentoring: help accommodate to the norms of the organization; encourage to refine and expand skills and strategies; foster development of a productive balance between research, teaching, and service; guide in progression toward promotion and tenure;



		foster an atmosphere of collegiality and community.
	Coaching	Coaching (performance-based or in-depth): helping relationship between (a) a less experienced employee (acting as a client), and (b) a more experienced employee (acting as a consultant) who uses a range of behavioural and other techniques to help the client achieve a mutually identified set of goals, agreed formally or informally. In this relationship, a coach facilitates a client's active engagement, learning and commitment to a course of action.
	Skills training	Skills training is designed to provide employees with the targeted training they need to gain the knowledge and abilities necessary to fulfill the specific requirements of their job positions. Skills training can also be used to re-educate and retrain employees whenever new technology, processes or systems debut. In addition to skills training for employees, there are also special training programs for graduate and post-graduate students, as well as new graduates who are just getting started to enter the labour market. Such training can be especially beneficial for jobs that require applicants to have experience.
Learning and Development	Staff week (as a participant)	A staff week supports the professional development of HEI staff as well as the development of involved institutions. It may take the form of training events abroad (excluding conferences) and job shadowing/observation periods/training at a partner HEI, or at another relevant organisation abroad.
	Employee training	Employee training: graduate or non-graduate development programmes (workshops, courses, intensive programmes etc) for employers to act as trainer or trainee to improve skills and competences in higher education.



	International Contest (as a participant)	International contest is usually applied in the academic environment to simulate real professional situations that require from the participants a more pro-active attitude than the one shown in conventional coursework. These contests are commonly applied in the scope of a unique course; however, the contest can serve as a tool to bring together interdisciplinary subjects, complementary to the traditional disciplinary structure of the program curriculum. In this particular context teachers/researchers/admins can participate in international contests as competitors to be awarded with e.g., the Horizon Impact Award, that recognises and celebrates outstanding projects in a given field, or equivalent, that have used their results to provide value for society. Students can also take part at such contests as participants to gain knowledge and skills.
	Job shadowing	Job shadowing: a student or employee from one area of the university has the opportunity to work alongside and gain experience of the role of a student or an employee in another job and gain an insight into that particular area. Types of job shadowing: observation, regular briefings, hands on.
Learning and Development	Summer/Winter course/school (as a participant)	Summer/winter school: a comprehensive, intensive programme for employees offered by a school/university or by a private company for developing as a teacher/researcher/administrative staff during the academic vacation Summer/winter course: serve a multitude of purposes: they are sometimes used to bridge the gap between different phases of learning, or to provide additional professional training and qualifications in a specific topic during the summer session in partnering schools and universities.
	Conference (as a participant)	Presenting/participating at a conference (paper presentation, symposium, guided poster presentation, collaborative space contribution, workshop facilitation, etc.): presenting at a conference as a teacher/researcher/admin staff to develop presentation skills, extend professional network, gain fresh overview on the



		actual educational/research/ admin trends. (Student involvement can be in a flipped approach - employees learning from a student presentation).
	Field trip / excursion (as a participant)	A field trip or an excursion (used interchangeably in literature) is a learning experience outside the classroom in order to provide students with experiences outside their everyday activities. Field trips or excursions may be planned for five purposes: 1) to provide firsthand experience, 2) to stimulate interest and motivation in scientific areas, 3) to add relevance to learning and interrelationships, 4) to strengthen observation and perception skills, and 5) to promote personal (social) development. Field trips require 1) extensive preparation, 2) activities that happen on the field trips, including lectures, tours, worksheets, videos and demonstrations, and 3) follow-up activities, e.g., discussions facilitated by the teacher. In this particular context, field trips or excursions support the professional development of teachers/researchers/administrative staff through participating in on-site activities at either university premises or in other relevant environments. Relevant areas of development might be pedagogical competences, good practices in research, project, and quality management etc., while students can be involved if the field trip is related to curricular elements.
Learning and Development	Fieldwork (as a participant)	Fieldwork is an activity carried out in a real, natural environment, rather than in a place of study such as a laboratory or classroom for the purpose of research or study. Fieldwork provides students, teachers, and researchers with an opportunity to investigate the field, to find answers to their own specific questions and to become engaged in thinking in real depth about the topic.



	Faculty learning communities	<p>Faculty learning communities (FLC) are special form of faculty development. It is a peer-led, self-directed group of academic and non-academic staff and graduate students (or a different mix of these) who engage in an active, collaborative, year-long program structured to provide encouragement, support, and reflection on a given professional topic, usually related to teaching and learning issues. It could be a series of informal meetings between interested parties (even from different universities as well) or even a structured workshop. Meetings could be extended by virtually joining others or have a video conference.</p>
Teaching / Supervising	Curricular teaching activity	<p>Classical teaching activities that can be delivered in various forms, e.g. lecture, seminar, workshop, co-teaching, teaching grand tour or teaching carousel. It could range from a short teaching mobility (several hours over a week) to teach a whole semester at a foreign institution.</p>
	Summer/Winter course/school (as a lecturer)	<p>For a detailed description of summer/winter course/school, see line 20. In a context where students are the participants, teachers / researchers are generally responsible for teaching (e.g., through intensive programmes, lectures, seminars, workshops) one or multiple courses, but there is also a possibility to perform a mentoring or supervisory role as part of these extra-curricular activities.</p>
Teaching / Supervising	Conference (as a speaker)	<p>Presenting/participating at a conference (paper presentation, symposium, guided poster presentation, collaborative space contribution, workshop facilitation etc.): presenting at a conference as a teacher/researcher/admin staff to develop presentation skills, extend professional network, gain fresh overview on the actual educational/research/ admin trends. Students can also participate as presenters either for other students or employees, in which case the students are involved in teaching employees in a flipped approach.</p>



	Writing Retreat	The aim of a structured writing retreat is to give dedicated writing time to participants for the purpose of progressing their writing projects in a supportive, non-surveillance environment. It allows participants a distraction free setting to write, as well as the opportunity to speak to and seek feedback from other writers. In this context academics may act as supervisors/facilitators, while writers may be students or fellow academics.
	Staff week (as a speaker)	For a detailed description of staff weeks , see line 15. In this particular context, teachers/researchers/admins can be involved as speakers to share relevant research results, best practices, or innovative projects.
	Field trip / excursion (as a lecturer)	For a detailed description of field trips or excursions , see line 22.
	Fieldwork (as a lecturer)	For a detailed description of fieldwork , see line 23. In this context, teachers can take the role of the facilitator of the learning process.
	International contest	For a detailed description of international contests , see line 18. Teachers/researchers can perform several roles in the context of international contest, such as mentor or coach of a group of students, facilitator of certain activities or an evaluator/jury of the processes and outcomes of the contest.
Teaching / Supervising	Collaborative project (as a facilitator)	Collaborative project is a student-centered group activity that goes on over a period of time, resulting in a product, presentation, or performance. It typically has a timeline and milestones, and other aspects of formative evaluation as the project proceeds. As part of the project, students are given open-ended projects or problems with more than one approach or answer, intended to simulate professional situations, while it includes the teacher, researcher, or administrative staff in the role of facilitator or coach.



	<p>Thesis supervision/tutoring</p>	<p>Thesis supervision involves a student and a supervisor (sometimes an additional co-supervisor as well). Writing a thesis is a complex process and it involves teaching and learning components, but research elements as well so this activity could be on the boundary of teaching and research roles. Thesis supervision could take many forms depending on the working style of the student and the supervisor(s), it could range from a fully self-directed learning experience to a more structured process-lead approach. Institutional regulations could require a certain number of meetings between the supervisor(s) and the students and there is an added value in face-to-face meetings but this can be realized virtually as well.</p> <p>Thesis tutoring differs from supervision as it is not a long-term relationship between the students and the tutor but rather the tutor enters the process at a certain point where the students need specific content-wise or research-methodology advice.</p>
<p>Teaching / Supervising</p>	<p>Mentoring</p>	<p>For mentoring in a faculty development perspective, see line 3. From a teaching perspective we describe a few possible types of mentoring in higher education setting in a student-teacher relationship.</p> <p>Study mentor: When a mentor guides students in their studies, helping them plan their individual learning paths and supporting them in realizing the intended learning outcomes of an educational programme. It could serve as an induction process for the students to get to know the institution and the educational programme better.</p> <p>Career guidance mentor: This type of mentoring relates to the career prospects of future graduates, where the mentor supports students in finding the right job for their skills or finding the right opportunities to develop themselves in order to fulfill the requirements of a certain job.</p> <p>Mentoring related to internship: Certain educational programmes require an internship period to be completed over the period of studies. A mentor could accompany students from the designated workplace and/or from the</p>



		<p>university to support the workplace learning of students and the alignment of this learning to the educational goals of the given programme.</p>
<p>Pedagogical design & development</p>	<p>Development of teaching materials</p>	<p>Teachers often involved in pedagogical development: either developing teaching materials for a course, creating a new course or even a whole educational programme. These activities gradually require more time and more collaboration from different stakeholders. While developing teaching materials could be done individually or in pairs, virtually, creating a whole educational programme, aligning learning outcomes, labour market needs etc. would require more face-to-face meetings.</p>
	<p>Course development</p>	
	<p>Curriculum design</p>	
	<p>Counselling</p>	<p>As third mission activities becoming more and more important in higher education, different consultancy roles are being fulfilled by academics. From a teaching perspective it would involve a range of activities, e.g., serving as experts in committees, evaluating proposals, provide feedback on educational programmes, participate in accreditation committees and field visits, serve as an external evaluator in a quality management scheme for institutional or curriculum development projects etc.</p>
<p>Research</p>	<p>Collaborative research project</p>	<p>Collaborative research project aims to facilitate collaboration between faculty and students and promote interdisciplinary research. By participating in that, faculty can find colleagues with whom to collaborate and students who may be interested in assisting with their projects. Likewise, students can find opportunities to work</p>



		with faculty on research projects or even seek a mentor for their own original projects.
	Field research	Field research is the stage of a research project in which data is collected, whether this be in the form of interviews, group discussions, observations, or materials for semiotic or cultural analysis. The aim of the activity is to support researchers in gathering data in the pursuit of the creation of new knowledge. Students can also support these activities as research assistants.
	Writing retreat	For a detailed description of writing retreat , see line XY. In this context, students have the opportunity to write their thesis, dissertation, or publication for academic progression purposes.
Professional, administrative and support activities	Regular management activities	The mobilities related to professional, administrative and support activities concern actual work activities that are performed in order to support and effectively maintain the everyday operation of the institution in a collaborative manner. It might involve meetings, active work slots with co-workers, etc.
	Project management activities	



CHAPTER 2 – DETAILED INTERACTIVE MOBILITY MATRIX

Category	Activity	Participants						Duration					Regularity of meetings	Modality			Form of participation			Funding							
		Main beneficiaries		Involvement of other participants in mobility		Main beneficiaries		Involve ment of other partici- pants in mobility		very short (< 1 week)	short (1 week - 1 month)	mid-length (1 - 3 months)		long (3 - 6 months)	very long (> 6 months)	consecutive days	occasional	physical	blended	Hybrid	virtual	individual	pair	group	EU funding	other external funding	university funding
		Students	Teachers	Administrative staff	Researchers	Teachers	Administrative staff	Researchers	Students																		
Learning and Development	Credit mobility / Semester exchange	x	X									x			x	x	x	x						x	x		
	Single course mobility	x	X						X	x				x		x	x	x	x			x				x	



	Workshop (as a participant)	x				x	x	x	X (flipped approach)	x	X					x	x	x	x	x	x	x	x	x		
	Seminar (as a participant)	x				x	x	x	X (flipped approach)	x	x	x	x			x	x	x	x	x	x	x	x	x	x	
	Traineeship / Internship / Placement	x	x	x							x	x	x			x	x						x	x		
	Community service	x	x								x	x				x	x	x			x				x	
	Student startup	x	x	x									x	x	x	x	x	x					x			x
	Living Lab	x	x										x	x		x	x	x								x



	Mentoring	x				x	x	x	x			x	x	x	x			x	x	x	x	x	x
	Coaching	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Skills training	x	x	x	x	x	x	x		x	x				x	x	x	x	x	x	x	x	x
	Staff week (as a participant)					x	x	x	X (flipped approach)	x					x	x	x	x	X	X	X	x	x



	Employee training					x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	International Contest (as a participant)	x	x		x	x	x	x	X (flipped approach)	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x
	Job shadowing	x				x	x	x		x	x				x	x	x	x	?		x	x	x	?	x			x
	Summer/Winter course/school (as a participant)	x				x	x	x		x	x				x	x	x		x	x	x	x	x	x	x	x	x	x



Conference (as a participant)	x					x	x	x		x					x	x	x	x	x	x	x	x	x	x	x
	x					x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
	x	x		x	x			x								x	x	x					x	x	x



	Faculty learning communities	x					x	x	x	x						x	x	x	x					x			x
Teaching / Supervising	Curricular teaching activity						x		x			x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
	Summer/Winter course/school (as a lecturer)						x		x	x					x		x		flipped approach (virtual component as preparation)	x		x	x	x	x	x	x
	Conference (as a speaker)	x					x	x	x	x					x		x		X	x	x	x	x	x	x	x	x



	Thesis supervision/tuto ring				x	x		x		x		x	x	x	x		x	x	X	x	x	x	x	x		x	x
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	Mentoring					x		x	x							x	x	X	x	x		x	x	x	x	
Pedagogi- cal design & develop- ment	Development of teaching materials	x				x	x	x		x	x					x	x	X		x	x	x		x	x	x
	Course development	x				x	x	x	x		x	x				x	x	X	x	x		x	x	x	x	x
	Curriculum design	x				x	x	x	x			x	x			x	x	X	x				x	x	x	x



	Counselling				x		x			x	x					x	x	x	X	x	x	x	x	x	x	x
Research	Collaborative research project	x			x			x		x	x	x	x	x		x	x	x	X	x	x	x	x	x	x	x
	Field research	x			x			x		x	x	x	x		x	x	x		X	x		x	x	x	x	x
	Writing retreat	x			x										x	x	x									x
Professional, administrative and	Regular management activities						x	x	x						x	x			X	x	x	x	x	x	x	



support activities	Project management activities					x	x	x		x	x								x	x		X		x	x	x	x	x	x	x	x	x
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CHAPTER 3 – TRANSNATIONAL AND INTERCULTURAL LEARNING TOOLKIT

CONTENT AND STRUCTURE OF THE T&I LEARNING TOOLKIT

What is the aim of this resource?

This document presents an explanation of the transnational and intercultural dimension of the teaching and learning processes under development within the CHARM-EU Alliance as well as an introduction to a variety of tools and guidelines for integrating a transnational and intercultural dimension into the CHARM-EU curricula.

Who is this resource for?

This resource is for any CHARM-EU educational advisor, teacher or KCT educationalist seeking to strengthen the transnational and intercultural dimension of the teaching and learning practices within the CHARM-EU education programmes.

How should I use this resource?

This resource can be used as a practical guide for understanding, planning, designing and evaluating the CHARM-EU internationalisation agenda and its accompanying transnational and intercultural teaching and learning processes/practices within the CHARM-EU education programmes.

You will find also practical checklists and a step-by-step guide that you can use to integrate transnational and intercultural learning through the tool of mobility into your module design.

CONTEXT AND BACKGROUND

Internationalisation perspectives and actions

Internationalisation of educational programmes is at the core of CHARM-EU. CHARM-EU aims to create a transnational and intercultural learning environment realised through the actions of internationalisation. *Internationalisation* is “the process of integrating an international, intercultural, or global dimension into the purpose, functions and delivery of post-secondary education” (Knight, 2002, p. 2).

In general, internationalisation refers to all activities that are implemented either at a secondary (‘host’) institution, therefore falls under the category of *internationalisation abroad (IA)* or at the primary (or ‘home’) institution through *internationalisation at home (IaH)* activities (Erdei & Káplár-Kodácsy, 2020). *Internationalisation at home* refers to the “purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015). It also refers to



teaching, learning as well as student services in a culturally diverse setting; is strongly linked to the development of international, intercultural and global perspectives in all students; and concerns all beneficiaries and all processes (administrative processes as well as teaching, learning and research processes). It has implications for the curriculum, for general staff development, professional development for academic staff, services, systems administration, and campus culture (Leask, 2004). This approach therefore raises the importance of internationalising all activities and learning outcomes not only for those who carry out a cross-border learning activities, but for those students who remain at the ‘home institution’. Virtual exchange programmes in this approach fall into the category of IaH activities (Erdei & Káplár-Kodácsy, 2020).

This approach furthermore “emphasises the importance of internationalising learning outcomes for all students, not simply those who study abroad” (EAIE, n.a). Internationalisation at home can be depicted through the following principles, as it:

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with ‘cultural others’ in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another lingua franca.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.

As a result, there is a strong focus on *internationalising the curriculum* as part of the internationalisation at home agenda that will be described in detail in the next steps.

Apart from the above, *internationalisation abroad (IA)* refers to “the movement of people, knowledge, programs, providers and curriculum across national or regional jurisdictional borders” (OECD, 2004, p. 19). International student and staff mobilities are the most prominent tools of internationalisation abroad. *International student mobility* refers to a certain study period of an educational programme that is integrated into the curriculum, taking place outside the geographical boundaries of the country of residence in order to provide students with a unique learning experience abroad, enhancing their intercultural, language, social and personal as well as professional competences (Clarke et al., 2009; Erdei & Káplár-Kodácsy, 2020; Kumpikaite & Duoba, 2011; Nilsson & Ripmeester, 2016; Smith & Mitry, 2008). *International staff mobility* refers to a certain period of time spent outside the geographical boundaries of the



country of residence by academic staff – including teachers, researchers – as well as non-academic staff with the purpose of enhancing the quality of the students’ experience, while these international staff mobility programmes also provide the participants with extensive professional development opportunities (Horváth et al., 2020).

Even though internationalisation at home and abroad might be seen as independent practices, Leask (2004) states that “the integration of experiences, practices and processes ‘there’ with experiences, practices and processes ‘here’ will assist us to improve teaching and learning outcomes in all students and, in particular, our stated goal of developing international perspectives” (p. 4.). Nevertheless, the question arises: “is it possible to completely separate internationalisation at home (‘here’) from internationalisation somewhere else (‘there’)?” (Leask, 2004, p.5).

The CHARM-EU model of international activities reflect on the action of mobility by taking efforts to diminish the barriers between the aforementioned activities and by combining all activities that are necessary to the development of a transnational and intercultural climate. It is done in compliance with the emerging concept of internationalisation at a distance (IaD), introduced by Ramanau (2016), which complements the previously presented internationalisation concepts. According to Mittelmeier et al. (2020), “all forms of education across borders where students, their respective staff, and institutional provisions are separated by geographical distance and supported by technology” (p. 4). In other words, IaD provides international students with the possibility to exchange their ideas across border with the support of ICT technologies, yet goes beyond the scope of IaH activities as it involves “a broader intended audience than simply “home” students, given the physical distance between students and their corresponding institutions, staff, or peers” (Mittelmeier et al., 2020, p. 5).

For a more detailed description of the main concepts and approaches in internationalisation, see *Figure 1*.

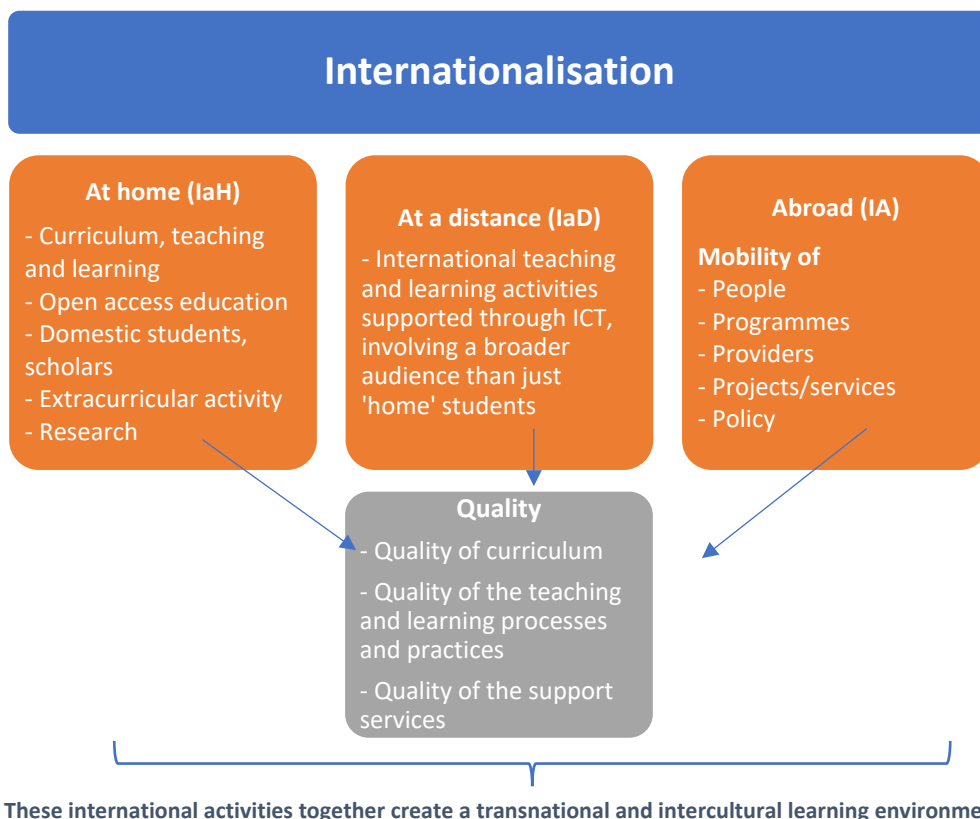


Figure 1 – Main concepts of internationalisation of higher education

The CHARM-EU model of international activities

CHARM-EU purposefully integrates international mobility and internationalisation at home activities into its operation, especially in relation to the delivery of its educational programmes. Student and staff (incl. faculty and administrative staff) mobility has been a key component of all internationalisation actions within the European Higher Education Area throughout the last decades and it has been supported by the ongoing Erasmus+ Programme and its predecessors. The European Commission’s European Universities Initiative aims to create inter-university campuses that put a special emphasis on mobility frameworks that provide accessible and seamless mobility options to all students and staff of the partner universities.⁹

In line with these aims, CHARM-EU is preparing a unique international climate in which mobility is considered as a “norm”. In practical terms, it means that the CHARM-EU Alliance is committed

⁹ European Commission (2019): EUROPEAN UNIVERSITIES - A key pillar of the European Education Area. Factsheet. <https://ec.europa.eu/education/sites/education/files/document-library-docs/european-universities-initiative-factsheet.pdf>



to providing its students and staff - including teachers, researchers, and non-academic staff - with a wide range of opportunities to interact with their peers in an international environment through the purposeful combination of mobility and internationalisation at home activities. CHARM-EU creates an inclusive and flexible campus (both virtual and physical) where all the community members will be able to gain first-hand experience of what a European University is and to be able to move without obstacles between countries, cities and campuses of the Alliance.

Following the above principles, CHARM-EU identifies mobility as a key tool for enhancing the quality of all teaching and learning processes for all prospective CHARM-EU citizens. CHARM-EU students and staff therefore will be part of one university community with multiple campuses across countries creating a unified international ecosystem with seamless mobility flows and accompanying international activities following the below principles:

- There is a structured integration and active support of all students and staff - who are located at one partner institution at a given time.
- All partner institutions support the international experience of students and staff who are currently located at the institution as well as those who are currently on mobility.
- Conclusively, there is no difference between “local” and “mobile” students and staff in terms of their teaching and learning experience.

The international ecosystem of CHARM-EU provides the environment for transnational and intercultural learning for all students and staff, that is to be presented in the next sections.

Transnational and intercultural learning (*pedagogical guideline*)

Transnational and intercultural learning (TIL) refers to those teaching and learning processes and activities that occur in the context of internationalisation, especially through internationalisation abroad and internationalisation at home activities, as described above.

The ‘transnational’ component of TIL refers to educational environments in which the “cross-border movements of people, institutions, systems and programs” take place (Kesper-Biermann et al., 2018, p.116). Based on the definition provided by the Palgrave Dictionary of Transnational History, it also refers to “people, ideas, products, processes and patterns that operate over, across, through, beyond, above, under, or in-between policies and societies (...) or addresses the flows of people, goods, ideas or processes that stretched over borders” (“Palgrave Dict. Transnatl. Hist.,” 2009, p.17.). Therefore ‘transnational’ refers to all teaching and learning processes that involve or heavily build on the physical relocation of the students and/or teachers, as well as benefits from the remote, virtually mediated, yet active collaboration of the main stakeholders across nations, creating unique learning opportunities for all beneficiaries.



On the other hand, intercultural learning refers to those teaching and learning processes and activities that support “the acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own. It is developmental in the sense that learners advance through stages of progressively more sophisticated levels of understanding. This understanding includes that of different cultures as well as their own. Specifically, to develop cultural awareness, it is important for a learner to have this sense of cultural self-awareness, which will form the basis for comparisons that are inevitably made by the learner” (Lane, 2012, p. 1618). Intercultural learning nevertheless it not an ‘easy thing to achieve’ (Leask, 2004), therefore the purposeful planning and structured integration of specific intercultural learning outcomes into the curriculum design is essential and necessary.

Transnational and Intercultural Learning (TIL) therefore refers to those teaching and learning processes that purposefully build on, exploit, and benefit from the international and intercultural diversity of all parties who are involved in the educational process. TIL incorporates a transnational and intercultural dimension into the complete design of the educational processes, including learning goals, content, teaching & learning activities, learning environment, instructional materials, tools & resources, assessment and extra-curricular activities as part of the design and delivery of the curriculum, following the constructive alignment approach (Biggs, 2003).

Transnational and intercultural learning environment provides students with the possibility to enhance or develop a number of competences through transnational and intercultural T&L processes and activities. An indicative list of competences can be found below (Erdei & Káplár-Kodácsy, 2020):

1. Intercultural competences
 - a. Cultural, intercultural, and cross-cultural skills
 - b. Intercultural communication competences and skills
 - c. Intercultural and cross-cultural awareness
 - d. Intercultural and cross-cultural sensitivity
 - e. Global or world-mindedness, global competence
2. Language competences
 - a. Foreign language competences
 - b. Communication competences, including oral and written communication skills
3. Professional competences
 - a. Academic knowledge and skills
 - b. ICT skills
 - c. Learning skills
 - d. Problem solving
 - e. Creativity



- f. Organisational skills
 - g. Management skills
 - h. Critical thinking
 - i. Decision making skills
 - j. Others, such as ethics, adaptability, initiative, assertiveness, decisiveness, persistence, analytical skills, planning, co-ordinating
4. Personal and social competences
- a. Teamwork
 - b. Collaboration skills
 - c. Others, such as mindset, awareness, maturity, lifestyle choices, personal skills, sense of adventure and self-confidence, feelings of independence and self-efficacy, confidence, open-mindedness, consciousness of European identity

Development of intercultural competences is at the forefront of all transnational and intercultural learning processes; therefore, it is necessary to elaborate on this topic in detail. Intercultural competence can be defined as the “ability to interact effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2009, p. 246), as well as the “knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviours; and relativizing one’s self. Linguistic competence plays a key role” (Byram, 1997, p. 34, cited by Deardorff, 2006, p. 247). “As found, the notion of intercultural competence is a multifaceted and widely interpreted concept that is often characterized by and associated with related ideas, such as intercultural proficiency, global awareness, adeptness at intercultural communication, openness to diverse people, intercultural sensitivity, ability to work effectively in a multicultural environment, tolerance and respect for others (Clarke et al., 2009) as well as cultural awareness, cultural intelligence, global mindedness, cultural sensitivity and empathy, cultural adaptability, language skills or cross-cultural communication skills (Roy et al., 2019). These terms refer to a wide range of possible intercultural outcomes that can be generated by the participation in student mobility programmes (Stebleton et al., 2012)” (Erdei & Káplár-Kodácsy, 2020, p.26-27). Intercultural competences therefore can and need to be purposefully reflected on when designing the programme and module learning outcomes, as well as incorporated into all T&L activities and assessment schemes.

Transnational and intercultural learning outcomes that can be developed or enhanced through international student mobility and IaH activities, e. g. virtual exchange programmes seem to be planned, integrated purposefully, and reflected on into the curriculum and all teaching and learning processes to varying degrees and with different intensities. Even though informal and non-formal learning have an important role in the acquisition and development of the aforementioned knowledge, skills and competences throughout interacting and collaborating in diverse groups, in order to navigate this learning through the curriculum and maximise the

transnational and intercultural learning potential for students, formalisation and structured support of such learning processes are essential.

ROADMAP OF CREATING A TRANSNATIONAL AND INTERCULTURAL LEARNING ENVIRONMENT WITHIN THE CHARM-EU EDUCATIONAL PROGRAMMES

You can find a step-by-step guide on how to create a transnational and intercultural learning environment within the CHARM-EU educational programmes below. The first 4 steps support you defining the student mobility activities and the last step helps you searching for teaching mobility opportunities that can support the efficiency of all teaching and learning processes.

Step 1: Reviewing the module description

Step 1.1. Please open the module description to review the module learning outcomes (MLOs) and start going through the following list of competences (knowledge, skills, and attitudes) in order to indicate which ones correlate to the MLOs of your module in the first column! If you have the list of selected competences, please think about which competence areas might require the integration of a strong transnational and intercultural dimension into your module for their efficient development.

Competence category	Student competences to be developed through transnational and intercultural learning	Relevance to your MLOs (<input type="checkbox"/>)	Need for integrating a transnational and intercultural dimension into T&L for its development (<input type="checkbox"/>)
Intercultural competences	Cultural, intercultural, and cross-cultural skills		
	Intercultural communication competences and skills		
	Intercultural and cross-cultural awareness		
	Intercultural and cross-cultural sensitivity		
	Global or world-mindedness, global competence		
Language competences	Foreign language competences		
	Communication competences, including oral and written communication skills		
	Academic knowledge and skills		



Professional competences	ICT skills		
	Learning skills		
	Problem solving		
	Creativity		
	Organisational skills		
	Management skills		
	Critical thinking		
	Decision making skills		
	Others, such as ethics, adaptability, initiative, assertiveness, decisiveness, persistence, analytical skills, planning, co-ordinating		
Personal and social competences	Teamwork		
	Collaboration skills		
	Others, such as mindset, awareness, maturity, lifestyle choices, personal skills, sense of adventure and self-confidence, feelings of independence and self-efficacy, confidence, open-mindedness, consciousness of European identity		

Step 1.2. If you have used the (tick) icon in several cases in the second column, it indicates that you shall consider integrating a transnational and intercultural dimension into your module! In order to do so, the following steps of the toolkit provides you with several checklists and hands-on tips on how to enhance the transnational and intercultural dimension of your module through introducing a number of activities.

In order to enhance the transnational and intercultural dimension of your module, you shall focus on the internationalisation of the curriculum first, regardless of planning any physical relocation of students and staff, such as a mobility activity or a large-scale virtual collaboration activities, e.g., virtual exchange programmes for students and/or staff.

Step 2: Internationalising the curriculum

Please read the following text on how to **internationalise curriculum on module level**¹⁰ and tick (☑ icon) those tips you find especially useful for designing the module!

A successfully internationalised curriculum provides students with the knowledge and skills to perform competently (professionally and socially) in an international environment. This resource outlines approaches and useful strategies for integrating international perspectives into module content and learning and teaching activities and cultivating culturally inclusive learning environments.

Step 2.1. Internationalising module content & design

Ideally, module content should include diverse perspectives on social, economic, political and/or environmental issues and differences in professional practices across cultures. Some tips for broadening topic areas through intercultural approaches include.

☑	Tips and ideas
	Including subject matter relating to global, intercultural perspectives (e.g., inclusion of international and national case studies, examples, illustrations, etc.).
	Addressing how knowledge may be constructed differently across cultures;
	Using real-life or simulated case studies which examine cross-cultural communication, negotiation and conflict resolution;
	Referring specifically to intercultural communication in professional practice;
	Examining how professional practices vary in other cultures;
	Including content from both local and international sources;
	Including topics on ethical issues in globalization, such as social justice, equity, human rights and related social, economic and environmental issues;
	Focusing on the historical development of issues relating to current international issues/practices;
	Examining content that addresses critical global environmental issues;
	Comparing and contrast international and cross-cultural research findings, policies, programmes and institutional programmes;
	Drawing on cross-cultural databases and sources of information.

¹⁰ Adapted from the Internationalisation of the Curriculum Strategy of the Federation University, Australia. <https://federation.edu.au/staff/learning-and-teaching/curriculum-quality/internationalisation-of-the-curriculum>



Step 2.2. Internationalising teaching & learning activities

Ideally, staff should use a wide range of teaching and learning strategies that are specifically designed to develop students who demonstrate international perspectives as professionals and as citizens. Tips for internationalising learning and teaching activities include:

<input checked="" type="checkbox"/>	Tips and ideas
	Integrating global issues and cross-cultural perspectives into learning tasks;
	Asking students to consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and cultural perspectives;
	Encouraging students from different cultural backgrounds to contribute relevant examples from their home country or community;
	Including an international component in problem-solving exercises and/or research assignments;
	Including activities/tasks which require students to critically reflect on international or intercultural matters (e.g. by keeping a reflective journal);
	Highlighting to students the ideology behind any given discipline and how it has developed, and discuss and analyse any cultural aspects of this;
	Examining the ways in which diversity can impact on the value positions and attitudes of students in multicultural societies and what impacts it can have on how the subject matter is approached;
	Comparing and contrasting how issues of multiculturalism are dealt with in different nations, and how this impacts citizens both in terms of their personal lives and in professional practice;
	Including activities that examine how culture can impact on the application of knowledge socially, scientifically, and technologically and how this can advantage or disadvantage people from different cultural backgrounds;
	Using fieldwork with local organisations working on international projects or national projects with an intercultural focus;
	Encouraging students to compare/contrast how cultural influences can impact on the construction of knowledge around the world;
	Creating a safe, non-threatening learning environment in which students can express their own views/opinions while respecting those of other students and staff;
	Facilitating dialogue and collaborative learning activities between students from different cultural backgrounds which will increase the potential for deep learning and cross-cultural understanding;
	Creating group-based opportunities to learn more about students' backgrounds through such tools as student surveys or brief "get-to-know-you" ice-breaker activities;



	Using team tasks to encourage students to engage with others from different social, cultural, economic, political and/or religious backgrounds (e.g., multi-cultural teamwork, contacting international students in overseas universities via email, chat-rooms or list-serves).
	Exploring the impacts on culture on the development of specific approaches to the profession/discipline;
	Encouraging students to analyse the issues, methodologies and possible solutions related to current areas of debate within their discipline(s) from a range of cultural perspectives.

Step 2.3. Internationalising instructional materials, tools & resources

Ideally, staff should use a wide range of teaching tools, resources and support materials that assist students with acquiring the knowledge, skills, and attitudes of a global citizen. Tips for internationalising your learning materials, tools and resources include:

<input checked="" type="checkbox"/>	Tips and ideas
	Using online resources, textbooks, and workshop materials from international sources, in different languages which are culturally sensitive and demonstrate respect for the diversity of the student body;
	Using recently published, international journal articles, conference papers, and texts implying diverse perspectives;
	Including materials and research from national, international, and intergovernmental organisations to ensure students have a global perspective on their discipline(s).
	Using up-to-date multimedia technologies and electronic equipment to ensure that students can develop their intercultural skills in these areas;
	Including role-plays and simulations of international or intercultural interactions;
	Including presentations / guest lectures from industry / professionals with international experience in specific topics in the module;
	Using electronic links and networks, such as email chat groups and list-serves, with students of the discipline(s) in other countries;
	Encouraging students to locate, discuss, analyse and evaluate information in various languages and from international authors from various research backgrounds from a range of learning materials (e.g., online resources, textbooks, journal articles, conference papers, video-recordings)



Step 2.4. Internationalising assessment practices

Ideally, assessment tasks should measure the specific knowledge, skills and attitudes of students that are related to the list of competences provided earlier. Tips for internationalising assessment include:

<input checked="" type="checkbox"/>	Tips and ideas
	Making assessment criteria related to global/multicultural capability explicit to students;
	Mapping out the links between assessment criteria and international standards in the discipline area or profession for students, so that they are aware of why the assessment items are important.
	Using assessment tasks early in the module which provide feedback on students' background knowledge, validating national knowledge in international context, so that teaching can be modelled in such a way as to 'fill in' any gaps in requisite knowledge or skills and hence combat risk of failure;
	Including assessment items that draw on cultural contexts as well as disciplinary knowledge (e.g., comparative exercises that involve comparing/contrasting local and international standards, practices, issues, etc.);
	Including both individual and group projects, so that students' ability to work with others, consider the perspectives of others, and compare and contrast the diverse perspectives of other individuals is assessed;
	Designing assessment tasks that require students to present information to, and receive feedback from, an 'international' or cross-cultural audience;
	Designing activities that encourage students to interact with other another (real or virtual).
	Including the use of peer evaluation and feedback in an intercultural context.

Step 2.5. Internationalising extra-curricular activities

Finally, the following table provides educational programme-level ideas next to those that can be used on a module-level. Some of these activities might be connected to and/or implemented the extra-academic actors of CHARM-EU.

<input checked="" type="checkbox"/>	Tips and ideas
	Encourage students and staff to study foreign languages - this will enable students to appreciate the difficulties faced when trying to communicate in foreign languages;
	Encourage students to complete a workshop in intercultural communication or international studies;
	Provide students with information about the institutional support which are available to assist them with managing academic and personal issues, especially during times of stress, so as to reduce the risk of attrition or failure;



	Introduce peer mentoring schemes that include domestic student mentors supporting international students in order to encourage cross-cultural interactions among students;
	Participate in professional development activities designed to enhance teachers' intercultural awareness, including strategies for assessing and providing feedback to international students.

Step 3: Familiarising yourself with the CHARMobility scheme for students

As the above steps indicated, internationalising the curriculum is an important step towards introducing a transnational and intercultural dimension into the module. Nevertheless, in order to support the further development of certain competences, you shall consider integrating a mobility activity into the curriculum.

Please read the following text to get an overview on the proposed mobility scheme for students within the CHARM-EU educational programmes.

Step 3.1. Getting to know the CHARMobility experience

As part of the CHARMobility system, students will be advised to undertake multiple mobilities, not just in traditional (semester exchange and traineeship), but in non-traditional forms as well (non-traditional mobilities refer to all mobility types – regardless of purpose, length, modality etc. –, that do not fall under the traditional category). CHARM-EU therefore promotes a wide range of mobility activities that reflect on the diverse learning needs of the students, thus offering all CHARM-EU students a personalised and unique learning path.

Working towards a sustainable and innovative CHARMobility system, CHARM-EU integrates virtual exchange programmes, physical mobility opportunities and as a combination of those, blended mobility into its educational programmes. As part of its innovative CHARMobility system, students will also have the possibility to experience short-term or mid-term student mobilities that will be provided to students individually, in pairs or even in groups not just with their peers, but also with CHARM-EU faculty.


Within the CHARMobility system, students are advised to undertake a mobility with a physical component in at least one additional country aside from the one in which they started their studies, depending on the learning outcomes of the module. Exceptions in physical mobility can be permitted for reasons of inclusivity and/or in the case of force majeure such as natural diseases, pandemics, or other unexpected situations that prevent physical mobility.

Step 3.2. Reviewing examples of students' CHARMobility journeys

CHARM-EU students will be offered a predefined set of mobility options where they can choose from. CHARM-EU mobility options will be integrated into the educational programme by KCTs


with the support of the mobility expert team. CHARM-EU therefore will offer embedded, yet flexible mobility options for students. Based on the pre-defined mobility opportunities and the individual preferences, each student will have a customised and unique student journey with differing mobility experiences. Students' mobility journey will be customised in coordination with CHARM-EU staff, including teachers and/or mentors and JVAO colleagues.

Please find 3 exemplar scenarios of the possible student mobility journey below. It is important to note here that the scenarios provide an extensive list of mobility opportunities in order to represent the great variability of possible mobility activities. Please note that these examples do not necessarily indicate the exact mobility types that will be embedded into the pilot master's programme, nor the compulsory number of mobilities students have to complete within CHARM-EU.




SCENARIO 1

Introduction phase	Elective phase	Capstone phase
<ul style="list-style-type: none"> • 1 week-long Winter School with virtual exchange • 2 week-long virtual seminar 	<ul style="list-style-type: none"> • 5 day-long Conference on campus or other location • 12 week-long project-work with a short-term physical mobility • 1 week-long hackathon with a virtual aspect 	<ul style="list-style-type: none"> • 8 week-long internship (physical mobility) • 4 week-long project work with blended mobility

SCENARIO 2

Introduction phase	Elective phase	Capstone phase
<ul style="list-style-type: none"> • 8 week-long seminar with virtual exchange • 1 week-long Winter School on campus 	<ul style="list-style-type: none"> • 12 week-long studies with physical mobility (phase mobility) • 1 week-long workshop with blended mobility • 12 week-long mentoring with a short-term physical mobility 	<ul style="list-style-type: none"> • 12 week-long project-work with physical mobility (phase mobility)



SCENARIO 3

Introduction phase	Elective phase	Capstone phase
<ul style="list-style-type: none"> • 12 week-long project-work with virtual exchange 	<ul style="list-style-type: none"> • 1 week-long conference with virtual exchange • 1 week-long hackathon with virtual mobility • 1 week-long physical fieldtrip 	<ul style="list-style-type: none"> • 10 week-long fieldwork with physical mobility • 12 week-long supervisory collaboration with 2 short-term physical mobilities

Note from a financial point of view: where blended mobility is mentioned with short (5-30 days) physical mobility, virtual collaborative activities have to be implemented before and/or after the activity in order to be eligible for funding in the Erasmus+ 2021-2027 Programme.

Step 4: Integrating international student mobility activities into the module

Step 4.1. Reviewing the module description and aligning it with the competence checklist

Step 4.1.1. Please review your competence checklist from Step 1.1 and specify those competences that need to be developed **extensively** in the module based on the MLOs! These competences will represent the foundation for mobility integration.

Competence category	Student competences developed through mobility
Intercultural competences	
Language competences	
Professional competences	
Personal and social competences	

Step 4.1.2. Parallely with the above, please highlight those module learning outcomes that reflect the abovementioned skills and competences in the module description!

Step 4.1.3. Please emphasize min. 2 – max. 5 units of the module description that contains the greatest number of mobility-related MLO highlights. The units can represent e.g., 1 week, 1 specific topic or theme, but it can also be the entire module if is strongly connected to the transnational and intercultural learning outcomes.

Step 4.1.4. Please review the content, teaching and learning activities, as well as assessment practices connected to the highlighted MLOs within the chosen units! Apart from the MLOs, these elements will provide the connection to the planned mobility activities.

Step 4.2. Searching for possible student mobility activities

Step 4.2.1. Please familiarise with the Innovative Mobility Matrix system through reading the following short description!

The Innovative Mobility Matrix system of CHARM-EU collects and presents various traditional and non-traditional mobility activities. In the outlined version below, activities are classified under 5 main categories. The mobility categories aim to define the broad goals of these activities, while the detailed mobility matrix provides a general description for each and every mobility activity as well.

The identified mobility subcategories and activities concerning students and employees are as follows:



<p>Learning and development activities</p>	<ul style="list-style-type: none"> - credit mobility/semester exchange - single course mobility - traineeship/internship/placement - community service - student start-up - living lab - workshop - seminar - staff week - skills training - employee training - international contest - summer/winter course/school - conference - field trip/excursion - fieldwork - job shadowing - mentoring - coaching - faculty learning community participation
<p>Teaching activities</p>	<ul style="list-style-type: none"> - curricular teaching activity - summer/winter course/school - field trip/fieldwork - staff week

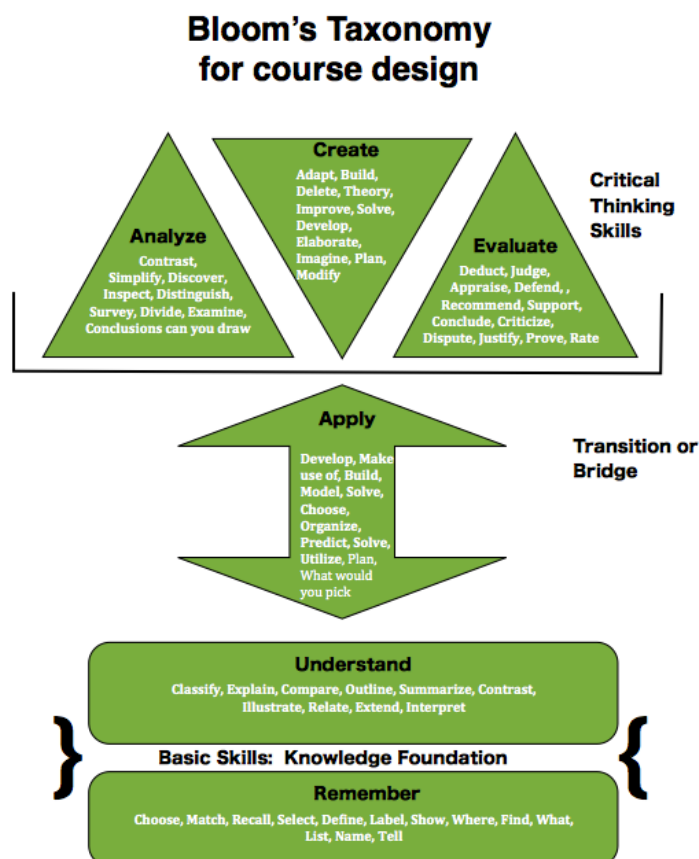


	<ul style="list-style-type: none"> - conference - writing retreat - thesis supervision/tutoring - mentoring - international contest - collaborative project
Pedagogical design and development activities	<ul style="list-style-type: none"> - development of teaching materials - course development - curriculum design - counselling
Research activities	<ul style="list-style-type: none"> - collaborative research project - a field research - writing retreat
Professional, administrative and support activities	<ul style="list-style-type: none"> - regular management activities - project management activities

Mobility activities may also be defined according to **3 main and 3 supporting variables**, such as **participants involved, duration, modality**, as well as regularity, form and funding options. Based on the 3 main variables, mobility activities are available to students (bachelor’s, master’s and PhD), teachers and researchers (academic staff), as well as higher education professionals and administrative support staff (non-academic staff). Furthermore, mobility activities can range from very short (<1 week) to very long (>6 months) and vary in modality from physical through blended to virtual.

You can access the complete Mobility Matrix in attachment, what you can filter based on participants, in this particular case students (*Column D*)!

Step 4.2.2. Please review the list of mobility activities based on the nature of MLOs whether they are focusing on basic skills/knowledge foundation (remember, understand levels of Bloom-taxonomy), transition skills (apply level of Bloom-taxonomy) or critical thinking skills (analyse, create, evaluate levels of Bloom-taxonomy). It can support your mobility choice.



Modified by Anton Tolman, Ph.D. Based on Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman and the original: Bloom B. S. (Ed). (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Mobility types	Knowledge foundation	Transition	Critical thinking skills
Credit mobility / Semester exchange	X		
Single course mobility	X		



Conference (as a participant)	X		
Mentoring	X	X	
Job shadowing	X	X	
Workshop (as a participant)		X	
Seminar (as a participant)		X	
Traineeship / Internship / Placement		X	
Community service		X	
Student startup		X	X
Living Lab		X	X
Coaching		X	X
Skills training		X	X
International Contest (as a participant)		X	X
Summer/Winter course/school (as a participant)		X	X
Field trip / excursion (as a participant)		X	X
Fieldwork (as a participant)		X	X
Faculty learning communities		X	X
Field research		X	X
Conference (as a speaker)			X
Development of teaching materials			X
Course development			X
Curriculum design			X

Collaborative research project			X
Writing retreat	X	X	X

Step 4.2.3. Keeping open your module description and the mobility matrix, please review the matrix and make a list of possible mobility activities (2-3 items/unit) that can be aligned with the chosen units. In order to make this decision, take into account

- the highlighted MLOs;
 - the teaching and learning activities;
 - the assessment specificities; and
 - the main goal and form of the mobility
- using the constructive alignment approach (Biggs, 2003).

Please note that CHARM-EU mobility activities can be considered on 3 different levels for curriculum integration:

- Within a module, where mobility is associated with just one particular teaching and learning activity, therefore it supports the achievement of one or a few module learning outcomes;
- On a module level, in which case mobility is part of the entire module and gives a framework and provides added value for all teaching and learning activities that happen within the module, therefore it supports the achievement of several module learning outcomes; and
- On a phase level, in which case mobility is part of the entire phase (Phase 1, Phase 2 or Phase 3), thus it gives a framework and provides added value for all teaching and learning activities that occur within a phase; therefore, it supports the achievement of the majority of the phase learning outcomes.

Step 4.2.4. Length and modality, among others, such as the learning goal and other contextual factors, can also impact the competence development efficiency of a chosen mobility activity. Thus, these variables help you further specifying the mobility types that you can integrate into your module. Keeping that in mind, please go through the following short list that supports the decision on the suitable length and modality of the chosen mobility activities.

- Intercultural competences
 - o intercultural communication and collaboration skills: longer and physical mobilities
- Language competences
 - o foreign language and communication: longer and physical mobilities

- Professional competences
 - o academic knowledge and skills: all length and modality, *if content and methods are suited to the conditions*
 - o ICT skills: longer and virtual exchanges
 - o organisational skills: all length and modality
- Personal and social competences
 - o teamwork: shorter and physical mobilities

Step 4.2.5. Please filter the options in the Mobility Matrix for length and modality (*Column L to T*) based on the highlighted MLOs of the chosen units!

Please note that there are possibilities that your chosen unit has multiple MLOs that has connection to the transnational and intercultural competences. In this case, list all competences that are represented in your module, go through them one by one and indicate how length and modality impact those areas. If you have the list of recommended length and modality options, search for the best

Step 4.2.6. Please delete those mobility activities that does not fit to the chosen length and modality and add one row for specifying the suitable length and modality of the remaining mobility activities.

Please note that in specific cases the length and modality options can draw your attention to such mobility options that were not on your list, in which case you can add new mobility types to your list, following Step 4.1 and its instructions.

Step 4.3. Finalising the list of mobility activities

Step 4.3.1. Please review the mobility matrix and customise the mobility activities based on the regularity of meetings and the form (e.g., individual, pair or group).

Step 4.3.2. Please look at your module description and make sure that:

- all transnational and intercultural learning outcomes are defined and highlighted among the MLOs;
- there are chosen units for mobility integration within the module;
- there are student mobility activities listed and associated with the chosen units, as a result of the constructive alignment of the module content, teaching and learning activities, the assessment practices and the specific mobility activities;
- the mobility activities are specified in terms of length, modality as well as of form of participation and regularity of meetings.



Step 4.4. Reviewing mobility types with WP5

Please indicate all your mobility choices in the module description and contact the respective Module Advisory Board mobility member, who can help you reviewing the planned mobility activities and making a reality check from an organisational and financial point of view!

Step 5: Supporting students' transnational and intercultural learning through teaching mobility

As the tables above indicated, transnational and intercultural learning of students can be supported through several means without the physical relocation of students. Therefore, mobility activities can and should be considered not just for students, but with teachers as the main beneficiaries, in case the content or the planned teaching and learning activities imply the need of the teacher being mobile. Teaching mobility can also be a good tool in case the mobility of a greater number of students would be problematic due to any kind of organisational or financial challenges.

In case any of the above applies, it is recommended to take the following steps.

Step 5.1. Please open the current version of the module description!

Step 5.2. Please identify those topics/areas that need face-to-face contact with students due to content requirements or teaching and learning activities but cannot be realised through large-scale student mobility activities.

Step 5.3. Please open the Innovative Mobility Matrix and filter the options for teaching mobility (*Column H*)!

Step 5.4. Please choose those mobility activities that fit to the module learning outcomes, its subsequent module content and its accompanying teaching and learning activities.

Step 5.5. Please customise the mobility activity based on the variables (length, modality, regularity of meetings, form of participation).

Step 5.6. Please indicate all your mobility choices in the module description and contact the respective Module Advisory Board mobility member, who can help you reviewing the planned mobility activities and making a reality check from an organisational and financial point of view!