

# CHARM- IFICATION SERVICE PORTFOLIO

CHARM-EIGHT $\infty$  (CHARM-EU EXPANSION, INTER-INSTITUTIONAL CAMPUS,  
GOVERNANCE, HIGHER EDUCATION, TRANSFORMATION)

DELIVERABLE D10.1 – CHARM-EU: CHARM-IFICATION SERVICE PORTFOLIO

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## **EXECUTIVE SUMMARY: CHARM-IFICATION SERVICE PORTFOLIO**

The creation of the CHARM-ification Service Portfolio (currently named ‘Service Portfolio’) has been a characteristic CHARM-EU endeavour that symbolises the challenge-driven attitude, the diversity of approaches linked by a common goal and, most importantly, the flexibility of the CHARM-EU community.

The Service Portfolio was first imagined as a collection of CHARM-EU solutions and options of support CHARM-EU can provide for application, collected in the form of an online document. Milestone 10, the Digital background of CHARM-ifying activities was, at the same time, understood as an online path of requesting support from CHARM-EU teams when implementing CHARM-EU solutions at home.

However, based on the discussions of the working group, the core concept of the Service Portfolio has changed. The new concept is a dynamic, quickly adjustable, interactive section of the new CHARM-EU website, where support materials are introduced through case studies and a Support Request Form integrated in them provides the required ‘digital background’ of support.

During the process of creating this framework (this process is described below in detail), CHARM-EU team members went through an important, intercultural learning process while defining ‘CHARM-ification’ as such and reaching a consensus of using that term only within certain clearly defined limits.

In practical terms, the Service Portfolio is rooted in so-called institutional pilots of implementing the most diverse CHARM-EU innovations at the member universities. These procedures of implementation were transformed into case-studies, some of which are available currently in the Service Portfolio as pilot elements.

The first elements of the Service Portfolio have been promoted within our universities and piloted by colleagues. Feedback is being analysed and applied in improving the Service Portfolio that is going to be used in the next two years in a complex campaign run at the CHARM-EU member universities promoting the application of CHARM-EU solutions ‘at home’.

In its current shape, the Service Portfolio clearly shows the structure and functionalities that were imagined by the working group. In terms of content, its current elements are examples that are also useful in themselves, but there is an endless variety of ways to broaden the Service Portfolio with the results of CHARM-EU work packages. This is going to happen in the coming months.

## **1. INTRODUCTION**

The main purpose of creating Work Package 10 ‘CHARM-ifying Activities’ (henceforth: WP10) as a separate working group for the CHARM-EIGHT project was to identify various activities that are linked with the application of CHARM-EU innovations in one place. This ensures support for other work packages in terms of harmonizing their tasks, and creates the background for providing structured, systematic support for the academic and support staff, as well as students of our Alliance (and, on the longer run, external stakeholders) to apply CHARM-EU solutions ‘at home’.

Accordingly, the composition of the WP10 team was intentionally designed to be in overlap with various other work packages, ensuring the direct connection with their activities. This was particularly important in the case of Work Package 9, with which WP10 is in a symbiotic relationship (see section 2.1.1 below).

It must be emphasized that while the main steps of the work of WP10 remained the same as it was planned at the time of proposal writing, important *new activities* proved to be necessary, such as the definition of ‘CHARM-ification’ for internal use (see section 2.2.1), implementing institutional pilots of ‘CHARM-ifying activities’ (see 2.4.1), and organizing a series of expanded meetings with other work packages to link the services provided for with those interested in applying CHARM-EU methods and the incentives linked with their application (see 2.4.4).

WP10 itself, and the CHARM-ification Service Portfolio (officially named ‘Service Portfolio’ without the term ‘CHARM-ification’ – on this see section 2.2.2) as its main ‘product’ in the first project period was originally designed to be as dynamic as possible considering that this team and the Portfolio are not meant to create, but to collect, structure and attractively offer CHARM-EU solutions to our ‘end users’, i.e., the academic community of our institutions and, at a later stage, external stakeholders. This idea is reflected in how the whole concept of the Service Portfolio changed during the first year of the CHARM-EIGHT project, flexibly adapted to the ongoing discussions and preliminary results of other work packages. All these changes are going to be discussed below in detail (section 2.3).

The central tangible outcome of the first two years’ work of WP10 is the digital background of the service supporting the application of CHARM-EU solutions (Milestone 10) and the Service Portfolio described below. This report provides a description of the methodologies applied to create these outcomes (2), showcase the institutional pilots carried out during their development (3), the structure and the first pilot contents of the Service Portfolio (4), and provides insight to the plans of a 2-years ‘campaign’ based on the Portfolio (5).

## 2. METHODOLOGY

This chapter introduces the concept of ‘CHARM-ification’ and the evolution of the CHARM-EU Service Portfolio in four steps: detailing the organizational structure behind the work (2.1), introducing the concept of ‘CHARM-ification’ (2.2), describing the improvement of the idea of a Service Portfolio (2.3), and introducing the steps through which it finally became a reality (2.4).

### 2.1 The ‘circulation’ of innovations in CHARM-EU

Innovations within CHARM-EU, as an Alliance, typically arise from collaborative efforts among various teams rather than from a single, clearly defined group (e.g., when creating a certain educational module, a group of experts is involved including members of the academic staff, educationalists, mobility experts, inclusivity experts, IT specialists etc.). The CHARM-EIGHT project’s ‘Internal Transformation’ module is specifically designed to facilitate the connection between innovation creators and beneficiaries within CHARM-EU. This module comprises three key areas:

- **Internal Dissemination and Networking (WP9):** this area focuses on collecting and sharing good practices of spreading CHARM-EU’s findings and innovations (see D9.1 Internal Dissemination Portfolio) and fostering collaboration among member institutions as it has been happening since autumn 2023 through networking events.
- **CHARM-ifying Activities (WP10):** This area aims to implement CHARM-EU solutions at member universities, effectively applying the innovations to real-world contexts such as introducing CHARM-EU educational innovations, mobility solutions, inclusion principles etc. at member institutions of the Alliance.
- **Professional Development (WPs 11 and 12):** This area supports the development of skills and knowledge necessary to drive innovation and transformation within CHARM-EU. This includes the development of onboarding materials, strengthening the community of CHARM-EU educationalists, creating a CHARM-EU toolkit of professional development etc.

The following subsections delve deeper into the operational aspects of this structure within our project.

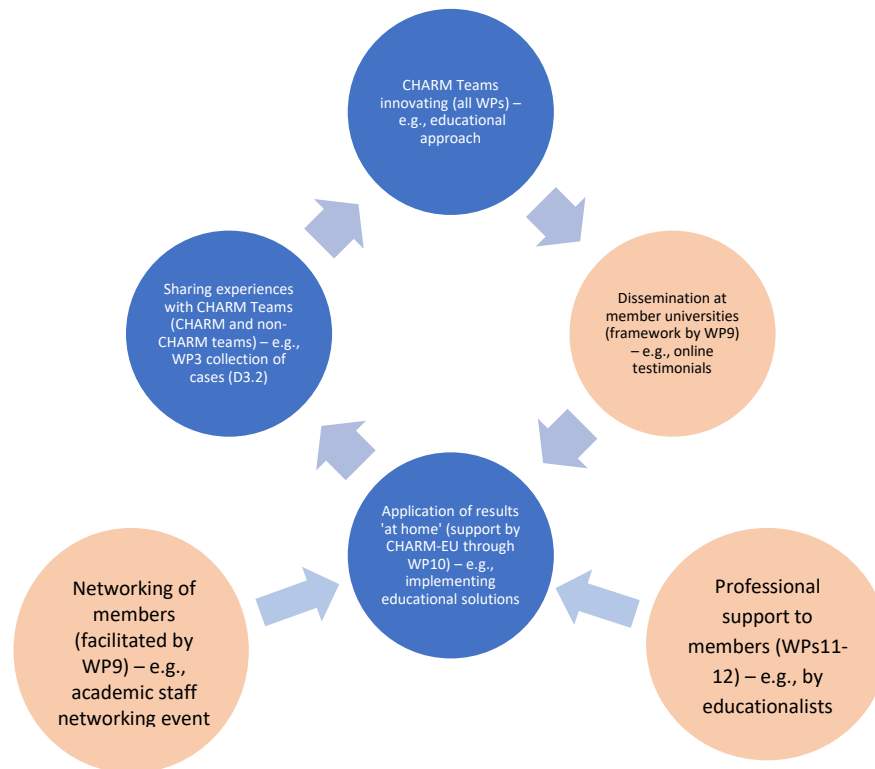
#### 2.1.1 Mutual relationship between CHARM-EU working groups and CHARM-EU member universities

Based on the above, CHARM-EU innovations created within various teams follow the below ‘path’.

1. After finalising a specific material, such as a handbook, training material, or good practice, CHARM-EU disseminates the results to its member universities. Deliverable 9.1 from WP9 provides a detailed overview of the systematised dissemination process within the project.

2. The dissemination can have various positive results at the partner universities
  - a. Raising awareness of staff members and students of the member universities who then may want to carry out similar activities ‘at home’, contributing to the procedure of ‘internal transformation’ at their university – this application can be supported, in case there is a need, by the Professional Development Team (WP11-12) of CHARM-EU directly (trainings, consultation) or indirectly (documents, handbooks, good practice collections etc. available at the CHARM-EU website).
  - b. Member universities’ staff and students may want to meet peers at other members to apply CHARM-EU results together *or* to start new innovations eventually but not necessarily with the help of CHARM-EU. This networking is supported by the Networking and Community Building team (WP9) of CHARM-EU.
3. The results of such activities are, of course, channelled back to CHARM-EU through the local teams, becoming the foundation of further developments. This is how CHARM-EU becomes a testbed for ideas of the member institutions. This ‘circulation’ is shown in Figure 1.

**Figure 1.** CHARM-EU Internal Transformation Module linked with other WPs and CHARM members



The role of WP10 and the Service Portfolio can be defined in the light of the process described here.

### 2.1.2 The role of WP10

WP10's role within CHARM-EU, both in the current CHARM-EIGHT project and future endeavours, is to foster CHARM-EU values and practices for internal transformation of participating higher education institutions. This means the creation of a **framework** in which

- the partners' existing programmes are linked with CHARM-EU educational principles;
- CHARM-EU support is offered for actions linked with internal transformation;
- the replication of CHARM-EU good practices at partner universities is fostered;
- the testbed function of CHARM-EU serving the needs of partner universities is facilitated;
- CHARM-EU and local university strategies are aligned.

To ground these objectives, WP10's focus areas in the first half of the project were twofold

1. **Facilitating the Circulation of Innovations:** this involves promoting the sharing and adaption of innovative practices among CHARM-EU member institutions, in accordance with the members' priority areas, own institutional strategies.
2. **Creating an Automated Support Structure:** the primary goal is to establish a system that enables CHARM-EU to provide efficient and timely support to staff members and units at member institutions. This system should minimize the need for continuous involvement from local CHARM-EU offices, as the increasing volume of support requests makes this impractical.

WP10 has, thus, to stay in touch with all CHARM-EU work packages, Knowledge Creation Teams (KCT) and other expert groups and collect innovations ready to be used in the 'internal transformation' of member universities. Furthermore, there must be a close connection between WP10 and the dissemination teams (WP9 Internal Dissemination and WPs16-17 Communication) to be able to link information on CHARM-EU results with the services provided by CHARM-EU to the member universities on request.

The Service Portfolio was meant to unify these tasks, focusing on the *service* aspect, i.e., on the support CHARM-EU can provide to those who would like to apply its solutions. However, before describing the Service Portfolio itself and its evolution, it is necessary to explain how this 'application' of results was, or more precisely, *became to be* understood within our project.

## 2.2 The concept of CHARM-ification

Retrospectively we can say that the stages of how the CHARM-EU project team referred to WP10 and its main product, the Service Portfolio, clearly reflects an intercultural learning process that is worth describing here in detail in two respects.

### 2.2.1 The need for a definition of ‘CHARM-ifying’ and ‘CHARM-ification’

At the time of the proposal writing, the verb ‘to CHARM-ify’ and the noun ‘CHARM-ification’ were introduced, without detailed definitions, mainly for the sake of simplicity when referring to *all* possible ways of applying CHARM-EU results by CHARM-EU member universities. However, after starting the work of planning the details of WP10 Tasks within the narrower work package team as well as within the whole CHARM-EU community, a strong need became evident to define a common understanding of ‘CHARM-ification’. This need was due to two main factors.

On the one hand, it had to be clarified what kind of activities can be understood as CHARM-ification, since saying that *any* actions that are in *any way* connected with CHARM-EU’s work count as ‘CHARM-ification’ would cause an absolute absence of quality control (and even the possibility of this), also making it impossible to provide systematic support for those who are carrying out such activities.

On the other hand, and this aspect is most important in terms of mutual intercultural learning, it became clear that depending on the cultural background, language, personal life experiences etc. of a person, the term ‘CHARM-ification’ could have diverse connotations: some are positive on supporting, but some, unfortunately, felt rather offending, i.e., colonizing or as an imposition. The Diversity, Equity and Inclusion Office (DEI Office) was also involved in these discussions, stressing the importance of mainstreaming inclusion in this case. Without a clear explanation, the term ‘CHARM-ification’ could possibly cause the impression that those ways, methods, concepts of education that do not belong to CHARM-EU are outdated, less developed, ‘wrong’ in any sense. To avoid such misunderstandings, the team decided

1. to create a clear definition of CHARM-ification (see below), but
2. to rename the product as ‘Service Portfolio’ (instead of ‘CHARM-ification Service Portfolio’).

This ensures that in case the term ‘CHARM-ification’ is questioned in any situation, there is a clear, jointly agreed definition for it, and also, it is not used in public without this clear definition.

### 2.2.2 The CHARM-ification Concept Note

To provide a clearer definition of ‘CHARM-ification,’ an expanded team, composed of members from various subgroups involved in a wide range of CHARM-EU activities, convened three times in April and May 2023. This team developed a ‘CHARM-ification Concept Note’ defining the term as follows:

**‘CHARM-features:** all concepts, approaches, methods, tools, solutions etc. developed, defined, applied, piloted or described by and distinctive to the CHARM-EU Alliance. [...]

**CHARM-ification:** the action of voluntarily enriching the structure and/or the operation of a higher education institution [HEI] with one or more CHARM-feature(s), supported directly or indirectly by CHARM-EU teams or resources.’

Furthermore, the Concept Note defined the links between CHARM-EU project activities and CHARM-ification, and laid down three main principles of CHARM-ification:

- I. **Support as opposed to prescription.** It is always the member HEIs' staff or units who apply CHARM-features to their own structures, methods etc. *with the support of CHARM-EU* (and it is not the CHARM-EU staff who applies the features to them). [...]
- II. **Voluntary participation.** CHARM-ification can *only* happen if it is based on the informed decision of and initiated by staff members responsible for and working in the affected structure / activity etc. [...]
- III. **Transparency of the link with CHARM-EU.** The relationship between CHARM-EU and the application of CHARM-features must always be clear. [...]

Last but not least, the document also warns that 'CHARM-EU teams must be cautious in using the term CHARM-ification, 'particularly in an international context, i.e., in the case of online events, in a format that is by definition lacking proper context (banners, posters etc.)'. It is based on this principle that the 'CHARM-ification Service Portfolio' is named simply as 'Service Portfolio' on the website, as there it cannot be guaranteed that visitors take the time to read the above definitions before starting to use the Portfolio itself.

A more detailed, three-page version of the Concept Note was created for internal use. Additionally, a concise one-page version was developed for circulation among member universities and other relevant stakeholders outside of project groups (see Annex I).

## 2.3 Evolution of the idea of the (CHARM-ification) Service Portfolio

With the progression of the CHARM-EIGHT project, it became clear that the support structure of CHARM-EU that helps the member universities' staff members in applying CHARM-EU features will be continuously improved during the current project period and beyond, thus the concept of the Service Portfolio also changed in the past two years.

### 2.3.1 Static vs. dynamic version

Originally, the Service Portfolio was envisioned as a more or less static collection of those offers CHARM-EU would have by December 2024. This would have included documents (handbooks, blueprints, white papers etc.); trainings offered by CHARM-EU; fully or partially tailored support options (local consultation with educationalists etc.). At the same time, the 'digital background' for providing such support was envisioned as the set of online channels where such support can be requested. At a meeting of WP10 in October 2023, this concept was examined in detail and found less advantageous for two main reasons: first, such a static collection – most probably, a PDF-format handbook – could not be properly updated (at least not quickly enough); second, even its existing content could not be applied in an inclusive user-friendly way.

Consequently, a new concept was developed that was based on a broader understanding of Milestone 10, ‘Creation of the digital background of CHARM-ifying activities.’ This new approach considers not only the requesting of CHARM-EU support when thinking about a digital framework of a set of CHARM-EU ‘services’ for carrying out ‘CHARM-ification’, but looks at the whole ‘Service Portfolio’ as a dynamic and user-friendly online environment that consists of




- case studies on implementing CHARM features at one or more member universities,
- documents that support further clarification of related CHARM-EU methodologies,
- options to request CHARM-EU support for carrying out similar activities.

### 2.3.2 Testing the concept

This broadened concept was further developed in November 2023 with the help of a larger group of CHARM-EU experts. At the 2<sup>nd</sup> ‘sprint meeting’ at the University of Würzburg, a game was introduced to a group of ca. 30 staff members having worked in CHARM-EU groups for a longer time, in many cases leading them. The game was based on an imagined scenario in which three personas (see Figure 2) visit the CHARM-EU website where the Service Portfolio can be found. The teams working in the ‘role’ of one of the three personas were requested to collect, first, what their persona would like to find there, what would be helpful in their work, second, what would discourage, disappoint, or confuse their persona.

Personas were defined very broadly but in a way that they represent both academic and support staff; are of different lived experiences in order to represent human diversity. Without the exhaustive complexity of intersectional identities, few examples have been applied, such as age and gender; also represent professional experience, professional development (PD) support perspective and a leadership approach; broadly symbolize diverse attitudes towards educational innovation.

**Figure 2.** Personas to test the Service Portfolio concept

		
Georg, 55	Anna, 30	Dora, 40
STEM professor.	Trainer at a PD department.	Vice-Dean of a faculty.
Open to innovations to some extent but rather sceptical.	Very (!) enthusiastic but not so self-confident in innovation.	Has a vast experience working with people with special needs.

Based on the results of this group exercise, the following main needs were defined as required characteristics of the Service Portfolio:

1. visitors want to *hear about experiences* of others who have already carried out the particular activity (to counter scepticism and as a tool to have self-confidence);
2. visual materials, such as videos introducing challenges, testimonials etc. are preferred as opposed to technical documentation;
3. it is crucial that visitors can find contact information of experts who can help further, give advice on particular steps;
4. structured content, a clear overview with examples is needed.

These principles became the foundation of the Service Portfolio in the form it was developed between December 2023 and November 2024. The game with the personas was repeated with the already existing Service Portfolio in November 2024 (see below section 2.4.5).

## 2.4 Development of the Service Portfolio

After defining the joint concept of CHARM-ification, the group started working on the contents and the framework of the Service Portfolio. This included starting institutional piloting on CHARM-ification actions, extensive discussions about integrating the Portfolio to the new website, selecting the first elements to become Portfolio pilot content, discussions on incentivization of implementing CHARM-EU results, as well as piloting of the first version of the Portfolio on the website.

### 2.4.1 Institutional pilots

WP10 decided to identify actions at each university through which the challenges of applying CHARM-features (see definitions above in section 2.2.2) at an institution can be tackled. WP10 groups were requested to define these actions in a way that enables them to collect the most relevant aspects and when having completed the action, monitor retrospectively what kind of support would have helped to avoid eventual difficulties – such elements of support should then be provided in the Service Portfolio. Some pilot actions were started within the framework of WP10, i.e., with the particular purpose of preparing the Service Portfolio, while some others were ongoing activities started in other work packages or beyond the project, but were monitored for WP10 purposes from a different, i.e., a service perspective by the representatives of WP10. The below table lists the pilots carried out at each university. A detailed description of the actions is included in chapter 3. For the Pilot template see Annex II.

Table 1 Institutional pilots of ‘CHARM-ification’\*

Pilot No.	Pilot title	Institution(s)
1	Applying Challenge-Based Learning in Existing Courses. A practical example at UB’s BA in Audiovisual Communication Studies	UB
2	Challenge-based Learning (CBL) Teachers' Workshop	UM
3	Proposal for an Intersectoral, International, Interdisciplinary Blended Module	TCD
4	CHARM-EU Cafeteria Table**	HRW
5	Roadshow at campuses**	JMU
6	ÅAU follow-up meeting around the research challenges in the TORCH (Transforming Open Responsible Research and Innovation through CHARM) project***	ÅAU
7	Adapting the ‘Living Past’s’ course by ELTE from Utrecht University	ELTE/UU

\* While the University of Bergen was participating in the general discussions of Work Package 10, due to the aspects of their gradual onboarding to CHARM-EU, an institutional pilot was not carried out at the institution.

\*\* Also included in D9.1.

\*\*\* Carried out as a follow-up action of the TORCH project, only monitored in this framework.

We will discuss the specific method for selecting the initial pilots for the Service Portfolio in detail in Section 2.4.3.

In terms of inclusion and diversity perspectives of the Institutional Pilots, WP10 did not set additional criteria considering the fact that all actions carried out within a CHARM-EU framework must align with the inclusion as one of the core values of the Alliance. The most comprehensive collection of how inclusion as one of the core values of the Alliance have been put into practice – i.e., how the value-based approach was implemented across the overall organisational culture and operation – is to be found in the *CHARM-EU Handbook on Inclusion, diversity, and non-discrimination* (see D1.4).

Thus, for example, in case of educational innovations, CHARM-EU principles of inclusion and diversity in education apply (as the Handbook on Inclusion, diversity and non-discrimination also stressed, CHARM-ification ‘relates both to organisational culture and inclusive educational framework’). On this, see section 2.10 of the CHARM-EU Pedagogical Guidelines.<sup>1</sup> In case of networking events, the principle of ‘engaging inclusively’ of the Guiding Principles for Networking and Community Building should be followed.<sup>2</sup>

<sup>1</sup> <https://www.charm-eu.eu/wp-content/uploads/2024/09/D4.1-Pedagogical-Guidelines.pdf>

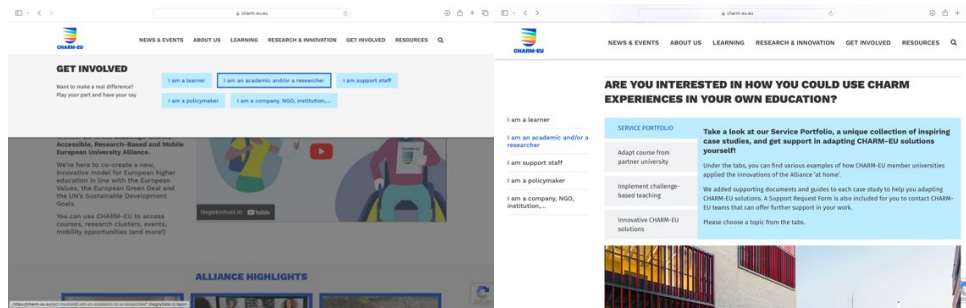
<sup>2</sup> [https://charm-eu.eu/wp-content/uploads/2024/11/Checklist\\_Guiding-principles\\_WP9.2.pdf](https://charm-eu.eu/wp-content/uploads/2024/11/Checklist_Guiding-principles_WP9.2.pdf)

## 2.4.2 Linking with the website

While institutional piloting was underway, WP10 and WP16 Communication initiated discussions to establish the digital presence of the Service Portfolio on the CHARM-EU website. This coincided with a comprehensive website redesign, necessitating the migration of all content to a new platform.

As a result of these discussions, the Service Portfolio was integrated into the ‘Get Involved’ tab under the ‘I am an academic and/or a researcher’ section of the website.

**Figure 3a–b** Path of the Service Portfolio at the website



The main principle of creating the Portfolio was to avoid the creation of documents for the sake of including them here, since the idea of the Portfolio was to collect already existing materials and offers of CHARM-EU with a service-centred mindset. However, considering the results of the group work at the Sprint 2 meeting, at least one joint feature of all Portfolio elements made it necessary to create new materials, namely, the requirement of short and easy-to-understand visual materials. Regarding this requirement it was decided that each Portfolio element will start with a video testimonial. The structure of Portfolio elements is thus:

1. Title and very brief description
2. Video testimonial
3. Longer description as a ‘Read more’ option with some related pictures
4. Resources – related CHARM-EU documents, guides, handbooks etc. for further reading
5. Guides – supporting documents for those who would like to carry out a similar action
6. Get support – a support request form that is the core element of the digital background of providing support by CHARM-EU to those who are implementing CHARM-features ‘at home’ (this is the main constituent of Milestone 10).

Further elaboration of Portfolio structures will follow in Chapter 4.

With regard to the aspect of inclusion and diversity, the Service Portfolio’s integration in the redesigned website also meant guarantee for an accessible environment that is aligned with the respective inclusivity requirements. In this regard, see also section 4 of D9.1 ‘CHARM-EU Internal Dissemination Portfolio’.

**Figure 4** The 'Get support' section of the Service Portfolio

### **GET SUPPORT FROM CHARM-EU!**

In case you would like to get support from CHARM-EU, please contact us using the form, providing your **name, affiliation, and a brief description of your request.**

I would like to... \*

Name \*

Affiliation

Email \*

Message

Send

Since the Service Portfolio is an element of the CHARM-EU website, it is easily editable, new support elements such as videos, documents, links to online materials, training application forms etc. can most easily be added or modified any time. This makes the Service Portfolio as dynamic as required by the rapid progression of the work of CHARM-EU teams and adaptable to the rapidly growing interest of staff members and students of our member universities.

#### 2.4.3 Selecting first elements of the CHSP

When the institutional pilots were carried out, it had to be decided which should become the first pilot elements of the Service Portfolio. For this, WP10 defined three main principles:

1. The selected elements must be complex enough to showcase various functionalities and content types of the Service Portfolio to fit piloting purposes, while also reflecting the diversity of CHARM-EU activities.
2. Tangible resources, i.e., support documents, handbooks, guides must be available to be uploaded or linked with the Portfolio element.
3. CHARM-EU must have human resources and a firm background to provide support if someone requests help in carrying out a particular action since 'piloting' the Portfolio cannot simply mean 'showing' it to colleagues but implies actual support.

Based on these three principles the group decided to include the following three pilot cases as first elements of the Service Portfolio:

- Adapting the Living Pasts course by ELTE from Utrecht University (Pilot 7 above) – under the category of *‘Adapt course from partner university’*
- Applying challenge-based learning in existing courses at the University of Barcelona and the University of Montpellier (Pilots 1–2 above) – under the category of *‘Implement challenge-based learning’*
- Creation of a CHARM-EU Table at the Cafeteria of Ruhr West University of Applied Sciences (Pilot 5 above) – under the category of *‘Innovative CHARM-EU Solutions’*

In the current phase, our main aim was to provide one element as example under three different categories (also with the purpose of piloting the design of the Portfolio and the navigation between its elements). These categories can, of course, be altered and will, most importantly, be broadened significantly with new pieces of content in the coming months and years.

#### 2.4.4 Incentivization

During the planning procedure of the Service Portfolio, the possible incentives related to the application of CHARM-features were discussed with the involvement of various expert groups.

Between April and June 2024, a series of meetings were conducted, initiated by WP3 (Advancing and Broadening CHARM-EU Educational Practice) and coordinated (from a CHARM-ification perspective) by WP10. These meetings involved representatives from WP3, WP5, WP9, WP10, and WP11, as well as occasional participation from CHARM-EU Executive Directors and Managers.

The primary goal of these meetings was to develop a ‘Call for Pioneering Courses and Practices’ (see Annex III), which was subsequently discussed in detail at the CHARM-EU Executive Board. Ultimately, the decision was made to postpone the announcement of this call. This postponement was primarily due to the consideration that CHARM-EU would soon have multiple opportunities to offer similar calls, and excessive frequency could potentially dilute their impact.

At the same time, the extensive discussions about the call led to a list of benefits CHARM-EU offers for participants of activities linked with the implementation of CHARM-features:

- **‘Recognition:** Showcase your educational programs on the CHARM-EU platform.
- **Professional Development:** Access trainings on innovative teaching methods like challenge-based learning.
- **Tailored Support:** Get expert guidance to further develop your educational ideas.
- **Mobility Opportunities:** Collaborate with colleagues across our prestigious member universities.
- **Growing Community:** Connect with a network of enthusiastic educators.
- **Transdisciplinary Community:** Connect with academics and researchers for teaching, research, and service opportunities.
- **Program Development Within CHARM-EU:** Integrate your programs with the Alliance for wider reach.’

During the discussions it was also agreed that the call should be announced at each university in the mother tongue of the university staff, thus also providing the opportunity to formulate as most fit to local circumstances, eventually with additional benefits, e.g., participation at local events in the local language etc.

On the long run, good practices of CHARM-EU member universities in the incentivization of educational innovations can also be considered as opportunities to broaden our range of offers. A good example is the Open Science Award already applied (piloted) in the framework of the TORCH project. This was a case related to research, which provides a useful methodological example of how certain approaches can be objectively evaluated and rewarded within an Alliance context. However, in the current capacities of the Alliance, it was agreed that we stick to the offerings listed above, i.e., the ways of benefits that are secured by participating in the already existing activities supported by CHARM-EU.

#### 2.4.5 Piloting

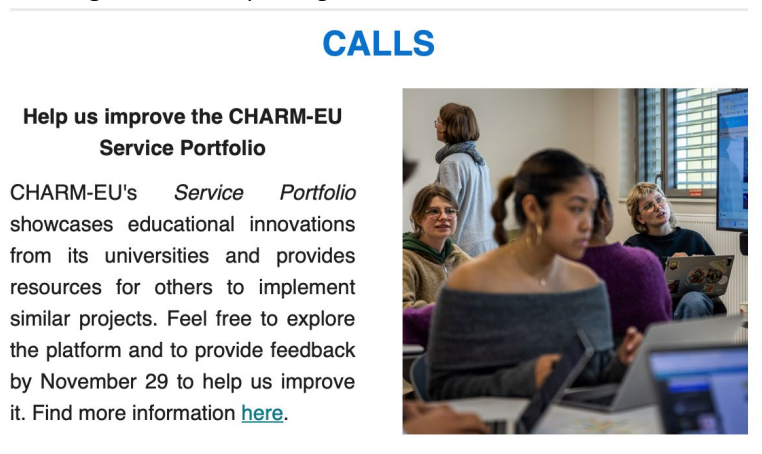
The piloting of the Service Portfolio happened in three rounds. First, **WP10 members** were asked to check the site and provide feedback with only one pilot element uploaded, (that time, the Portfolio was not open to the public yet and was accessible only through a dedicated link). A feedback form was created (see Annex IV) that was used already in this round, so that we would be able to manage feedback systematically. In the first round, mainly the structure and general operation of the Service Portfolio was in focus, much less the content of the particular pilot element and the documents offered with it.

Second, the Portfolio was **opened with three pilot elements** and a broader pilot campaign started. This involved the announcement of the piloting opportunity in the CHARM-EU Staff Newsletter (14<sup>th</sup> November 2024, see Figure 5). Beside this a call for piloting was circulated with the help of the Internal Dissemination subgroup of WP9 Internal Dissemination and Networking, requesting team members to disseminate the call for piloting internally through the channels they hold most appropriate. The first deadline of piloting was 29th November 2024, but the piloting itself will be continued after the submission of the present report.

As the analysis of the first results of the feedback form shows the idea of the Service Portfolio and the structure of the first three Portfolio elements satisfy the expectations of visitors and fulfil the purpose of the portfolio. This is also demonstrated by the fact that while the piloting call was only circulated within CHARM-EU member universities, the Service Request form has already been used by an external visitor of the website within 10 days after it was implemented. Participants of the piloting have, at the same time, provided invaluable comments in terms of both the fine-tuning of the three pilot elements of the Portfolio, as well as for further improvements. To highlight some of the main, most structural suggestions that appear in different ways in several pieces of feedback:

- *short-term*: with regard to the path through which the Portfolio can be reached, some pilot participants mentioned that it can be beneficial to make the Portfolio accessible from a broader scope of profiles (i.e., beyond ‘Get involved’ › ‘I am an academic and/or a researcher’) and also more visible – this will certainly be considered as the scope of case studies broadens in the coming months and all improvements based on the feedback from piloting is implemented;
- *short- and mid-term*: it has been advised to include more case studies in the Portfolio in general, as well as to add more options, applicable methods, solutions within each case study (e.g. related self-learning courses) that make the offers more tailor-made – these are, of course, in absolute alignment with CHARM-EU’s plans of broadening the Portfolio. This will happen step by step in the coming months, not only as new materials are created but also with already existing case studies and solutions transformed into Portfolio content;
- *longer term*: the possibility of implementing a chatbot was also raised – this has been discussed briefly within the CHARM-EU Team as well and can be considered a significant technical development on the longer run, to be implemented in close cooperation with IT experts.

Figure 5 Call for piloting in the CHARM-EU Staff Newsletter



Finally, the activity conducted at the Sprint 2 meeting in Würzburg in November 2023 (detailed in Section 2.3.2) was replicated at Sprint 4 in Budapest in November 2024. To recreate a similar scenario, the same **three personas** were used, but instead of hypothetical scenarios, the three existing pilot elements were employed. Teams were tasked with visiting the CHARM-EU website and accessing the Service Portfolio from the perspective of each persona.

Feedback gathered from various pilot actions was subsequently incorporated into the Service Portfolio by the WP10 team. An important improvement was the rearrangement of the ‘See our guides’ section, where a step-by-step guide was added with documents relevant in case of the steps.

### 3. INSTITUTIONAL PILOTS

#### 3.1 Principles and preparations

As a preparation of creating the CHARM-EU Service Portfolio, WP10 members conducted or collected representative institutional pilot actions centred around the application of CHARM-features in various ways. When deciding about these pilots, the team considered three main factors:

- the objective of aligning CHARM-EU strategies with institutional ones (see section 2.1.2 above), with universities defining their own actions in terms of its content, range, and pace;
- the highest possible extent of diversity in terms of the *types* of actions tested;
- focus on support, i.e., monitoring procedures with the main purpose of tackling points where support from CHARM-EU side is (would be) necessary.

Some institutional pilots were carried out particularly in the framework of the present task (such as the adaption of the Living Past course by ELTE from Utrecht University), while some others were also linked with another WP, but analysed in this case for the sake of detecting the need for CHARM-EU support in the procedure.

Pilot 6, carried out linked with the research dimension by ÅAU, was not part of the present project but was applied as a model based on the agreement of WP10 to have a research outlook ensuring that the research dimension of internal transformation is represented amongst the pilots.

#### 3.2 Institutional Pilots

Below we collected representative institutional pilot activities carried out in 2023 and 2024, using the Institutional Pilot Template (see Annex II).

##### Pilot 1 Applying Challenge-Based Learning in Existing Courses. A practical example at UB's BA in Audiovisual Communication Studies

<b>Participating units</b>	Teaching staff at the Faculty of Information & Audiovisual Media (UB)
<b>Description</b>	<p>Re-designing an existing course to transform it into Challenge-Based Learning (CBL). A practical experience already carried out at UB within the BA in Audio-visual Communication Studies (Faculty of Information &amp; Audiovisual Media).</p> <p><b>Context</b>            BA in Audio-visual Communication Studies (Faculty of Information &amp; Audiovisual Media, UB). Course: Audio-visual Project.            Usually taken by students in the 4th year's 1st semester. 6 ECTS, distributed in 15 weeks. Originally, undertaken as a self-guided course in which groups of students develop an audio-visual project of their choice, guided by a mentor. Students' evaluation suggested that a transformation was needed, towards a course that helps students develop professional skills, working with real cases closer to social stakeholders.</p>

	<p><b>Re-designing the Course</b></p> <p>The course is re-designed in 2022-2023 and transformed into CBL. New course is launched in the 2023-2024 academic year.</p> <p>Re-definition of the course follows the principles below:</p> <ul style="list-style-type: none"> <li>· Students should work on real challenges suggested by social stakeholders.</li> <li>· Social stakeholders should be non-profit stakeholders: mainly Civil Society Organisations.</li> <li>· Students, through their work with the social stakeholder, should improve their negotiation, mediation, and public presentation skills.</li> <li>· Students should work in groups formed according to their skills and not their personal preferences, simulating a professional context.</li> <li>· Teaching methods should combine on-site teaching with self-directed work and mentoring.</li> </ul> <p>New course main structure:</p> <ul style="list-style-type: none"> <li>· 40 hours of on-site teaching (distributed in 10 sessions of 4 hours, consisting of practical workshops that guided students in the process of reaching stakeholders, defining challenges with them, transforming challenges into an audio-visual project, and the execution of the project).</li> <li>· 80 hours of self-directed work.</li> <li>· 30 hours of mentoring.</li> </ul> <p>New course detailed schedule:</p> <ul style="list-style-type: none"> <li>· Week 1: CBL methodology presentation, group formation according to skills.</li> <li>· Week 2: How to communicate and negotiate with customers and Civil Society Organisation (CSO), conflict resolution.</li> <li>· Week 3: From challenge to project: how to write a professional dossier.</li> <li>· Week 4 and 5: groups of students look for CSO and define challenges.</li> <li>· Week 6: From challenge to script: how to translate ideas into an audio-visual piece.</li> <li>· Week 7: Legal aspects of audio-visual production for CSOs.</li> <li>· Week 8: Technical aspects of audio-visual production.</li> <li>· Week 9: Pre-production aspects: budgeting, personnel costs and shooting locations.</li> <li>· Week 10, 11, 12: Production, shootings, and first edition cuts.</li> <li>· Week 13: Post-production aspects.</li> <li>· Week 14: Dissemination and marketing issues for CSOs.</li> <li>· Week 15: Oral communication skills to pitch audio-visual projects.</li> </ul> <p><b>Assessing the Students</b></p> <p>The course is evaluated by an independent assessment committee composed of four teachers who follow the groups and provide feedback on their outputs.</p> <p>Main Outputs:</p> <ul style="list-style-type: none"> <li>· Professional Dossier: Students submit this in two stages—after defining the challenge and upon delivering the audio-visual product.</li> <li>· Audio-Visual Piece</li> <li>· Final Pitch: At the end of the course, groups present their audio-visual outputs. Each output has a specific weight in the final score: 1) Dossier and Pitch: 30%; 2) Audio-Visual Output: 40%.</li> </ul>
<p><b>Outcome, benefit</b></p>	<p>For students and teachers, benefits of introducing CBL in educational programmes:</p> <ul style="list-style-type: none"> <li>· <b>Enhanced Engagement:</b> CBL connects academic content to real-world issues, making learning more relevant and motivating for students. This increases engagement as students see the direct impact of their efforts on their communities and the world.</li> </ul>

	<ul style="list-style-type: none"> <li>· <b>Skill Development:</b> The CBL approach promotes the development of critical skills such as problem-solving, collaboration, communication, and critical thinking. These competencies are crucial for success in the workplace and prepare students for complex professional challenges.</li> <li>· <b>Inter- and Transdisciplinary Learning:</b> CBL often involves tackling multifaceted problems that span across various disciplines. This helps students integrate knowledge from different fields and understand the interconnectedness of academic subjects.</li> <li>· <b>Creativity and Innovation:</b> By encouraging students to explore innovative solutions and take initiative, CBL fosters a mindset of creativity and entrepreneurship. Students learn to think outside the box and develop novel approaches to solve challenges.</li> <li>· <b>Real-World Impact:</b> Through CBL, students have the opportunity to make a tangible difference in their communities. This hands-on experience not only enriches their learning journey but also helps them build a sense of social responsibility and global awareness.</li> </ul> <p>Benefits for potential readers of this pilot:</p> <ul style="list-style-type: none"> <li>· Understand and apply CBL transformation to existing courses within educational programmes they are involved in.</li> <li>· Design and facilitate CBL projects.</li> <li>· Develop assessment strategies to measure student learning and progress in CBL courses.</li> <li>· Introduce a transdisciplinary approach to their courses.</li> </ul>
<b>Number of participants</b>	Three teachers. ≈30 students.
<b>Preliminary steps, resources</b>	Mainly, a critical assessment conducted by the teaching staff involved in the course, in order to design a new CBL-focused programme for the existing course. Identification and previous contacts with potential CSOs interested in participating.
<b>Timeline of the pilot</b>	<p>September 2023 to January 2024.</p> <p>6 ECTS course distributed in 15 weeks (150 h):</p> <ul style="list-style-type: none"> <li>· On-site teaching: 40 h.</li> <li>· Self-directed work: 80 h.</li> <li>· Mentoring: 30 h.</li> </ul>
<b>Success measured</b>	<p>The success of the experience can be assessed through teaching-staff self-evaluation, as exemplified below:</p> <p>Course ran from September 2023 to January 2024. In March 2024, once the students' assessment period finalised, the group of teachers made an evaluation workshop to analyse: final scores, satisfaction surveys, their own experiences teaching the course.</p> <p><b>Evaluation process main results:</b></p> <ul style="list-style-type: none"> <li>· Did the formation of groups work well? Difficulties? What worked better and what worse?</li> </ul> <p>Group of students that have been working together for 4 years, so not letting them make the groups but assigning them to a group according to their skills was a bit challenging at first, but then all the groups worked very well. The fact of not being “friends” makes them take the group work more seriously and in a professional way.</p> <ul style="list-style-type: none"> <li>· Did the distribution of classes work well? Any arrangements for next year?</li> </ul> <p>Hard for the teachers to follow the projects if they only guided the students in their workshop. Should include an extra session in which groups pitch their challenges to which all the teachers and assessors attend. This way, all teachers will know better the challenges and there is no need to explain every workshop the challenges and projects. Need to remove one workshop to introduce this mid-term pitch.</p>

	<ul style="list-style-type: none"> <li>· Did the students contact NGOs in a satisfactory way? Were the challenges they collected suitable for the course? How did we help them to adapt the challenges to the needs of the course? The work with NGOs and the groups was quite close and they had to negotiate with them. This is positive because learning objectives of the course include those students learn how to deal with real case scenarios.</li> <li>· Did the final audiovisual projects respond to the needs of the challenges suggested? How was the final presentation of the projects? In the final pitch, the groups explained how the challenge is reflected in the final audiovisual project, and they also explained the adaptation process in the dossier. But we need also to know the perspective from the NGOs. The general feeling is students were nervous and little natural. For the pitch, not all the members presented, but only 2: they could choose 1 member, and the other was assigned randomly.</li> <li>· How did the assessment committee work? Did they have the feeling of being independent? The audiovisual project should be assessed according to the objectives that the NGO's challenge requested, not only regarding visual quality. The committee should re-define the rubrics they use to assess the audio-visual pieces. The committee also believes that somehow the NGOs should be part of the evaluation process. Knowing that it might be difficult for them to read the dossiers or make them attend the final pitch, a questionnaire could be prepared for them to fill out with a brief evaluation of the group. The committee thinks that the evaluation scores should be reevaluated: dossier should be 35%, 40% the audiovisual piece, 25% pitch.</li> <li>· General evaluation/feedback/comments received by the students? Some groups complain because they don't have the same conditions as the challenges are very different. Some instructions (minimum and maximum length, format, etc.) should be given so that all groups are in similar conditions.</li> </ul>
<b>Difficulties (risks in retrospect)</b>	See above (post-experience assessment).

### Pilot 2 Challenge-based Learning (CBL) Teachers' Workshop

<b>Participating units</b>	University of Montpellier and L'Institut Agro Montpellier
<b>Description</b>	These workshops were designed in response to a request from L'Institut Agro Montpellier for training on implementing and transforming part of a university program into Challenge-Based Learning (CBL). However, the workshops were open to all University of Montpellier faculty interested in learning more about CBL.
<b>Outcome, benefit</b>	<p>Curriculum Transformation: Some course modules within one programme at L'Institut Agro Montpellier's 2024/2025 academic year were transformed into CBL format. These courses are currently underway.</p> <p>Faculty Development: The workshops facilitated collaboration between experienced CHARM teachers and professors at L'Institut Agro Montpellier.</p> <p>Increased CBL Awareness: Teachers from outside L'Institut Agro Montpellier gained a deeper understanding of CBL and its potential applications in the classroom.</p>

<b>Number of participants</b>	25 teachers. 2 Pedagogical engineers
<b>Preliminary steps, resources</b>	<p><b>Preliminary Steps for CBL Workshop</b></p> <ol style="list-style-type: none"> <li>1. Needs Assessment through Online Meeting: <ul style="list-style-type: none"> <li>● Identify specific needs and expectations of participants (e.g., knowledge gaps, skill development).</li> <li>● Assess the institution's readiness for CBL implementation (e.g., existing infrastructure, faculty support).</li> </ul> </li> <li>2. Workshop Design and Planning: <ul style="list-style-type: none"> <li>● <b>Clear Objectives:</b> Define specific learning objectives for the workshop as part of the Lesson Plan for the workshops.</li> <li>● <b>Engaging Activities:</b> Develop a mix of theoretical inputs, practical exercises, and group discussions.</li> <li>● <b>Case Studies:</b> Using CHARM-EU as a case study to illustrate CBL principles and practices.</li> <li>● <b>Resource Materials:</b> Prepare handouts, slides, and other materials to support the workshop content.</li> <li>● <b>Logistics:</b> Arrange for a suitable venue, necessary equipment, and refreshments.</li> </ul> </li> <li>3. Participant Preparation: <ul style="list-style-type: none"> <li>● <b>Pre-Workshop Assignments:</b> Assign pre-workshop readings or activities to familiarise participants with CBL concepts were provided.</li> <li>● <b>Expectations Setting:</b> Clearly communicated the workshop's goals and expectations to participants during online meeting.</li> </ul> </li> </ol> <p><b>Necessary Resources</b></p> <p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Two Facilitators:</b> Both from UM's pedagogical innovation service.</li> </ul> <p><b>Physical Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Workshop Venue:</b> A suitable, flexible and smart space with adequate seating, lighting, and ventilation at L'Institut Agro.</li> <li>● <b>Equipment:</b> Projectors, screens, computers, and other necessary audiovisual equipment.</li> <li>● <b>Stationery:</b> Pens, paper, markers, and other stationery supplies.</li> </ul>
<b>Timeline of the pilot</b>	Three workshops in total: <ol style="list-style-type: none"> <li>1. One 2-hour online workshop two weeks prior to the two in person workshops.</li> <li>2. Two 3-hour in person workshops.</li> </ol>
<b>Success measured</b>	<p><b>Quantitative Metrics</b></p> <ul style="list-style-type: none"> <li>● <b>Participant Satisfaction:</b> <ul style="list-style-type: none"> <li>○ Pre- and post-workshop survey was carried out to measure participant satisfaction with the content, delivery, and overall experience (80% satisfaction).</li> </ul> </li> <li>● <b>Workshop Attendance and Engagement:</b> <ul style="list-style-type: none"> <li>○ 100% attendance for first two workshops</li> <li>○ 80% attendance for the third workshop.</li> </ul> </li> </ul>

	<p><b>Qualitative Metrics</b></p> <ul style="list-style-type: none"> <li>● <b>Participant Feedback:</b> <ul style="list-style-type: none"> <li>○ Participants agreed that the first part of the workshop was “too hands on” with the more theoretical part of the workshop coming in the second part. They would have preferred the other way around.</li> </ul> </li> <li>● <b>Post-Workshop Actions:</b> <ul style="list-style-type: none"> <li>○ L’Institut Agro Montpellier implemented CBL in one of its programmes.</li> </ul> </li> <li>● <b>Institutional Impact:</b> <ul style="list-style-type: none"> <li>○ Meetings between teachers at L’Institut Agro and current CHARM-EU teachers resulted in the creation of networks and communities.</li> </ul> </li> </ul>
<b>Difficulties (risks in retrospect)</b>	<p><b>1. Faculty Resistance:</b></p> <ul style="list-style-type: none"> <li>● <b>Overcoming scepticism:</b> Some faculty were hesitant to adopt CBL as a teaching method.</li> <li>● <b>Addressing workload concerns:</b> CBL can be more time-consuming than traditional methods. This was highlighted in the workshops.</li> </ul> <p><b>2. Student Readiness:</b></p> <ul style="list-style-type: none"> <li>● <b>Lack of prior experience:</b> It was highlighted that students may need additional support and guidance to adapt to CBL's active learning approach.</li> </ul> <p><b>3. Assessment Challenges:</b></p> <ul style="list-style-type: none"> <li>● <b>Developing authentic assessments:</b> Creating assessments that accurately measure student learning in a CBL context is challenging, this was a question that remained unanswered as Programmatic Assessment is too complex and time consuming.</li> </ul>
<b>Online materials</b>	<a href="https://www.challengebasedlearning.org/">https://www.challengebasedlearning.org/</a>

### Pilot 3 Proposal for an Intersectoral, International, Interdisciplinary Blended Module

<b>Participating units</b>	Trinity College Dublin CHARM-EU Team
<b>Description</b>	Funding was applied for and has now been granted.
<b>Outcome, benefit</b>	The module is currently in development and due to be rolled out in the academic year, 2025/6.
<b>Number of participants</b>	40 staff and students. Exact distribution to be determined by interest.
<b>Preliminary steps, resources</b>	CHARM-EU educational experts with input from Trinity CHARM-EU Management representatives developed the module outline. Competitive funding was applied for but was unsuccessful. The module design and delivery will now be funded by the Dean of Graduate Studies Office and Vice-President for Sustainability’s Office.
<b>Timeline of the pilot</b>	The module will be developed during 2024/5 for roll-out in 2025/6.
<b>Success measured</b>	The module will be evaluated after it has run.
<b>Difficulties (risks in retrospect)</b>	Getting funding.

#### Pilot 4 CHARM-EU Cafeteria Table

*Pilot also linked with WP9, see D9.1.*

<b>Participating units</b>	Hochschule Ruhr West/Ruhr West University of Applied Sciences – Ruhr West CHARM-EU Team
<b>Description</b>	4 open-for-anyone lunchtime events in May and June 2024 (biweekly). A cafeteria table in the central university canteen, decked with CHARM-EU images, maps, and figures, and staffed by the local CHARM-EU team. Informal discussions in English, prompted by icebreakers, about the Alliance to spread the word, anchor CHARM-EU in campus life to build out a CHARM-ified, internationalized campus, celebrate success, and inspire the engagement of thus far uninitiated local staff and students.
<b>Outcome, benefit</b>	Increased CHARM-EU visibility, accessibility, energy, and growth as well as promotion of the CHARM-EU community at the institution via casual, low-barrier-of-entry get-togethers in English (or German, where necessary). CHARM-EU participation / activation was achieved in myriad Table attendees — on the one hand due to the English practice, on the other hand due to clarification of involvement and greater overall tangibility of the Alliance.
<b>Number of participants</b>	53 (17 support staff, 30 academics, 5 students) + 2 local CHARM-EU team members and 1 student assistant per session.
<b>Preliminary steps, resources</b>	<ul style="list-style-type: none"> <li>• Prepare decorative, informative, and conversational material for use at the table.</li> <li>• Logistically plan the Table beforehand, on dates where they can be staffed and on which the largest number of visitors can be expected.</li> <li>• Launch ad campaigns across local channels to attract attendees; invite particular staff members.</li> <li>• Liaison with the canteen staff to reserve a table / ensure CHARM-EU appropriate food options.</li> <li>• Staff the table on event days, and make sure attendance is noted and pictures are taken for later communication purposes.</li> <li>• Transport creative material to and from cafeteria on event days and decorate / dismantle the Table.</li> </ul>
<b>Timeline of the pilot</b>	Based on a Design Thinking workshop in 2023, the Table was launched in May 2024 and tested for 4 sessions before the summer break (May 13, May 27; June 10, June 24). Preparations for the table began in earnest in late March 2024, at the start of the summer semester. An improved version of the Table event will commence in January 2025, based on lessons learned.
<b>Success measured</b>	Table visitors, repeat customers, and (re)new(ed) participation in Alliance activities and events. CHARM-EU word of mouth on campus.
<b>Difficulties (risks in retrospect)</b>	Collectively finding dates where multiple local CHARM-EU team could staff the Table was not easy. Similarly, communication with the canteen being slow and intermittent rendered the process of establishing the Table sluggish. Preparation of CHARM-EU material, then, took time and takes effort. In addition, advertisements were more important than expected and should have been emphasized to a greater extent so as to draw more people in: spontaneous attendance on the day does not seem to compete with more direct invitations to come by.
<b>Online materials</b>	<a href="https://charm-eu.eu/resource/making-charm-eu-accessible-to-all-brining-the-alliance-to-a-table-at-hrw/">https://charm-eu.eu/resource/making-charm-eu-accessible-to-all-brining-the-alliance-to-a-table-at-hrw/</a>

Pilot 5 Roadshow at campuses

*Pilot also linked with WP9, see D9.1.*

<b>Participating units</b>	All 10 faculties of JMU that were visited and member of the CHARM-EU Office
<b>Description</b>	Informative session at different faculties and administrative departments to introduce membership of own university at CHARM-EU
<b>Outcome, benefit</b>	The primary goal of the Roadshows is to disseminate the news that Julius-Maximilians-University (JMU) has joined the CHARM-EU alliance to each faculty and administrative department of the university. As such, the Roadshows aim to support onboarding at the institutional, faculty, and administrative levels of the universities. By introducing what CHARM-EU generally is, the Roadshows aim to raise interest and awareness for CHARM-EU. In addition, they showcase the potential CHARM-EU offers to the different target groups in various fields, e.g. educational opportunities or research and innovation activities.
<b>Number of participants</b>	Overall: 200 coworkers and students
<b>Preliminary steps, resources</b>	<ul style="list-style-type: none"> <li>• Coordinating rooms etc., approximately 6 working hours</li> <li>• Preparing presentation and Q&amp;A, approximately 4 working hours</li> <li>• 2 persons coordinating and moderating the event, giving the presentation (e.g., local CHARM-EU Manager and local CHARM-EU Director), 2 working hours for each event</li> <li>• Additional if available: banners, rollups, posters with additional information and QR-Codes, merchandise</li> </ul>
<b>Timeline of the pilot</b>	<p>In a first part, the Vice-Rector informed the attendees about the European Universities Initiative and the JMU's involvement in the CHARM-EU alliance.</p> <p>The CHARM-EU Director proceeded in a second part to give more detailed information about different elements of CHARM-EU like the Master's programme, the TORCH initiative, the new project CHARM-EU Eight ∞, and – with the help of the JMU mobility expert – the planned and already existing mobility programmes in CHARM-EU.</p> <p>Finally, the Vice-Rector pointed out different areas of engagement. In doing so, the CHARM-EU team emphasized different parts of CHARM-EU and different ways of engagement to match the presentation with the individual interests at the faculties. In an open forum, the participants were then asked to give feedback on the alliance and its undertakings and ask questions.</p>
<b>Success measured</b>	<ul style="list-style-type: none"> <li>• Number of participants and depth of Q&amp;A/discussion</li> <li>• Increased awareness of CHARM-EU among staff, researchers, lecturers etc.</li> <li>• Follow-up questions on CHARM-EU activities via e-mail</li> <li>• Engagement in CHARM-EU activities by participants</li> <li>• Integration of best practices from CHARM-EU activities into local processes and activities</li> </ul>
<b>Difficulties (risks in retrospect)</b>	<p>No difficulties occurred</p> <p>Potential risks: not enough people show up, so make sure to advertise the events well</p>

Pilot 6 ÅAU follow-up meeting around the research challenges in the TORCH (Transforming Open Responsible Research and Innovation through CHARM<sup>3</sup>) project

*The action was not carried out in the framework of the CHARM-EIGHT project but was applied as a model to be monitored in this task.*

<b>Participating units</b>	Vice-Rector for Societal Interaction (ÅAU Director for CHARM-EU), Vice-Rector for Research, ÅAU CHARM Manager + researchers that were identified to be potentially interested in the research challenges
<b>Description</b>	<p>Follow-up meeting with researchers to follow up the activities around the research challenges in TORCH. ÅAU was not a beneficiary of the TORCH project but at the time when joining the CHARM-EU alliance, ÅAU was allowed to take part in meetings and follow the developments regarding the joint activities developed under the project. Researchers had been identified and mandated by the Vice-Rector for Societal Interaction (ÅAU Director for CHARM-EU) and the Vice-Rector for Research to participate in meetings around the research challenges to be developed within TORCH, to network within the groups and also see if there is potential for ÅAU to participate in proposals to be developed in these groups.</p> <p>The follow-up meeting was arranged to check with the researchers how the discussions around a certain challenge have been going, if the researchers feel that there is potential for ÅAU to participate in proposals around the challenges, and overall to reflect upon the cooperation around research within the CHARM-EU alliance. The follow-up meeting was also an opportunity to meet researchers in small groups to share information about CHARM in general, beyond of the research challenges, give them the possibility to ask questions and engage researchers in CHARM-EU.</p>
<b>Outcome, benefit</b>	<ul style="list-style-type: none"> <li>- Raised awareness amongst the researchers about CHARM-EU and the TORCH project (some activities to be further developed under the Alliance)</li> <li>- Raised awareness amongst the researchers about how the Vice-Rectors and ÅAU CHARM Managers could support the researchers in getting involved with CHARM-EU.</li> <li>- Raised awareness amongst the CHARM ÅAU local management team about the engagement of researchers regarding the research challenges, the way of working, and ideas for further development.</li> </ul>
<b>Number of participants</b>	2-4 researchers + 2 Vice Rectors + CHARM Manager per meeting (in total 5-7 persons per meeting)
<b>Preliminary steps, resources</b>	<ul style="list-style-type: none"> <li>- Preparation of ppt (CHARM-EU general, TORCH research challenges)</li> <li>- Doodle for meeting times</li> <li>- Invitation to Teams online meeting</li> <li>- Online meeting</li> <li>- Follow-up e-mail(s)</li> </ul>

<sup>3</sup> On the results of the TORCH project, the strategic collaboration of CHARM-EU that grounded the R&I dimension of the Alliance, see <https://charm-eu.eu/about-us/our-projects/torch-research-and-innovation-project/>.

<b>Timeline of the action</b>	1-hour Teams meeting for each research challenge = six meetings during spring 2023
<b>Success measured</b>	The impact of the meeting can be assessed through: <ul style="list-style-type: none"> <li>- Number of participants</li> <li>- Increased awareness about CHARM-EU amongst researchers</li> <li>- Follow-up questions on CHARM-EU activities via e-mail</li> <li>- Engagement in CHARM-EU activities by researchers</li> <li>- Feedback from participants</li> </ul>
<b>Difficulties (risks in retrospect)</b>	Difficult to find meeting times suitable for everyone

### Pilot 7 Adapting the ‘Living Pasts’ course by ELTE from Utrecht University

<b>Participating units</b>	ELTE Faculty of Humanities (multiple departments and actors) Utrecht University Living Pasts team CHARM-EU representatives
<b>Description</b>	<p>Based on semi-formal discussions on occasions related to CHARM-EU activities, it became obvious that Utrecht University (UU) was willing to share its existing course related to the Living Pasts project that included various elements reflecting CHARM-EU educational principles, and that ELTE was willing to adapt this course to be offered with the collaboration of UU academic staff members. It was an important factor of selecting this particular course that it did fit ELTE course contents on this field.</p> <p>A Team of dedicated teachers was recruited internally who were interested in both CHARM-EU educational principles as well as the thematic of the Living Pasts project.</p> <p>The ELTE Team visited UU to take part in the course. They met teachers, students, stakeholders, discussing possibilities, familiarizing themselves with CHARM educational principles in practice; deciding on a common theme for next year’s course in both universities (<i>2024 – walls that divide and connect: city wall / the Limes, the wall of the empire</i>).</p> <p>After the visit, ELTE developed course content for home circumstances but keeping contact UU to integrate possible points of contact between the two courses at the partner universities.</p> <p>In autumn 2023, teachers from UU visited ELTE and took part in the course development. They visited locations, met teachers involved, representatives of the students, stakeholders, discussed possibilities of collaboration. Based on the discussions of this second workshop between UU and ELTE, the latter fine-tuned course content in Spring 2024 for the next semester when it was piloted.</p> <p>In autumn 2024, the course was offered the first time at both institutions with points of contact integrated into the programme (hybrid classroom, shared assignment for</p>

	students from both universities, applying mobility funding for visits at the partner institution).
<b>Outcome, benefit</b>	Explanation of the outcomes and why they were/are beneficial.
<b>Number of participants</b>	Academic staff (participating in preparation and teaching): 3 (plus involvement of external stakeholders in facilitation: 6-8) Students in the pilot round (autumn 2024): 12
<b>Preliminary steps, resources</b>	<ul style="list-style-type: none"> <li>- familiarising with CHARM-EU core values and educational principles</li> <li>- selecting course to be adapted (incl. discussions on willingness at the other university to share experiences – this step can be at least partially replaced by a central CHARM-EU pool of courses to be shared)</li> <li>- examination of available tools (financial means, mobility solutions)</li> <li>- internal discussions at both institutions with leadership representatives and CHARM-EU personnel</li> <li>- internal discussions at the adapting institution with educationalists (can come from CHARM but not necessarily)</li> <li>- before the pilot course: announcing the opportunity within the adapting university through the learning management system, posters, newsletters, word of mouth</li> </ul>
<b>Timeline of the pilot</b>	Spring 2023: selection of the Living Past course September 2023: ELTE visit to UU December 2023: UU visit to ELTE Spring 2024: developing ELTE course content Autumn 2024: first pilot course at ELTE in collaboration with UU
<b>Success measured</b>	<p><u>Qualitatively</u>, success can be and was measured on student and participating staff satisfaction, as well as on the strengthening of the relationship between the two universities.</p> <p><u>Quantitatively</u>, success can be measured on the number of mobilities realised and, most importantly, number and diversity of students (also international students, interdisciplinarity) participating in pilot course.</p>
<b>Difficulties</b>	<ul style="list-style-type: none"> <li>- infrastructural differences between the two institutions (equipment of hybrid classroom etc.)</li> <li>- building strong collaboration with external stakeholders</li> <li>- time constrains, particularly in case of physical events that require travel etc.</li> <li>- time constrains – since challenge-based learning involves a higher teacher/facilitator-student ratio</li> <li>- language issues – in a multilingual setting choices had to vbe made about languages used</li> </ul>
<b>Online materials</b>	<ul style="list-style-type: none"> <li>- video about UU Living Past course <a href="https://youtu.be/U4vE3isMwWo?feature=shared">https://youtu.be/U4vE3isMwWo?feature=shared</a></li> <li>- CHARM-EU Educational Principles <a href="https://www.charm-eu.eu/wp-content/uploads/2024/09/Educational-Principles-Updated-May-2024.pdf">https://www.charm-eu.eu/wp-content/uploads/2024/09/Educational-Principles-Updated-May-2024.pdf</a></li> <li>- CHARM-EU Pedagogical Guidelines <a href="https://www.charm-eu.eu/sites/default/files/2023-03/D4.1%20Pedagogical%20Guidelines.pdf">https://www.charm-eu.eu/sites/default/files/2023-03/D4.1%20Pedagogical%20Guidelines.pdf</a></li> <li>- CHARM-EU Teaching and Learning Strategies Handbook <a href="https://www.charm-eu.eu/sites/default/files/2023-03/D4.3%20Teaching%20and%20Learning%20Handbook%20%281%29.pdf">https://www.charm-eu.eu/sites/default/files/2023-03/D4.3%20Teaching%20and%20Learning%20Handbook%20%281%29.pdf</a></li> </ul>

### 3.3 Lessons learned

As a result of the institutional pilots, the following main conclusions can be drawn in terms of risks and difficulties that should be avoided when creating the Service Portfolio:

- diversity in background experience of the interested staff members makes it crucial to build each Portfolio element in a way it is accessible without specific background knowledge on the field, providing step-by-step guidance whenever possible to avoid that potentially interested visitors leave due to a lack of self-confidence;
- potential scepticism on the side of visitors of the Portfolio necessitates that activities are introduced by fellow specialists (academic and support staff members) through testimonials that highlight the importance of the approach and why they found it interesting;
- concerns regarding extra workload must be managed through targeted, tailored support;
- considering financial concerns, activities that do not require significant extra investment from the affected universities must be prioritised;
- even though the Service Portfolio is publicly available on the website, awareness raising with the help of WP9 Internal Dissemination is crucial in reaching a broader audience with the Service Portfolio.

These lessons learned clearly correspond to the results of the group activity at Sprint 2 (Würzburg, 2023) and provide a firm background for the creation of the Service Portfolio based on the considerations outlined above.

## 4. SERVICE PORTFOLIO – STRUCTURE AND CURRENT PILOTS ELEMENTS

### 4.1 Service Portfolio Structure

Based on the discussions of WP10 and input received from other work packages, a new concept of the Service Portfolio was drafted at the end of 2023. This significantly differed from the earlier draft (see 2.3.1 above). Draft #1 defined the Portfolio as not more than a *document* that ‘contains the possible methods of using CHARM-EU results in transforming programmes, courses, administrative processes etc.’, ‘lists opportunities of support that CHARM-EU can provide’ for that, and ‘lists examples of already realised cases’ of applying CHARM-features. According to the new concept, the Portfolio is ‘defined by the following main features:’

1. it offers **various forms of support** in using CHARM-EU results in transforming programmes, courses, administrative processes etc. of CHARM-EU member universities;
2. it provides an **interactive user experience** thanks to a structure in which the visitor can **tailor** their path of arriving to the **methods most suitable for** their particular purposes;
3. it leads the visitor with a less well-defined vision of their needs to the **clear overview** about possible solutions, offering **structured content** to be used and advice on how to use it;
4. it is built on **easily perceivable, evidence-based content** that is, whenever possible, consisting of visual (possibly video) materials, and testimonials (no technical documentation);
5. is **easily accessible**, fully inclusive, without the requirement of *any* preparations in terms of CHARM-EU experience or other background knowledge [...]

This main concept is reflected by the current structure of the Service Portfolio.

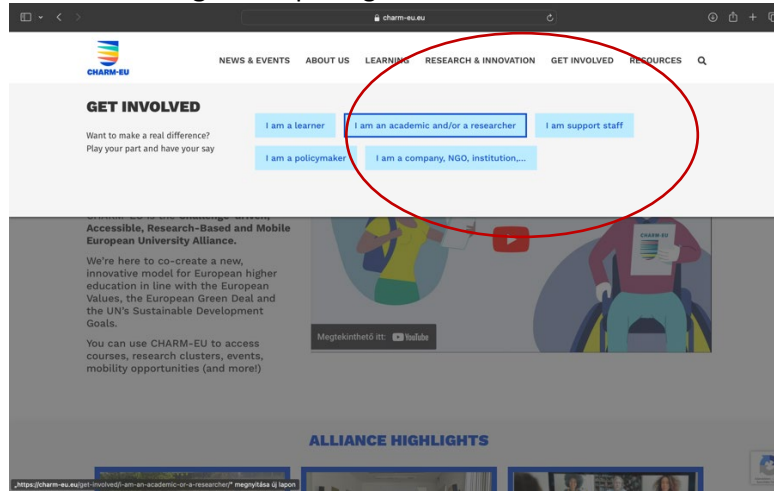
#### 4.1.1 General structure of the Portfolio

With regard to the general structure of the Portfolio, three main questions were defined that would lead the visitor towards their goal:

1. in what capacity does the visitor search for content (= is the visitor an educationalist, a teacher, a support staff member, faculty leadership representative etc.)?
2. which direction the visitor would like to go (= in what they would like to apply CHARM-features?)
3. how far/deep the visitor would like to go (= how detailed would they like to see procedures?)

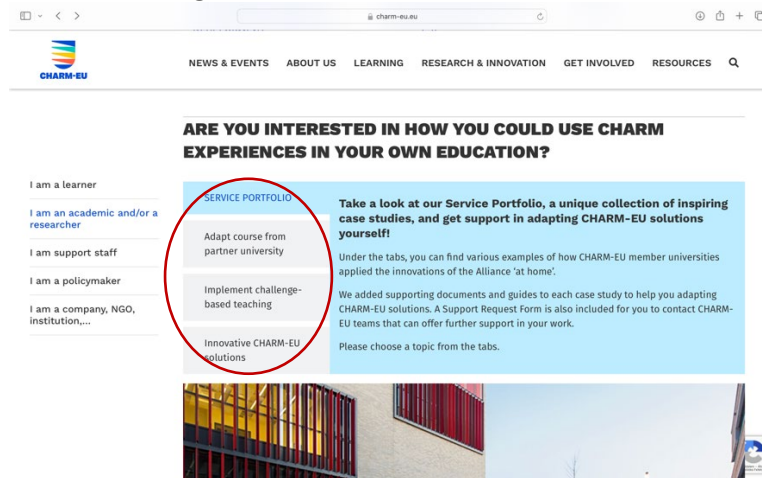
Ad 1: in its current form, the Service Portfolio is to be found on the CHARM-EU website under the ‘Get involved’ tab / ‘I am an academic and/or a researcher’, with a broad perspective of linking it with further personas as its content is broadened with new elements.

Figure 6 Opening the Service Portfolio



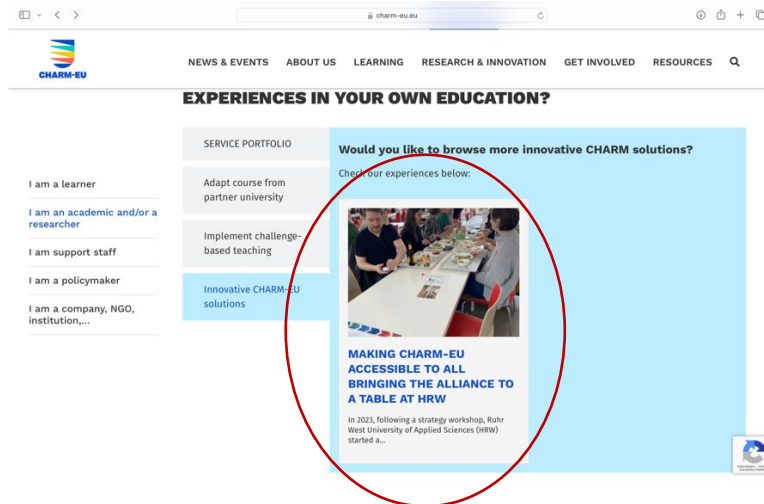
Ad 2: the direction of interest can be selected with the help of tabs in the Service Portfolio, currently each of them including one tile, i.e., one portfolio element.

Figure 7 Tabs of the Service Portfolio



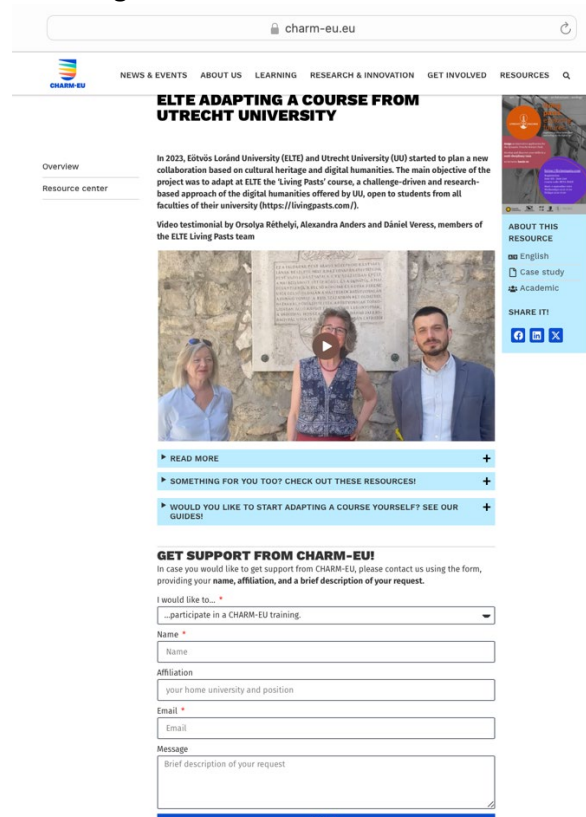
Within the tab, the portfolio elements are shown with a representative picture on a tile (currently there is one element, i.e., one tile included under each tab).

Figure 8 Tiles of the Service Portfolio



Ad 3: the depth of 'diving' into CHARM-EU solutions can be chosen when opening a certain portfolio element, navigating amongst its sub-elements.


Figure 9 An element of the Portfolio



#### 4.1.2 Detailed structure of a Service Portfolio element

A Service Portfolio element consists of six main parts introduced below in detail. The core of a Portfolio Element, i.e., the content by which it is defined, is a case study (or a set of case studies) of a certain CHARM-feature applied by one of the CHARM-EU member universities.

**Table 2** Structure of a Service Portfolio element

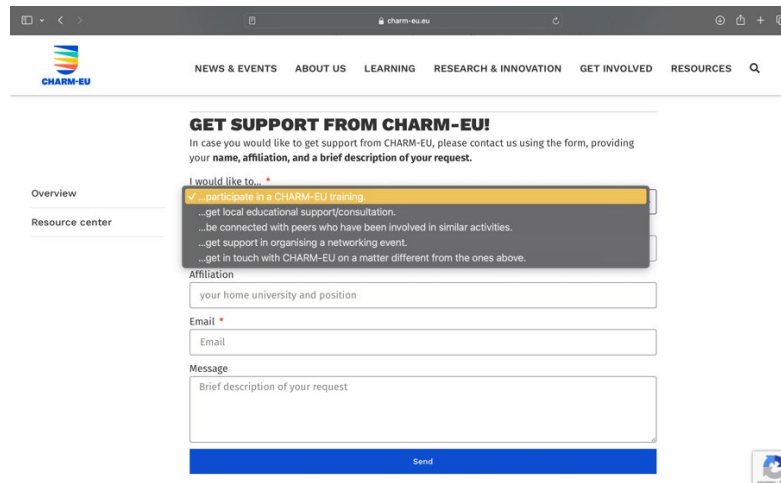
<p><b>Title and brief introduction</b></p> <p>Each portfolio element has a title that refers to the action carried out within one or more CHARM-EU members. A very brief summary is presented about the action and the innovative method that can be learnt from it.</p>	<p><b>APPLYING CHALLENGE-BASED LEARNING IN EXISTING COURSES IN BARCELONA AND MONTPELLIER</b></p> <p>Integrating Challenge-Based Learning (CBL) into existing courses transforms traditional teaching methods by engaging students with real-world problems. This approach not only deepens their understanding of academic content but also equips them with critical skills for future success. Here you can find some practical examples carried out at the University of Barcelona (UB) and the University of Montpellier (UM) to inspire you in this endeavour.</p>
<p>Video Testimonial by Sergio Villanueva (UB).</p>  <p>they learn how to transform this challenge into</p>	<p><b>Video testimonial</b></p> <p>In all case studies, the opening summary is followed by a brief video testimonial to ensure an easily accessible overview of the action. The videos are subtitled following CHARM-EU inclusivity principles.</p>
<p><b>'Read more'</b></p> <p>This section provides a detailed description of the process for those more deeply interested, but still only learning about the particular case, i.e., not yet looking for further details about how to implement similar actions 'at home'.</p>	<p><b>▼ READ MORE +</b></p> <p>Challenge-Based Learning (CBL) is an active, student-centred approach that engages learners in solving real-world problems through a structured process of inquiry and action. CBL encourages students to identify meaningful challenges, investigate potential solutions, and take concrete actions. By integrating classroom learning with real-life applications, CBL fosters a deeper understanding of course content and enhances practical skills.</p> <p>Benefits of introducing CBL in educational programmes:</p> <ul style="list-style-type: none"> <li>• <b>Enhanced Engagement:</b> CBL connects academic content to real-world issues, making learning more relevant and motivating for students. This increases engagement as students see the direct impact of their efforts on their communities and the world.</li> <li>• <b>Skill Development:</b> The CBL approach promotes the development of critical skills such as problem-solving, collaboration, communication, and critical thinking. These competencies are crucial for success in the workplace and prepare students for complex professional challenges.</li> <li>• <b>Inter- and Transdisciplinary Learning:</b> CBL often involves tackling multifaceted problems that span across various disciplines. This helps students integrate knowledge from different fields and understand the interconnectedness of academic subjects.</li> </ul>
<p><b>▼ SOMETHING FOR YOU TOO? CHECK OUT THESE RESOURCES! +</b></p> <p><a href="#">Download a practical experience carried out at UB on how to transform an existing course into CBL</a></p> <p><a href="#">Download a toolkit developed at UM to implement CBL in your classroom</a></p> <p><a href="#">Read about Montpellier Cross Thematic Mobility</a></p> <p>Read more about CBL in higher education: Gallagher, S. E., &amp; Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. <i>Teaching in Higher Education</i>, 28(6), 1135–1157. <a href="https://doi.org/10.1080/13562517.2020.1863354">https://doi.org/10.1080/13562517.2020.1863354</a></p> <p>A freshly out of the oven book "Practical Guide to Understanding and Implementing Challenge-Based Learning" by Kenan Dikilitas, Tim Marshall, Masoumeh Shahverdi, 2025, Springer MacMillan.</p>	<p><b>'Something for you too? Check out these resources!'</b></p> <p>For those more deeply interested in the particular case study, this section offers further reading in the form of easily accessible but already more elaborative documents, articles, resources related to the type of action described. Most of the suggested resources are directly linked to CHARM-EU (outcomes of other WPs, articles by team members), but not exclusively.</p>

<p><b>‘Would like to apply ...? See our guides!’</b></p> <p>Those not only interested in reading about but also ready to implement similar actions, the next level provides a step-by-step guide of how CHARM-EU team members carried out the action, listing the stakeholders involved in each step and further resources that can be used as guides during the implementation</p>	<p><b>▼ WOULD YOU LIKE TO APPLY CHALLENGE-BASED LEARNING YOURSELF? SEE OUR GUIDES! +</b></p> <table border="1"> <thead> <tr> <th>Step</th> <th>Action</th> <th>Who should be involved</th> <th>CHARM-EU supporting document</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Learn on CHARM-EU challenge-based learning approach</td> <td>Teaching Staff, Educationalists</td> <td> <ul style="list-style-type: none"> <li>CHARM-EU Pedagogical Guidelines</li> <li>CHARM-EU Teaching and Learning Strategies Handbook</li> </ul> </td> </tr> <tr> <td>2</td> <td>Learn on CBL</td> <td>Teaching Staff, Educationalists</td> <td> <ul style="list-style-type: none"> <li>Gallagher, S. E., &amp; Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. <i>Teaching in Higher Education</i>, 28(6), 1135-1157. <a href="https://doi.org/10.1080/13562517.2020.1863354">https://doi.org/10.1080/13562517.2020.1863354</a></li> </ul> </td> </tr> <tr> <td>3</td> <td>Design training actions for professional development on CBL</td> <td>Teaching Staff, Educationalists</td> <td> <ul style="list-style-type: none"> <li>UM Toolkit to Implement CBL in your Classroom</li> </ul> </td> </tr> </tbody> </table>	Step	Action	Who should be involved	CHARM-EU supporting document	1	Learn on CHARM-EU challenge-based learning approach	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>CHARM-EU Pedagogical Guidelines</li> <li>CHARM-EU Teaching and Learning Strategies Handbook</li> </ul>	2	Learn on CBL	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>Gallagher, S. E., &amp; Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. <i>Teaching in Higher Education</i>, 28(6), 1135-1157. <a href="https://doi.org/10.1080/13562517.2020.1863354">https://doi.org/10.1080/13562517.2020.1863354</a></li> </ul>	3	Design training actions for professional development on CBL	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>UM Toolkit to Implement CBL in your Classroom</li> </ul>
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3	Design training actions for professional development on CBL	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>UM Toolkit to Implement CBL in your Classroom</li> </ul>														
<p><b>GET SUPPORT FROM CHARM-EU!</b></p> <p>In case you would like to get support from CHARM-EU, please contact us using the form, providing your name, affiliation, and a brief description of your request.</p> <p>I would like to... *</p> <p>...participate in a CHARM-EU training.</p> <p>Name *</p> <p>Name</p> <p>Affiliation</p> <p>your home university and position</p> <p>Email *</p> <p>Email</p> <p>Message</p> <p>Brief description of your request</p> <p>Send</p>	<p><b>‘Get support from CHARM-EU’</b></p> <p>A central element of the ‘digital background of CHARM-ifying activities’ (Milestone 10), is the support request form that is to be found under each Service Portfolio element. A more detailed description is provided below</p>																

#### 4.1.3 Service Portfolio Support Request Form

While each case study of the Service Portfolio is also to be found under the Resource Center of the website, the Support Request Form only appears when the case studies are opened from the Service Portfolio. The Request form enables the visitor to choose from a scroll-down list the type of support they request, provide their contact data, and briefly describe their plans.

**Figure 10** Selecting support type in the Service Request Form



The screenshot shows the CHARM-EU website's support request form. The form is titled "GET SUPPORT FROM CHARM-EU!" and includes a navigation menu with links for NEWS & EVENTS, ABOUT US, LEARNING, RESEARCH & INNOVATION, GET INVOLVED, and RESOURCES. The form fields include a dropdown menu for "I would like to..." (with the first option selected), a "Name" field, an "Affiliation" field, an "Email" field, and a "Message" field. A "Send" button is located at the bottom of the form.

Depending on the type of support selected, the system forwards the request to the responsible unit of CHARM-EU that will get in contact with the visitor and provide support. Currently there are five support options from which visitors can choose:

- Participating in trainings – if selected, the responsible team would contact the visitor suggesting available CHARM-EU trainings;
- Local educational consultation – if selected, the responsible team connects the visitor with educationalists at their home institution;
- Connecting peers – if selected, the responsible team connects the visitor with those at a CHARM-EU member university who have already carried out the action in question;
- Organising a networking event – if selected, the responsible team connects the visitor and provides further support in organizing a networking event;
- Other – to be selected if the above options are not suitable; if selected, the visitor is contacted by members of the Portfolio team to inquire about the needs of the visitor further.

In the long run, it is going to be considered that the Service Request Form is integrated within a larger, central request form of CHARM-EU.

#### 4.2 Pilot elements of the Service Portfolio

Here we provide a static version of the first three pilot elements uploaded to the Service Portfolio, state of 29<sup>th</sup> November 2024, referring to the institutional pilots that constituted the background of the portfolio elements, i.e., that were the cases for the case studies.

##### Pilot 1 – ELTE adapting a course from Utrecht University

###### **[INTRODUCTION]**

**In 2023, Eötvös Loránd University (ELTE) and Utrecht University (UU) started to plan a new collaboration based on cultural heritage and digital humanities. The main objective of the project was to adapt at ELTE the ‘Living Pasts’ course, a challenge-driven and research-based approach of the digital humanities offered by UU, open to students from all faculties of their university (<https://livingpasts.com/>).**

**Video testimonial by Orsolya Réthelyi, Alexandra Anders and Dániel Veress, members of the ELTE Living Pasts team**

***/VIDEO/***

**[READ MORE]**

The first step was a workshop organised by UU in Utrecht in September 2023. A delegation from the Faculty of Humanities of ELTE were joined by a colleague from Montpellier University and the University of Barcelona.

During two days the group was introduced to the ‘Living Pasts’ course. The discussions with colleagues and in particular the Living Past seminar where UU students presented their preliminary prototypes convinced the members of the ELTE delegation that it would be worthwhile to adapt this challenge-based pedagogical method of the Living Pasts course at ELTE.

The second workshop of the unfolding project was organised by ELTE Faculty of Humanities in Budapest on 14 and 15 December 2023. Three colleagues represented the Living Pasts team from UU, ELTE colleagues were present from different faculties, but also students and external stakeholders, colleagues from museums and archives joined the workshop.

During the two-day workshop participants discussed the potential and practical aspects of adapting and hybridising the Living Pasts course with UU and ELTE colleagues, academics, digital humanities experts and heritage professionals from Budapest. External stakeholders, such as the Budapest City Archives, were also involved in the emerging collaboration.

During the workshop the group visited the Budapest archives. The Municipality of Budapest and the Department of Urban Planning were also invited, and this institution was represented by the Chief Architect of Budapest.

The workshop was closed with a short ‘Field Trip’, a guided walk on the site being in the focus of the course in 2024, the City Wall of Budapest where the archaeological, historical and cultural aspects were discussed. The workshop provided an inspiring step in the international academic cooperation within CHARM-EU and preparations for the Living Pasts course at the ELTE in September.

**[SOMETHING FOR YOU TOO? CHECK OUT THESE RESOURCES]**

[See this video about the Living Pasts project in Utrecht](#)

[Read this article about the collaboration between UU and ELTE](#)

[Read the report of Orsolya Réthelyi, coordinator of the ELTE team about the trip to UU](#)

**[WOULD YOU LIKE TO START ADAPTING A COURSE YOURSELF? SEE OUR GUIDES!]**

Step	Action	Who should be involved?	CHARM-EU Guides / Support
1	Desired course selected by the adapting institution, (henceforth	Responsible leadership	<a href="#">CHARM-EU Guide of Experts</a>

Step	Action	Who should be involved?	CHARM-EU Guides / Support
	'University A') at another university (henceforth University B). This can happen through semi-formal academic channels (contact with partner department) or using the CHARM-EU Guide of Experts.	(e.g., head of department), academic staff	
2	Finding a team of dedicated teachers at University A university who are interested in CHARM-EU Educational Principles, preferably from across disciplines.	Academic staff, educationalist	<a href="#">CHARM-EU Educational Principles</a> For training and onboarding to CHARM-EU, see Support Request below.
3	Representatives of University A visit University B and take part in the course in the university where it is offered. Meeting teachers, students, stakeholders, discussing possibilities, familiarizing oneself with CHARM educational principles in practice.	Academic staff, educationalist, students	<a href="#">Guiding Principles for Networking &amp; Community Building</a> When organising workshops, we recommend you use the <a href="#">Design Thinking approach</a> For networking support, see Support Request below.
4	Developing the course for home circumstances of University A but keeping contact with University B to integrate possible points of contact between the two courses at the partner universities.	Academic staff, educationalist	On the CHARM-EU challenge-based learning methodology see section 2.1 of the <a href="#">CHARM-EU Pedagogical Guidelines</a> On CHARM-EU Mobility solutions, consult pp. 23–24 of the <a href="#">CHARM-EU Teaching and Learning Strategies Handbook</a>
5	(If possible) A second workshop where the teachers from University B visit University A and take part in the development of the course. Visiting locations (if relevant), meeting teachers involved, representatives of the	Academic staff, educationalist, students	See above

Step	Action	Who should be involved?	CHARM-EU Guides / Support
	students, stakeholders, furthers discuss the possibilities of collaboration and possibilities of collaborating in the new course.		
6	Course is offered (possibly simultaneously) in both locations with points of contact integrated into programme (hybrid classroom, shared assignment for students from both universities, mobility). The course can become a collaborative endeavour of the two partners.	Academic staff and students of the course	Based on preliminary discussions, CHARM-EU might be able to support the promotion of the course.

***/GET SUPPORT FROM CHARM-EU/***

**Pilot 2 – Applying challenge-based learning in existing courses in Barcelona and Montpellier**

***[INTRODUCTION]***

**Integrating Challenge-Based Learning (CBL) into existing courses transforms traditional teaching methods by engaging students with real-world problems. This approach not only deepens their understanding of academic content but also equips them with critical skills for future success. Here you can find some practical examples carried out at the University of Barcelona (UB) and the University of Montpellier (UM) to inspire you in this endeavour.**

**Video Testimonial by Sergio Villanueva (UB).**

***/VIDEO/***

***[READ MORE]***

Challenge-Based Learning (CBL) is an active, student-centred approach that engages learners in solving real-world problems through a structured process of inquiry and action. CBL encourages students to identify meaningful challenges, investigate potential solutions, and take concrete actions. By integrating classroom learning with real-life applications, CBL fosters a deeper understanding of course content and enhances practical skills.

Benefits of introducing CBL in educational programmes:

- **Enhanced Engagement:** CBL connects academic content to real-world issues, making learning more relevant and motivating for students. This increases engagement as students see the direct impact of their efforts on their communities and the world.
- **Skill Development:** The CBL approach promotes the development of critical skills such as problem-solving, collaboration, communication, and critical thinking. These competencies are crucial for success in the workplace and prepare students for complex professional challenges.
- **Inter- and Transdisciplinary Learning:** CBL often involves tackling multifaceted problems that span across various disciplines. This helps students integrate knowledge from different fields and understand the interconnectedness of academic subjects.
- **Creativity and Innovation:** By encouraging students to explore innovative solutions and take initiative, CBL fosters a mindset of creativity and entrepreneurship. Students learn to think outside the box and develop novel approaches to solve challenges.
- **Real-World Impact:** Through CBL, students have the opportunity to make a tangible difference in their communities. This hands-on experience not only enriches their learning journey but also helps them build a sense of social responsibility and global awareness.

Implementing CBL in university programs transforms education into an active and purposeful process, equipping students with the skills, knowledge, and mindset needed to thrive in a dynamic and ever-changing world.

CHARM-EU, as a student-centred and challenge-based European University, aims to prompt the introduction of the above principles and values in its educational programmes. As such, the Alliance partners are engaged in implementing CBL courses and activities, both aiming at students and trainers. Below you may find some examples of practical examples already carried out at the University of Barcelona and the University of Montpellier in case you are looking for inspiration to develop CBL within any educational programme you might be involved in.

***[SOMETHING FOR YOU TOO? CHECK OUT THESE RESOURCES]***

[Download a practical experience carried out at UB on how to transform an existing course into CBL](#)

[Download a toolkit developed at UM to implement CBL in your classroom](#)

[Read about Montpellier Cross Thematic Mobility](#)

Read more about CBL in higher education: Gallagher, S. E., & Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. *Teaching in Higher Education*, 28(6), 1135–1157. <https://doi.org/10.1080/13562517.2020.1863354>

A freshly out of the oven book “Practical Guide to Understanding and Implementing Challenge-Based Learning” by Kenan Dikilitas, Tim Marshall, Masoumeh Shahverdi, 2025, Springer MacMillan.

**[WOULD YOU LIKE TO APPLY CHALLENGE-BASED LEARNING YOURSELF? SEE OUR GUIDES!]**

Step	Action	Who should be involved	CHARM-EU supporting document
1	Learn on CHARM-EU challenge-based learning approach	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>· <a href="#">CHARM-EU Pedagogical Guidelines</a></li> <li>· <a href="#">CHARM-EU Teaching and Learning Strategies Handbook</a></li> </ul>
2	Learn on CBL	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>· Gallagher, S. E., &amp; Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. <i>Teaching in Higher Education</i>, 28(6), 1135–1157. <a href="https://doi.org/10.1080/13562517.2020.1863354">https://doi.org/10.1080/13562517.2020.1863354</a></li> </ul>
3	Design training actions for professional development on CBL	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>· <a href="#">UM Toolkit to Implement CBL in your Classroom</a></li> </ul>
4	Apply CBL transformation to an existing course	Teaching Staff, Educationalists	<ul style="list-style-type: none"> <li>· <a href="#">UB practical experience</a></li> </ul>
5	Apply CBL to mobility actions	Mobility Experts, Educationalists, Teaching Staff	<ul style="list-style-type: none"> <li>· <a href="#">UM Cross Thematic Mobility (MOxMO)</a></li> </ul>

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**Pilot 3 – Making CHARM-EU accessible to all bringing the alliance to a table at HRW**

**[INTRODUCTION]**

**In 2023, following a strategy workshop, Ruhr West University of Applied Sciences (HRW) started a community-building initiative in its canteen (Mensa). At lunchtime, CHARM-EU-curious passers-by are invited to informally discover the ins and outs of the Alliance so as to have their participatory interests piqued. À table.**

The CHARM-EU Cafeteria Table is a monthly event designed to showcase the CHARM-EU Alliance, stimulate collaborative integration across it, and create networking opportunities within it. To organize the event successfully, it is thus important to set clear goals: raising awareness about the home institution’s involvement in CHARM-EU, engaging new participants through informal

discussions, and encouraging casual language practice by facilitating a low-barrier-to-entry setting for conversations in English – the lingua franca necessary for CHARM-EU participation.

In HRW’s case, the event is aimed at teaching and administrative staff, who can learn more about CHARM-EU’s exchange opportunities, as well as students who might benefit from its international programs. Held in the central university canteen, the Cafeteria Table runs for about an hour and is linked to cultural holidays or international days, which provide thematic anchors for the discussions. But the session remains flexible, with the visitors’ questions and interests guiding the conversation.

To attract participants, past experience shows that promotion is key. One option is advertising the event on campus displays such as digital screens and posters, and through internal platforms like email, newsletters, and websites; another is generating positive word-of-mouth among staff and students. Reserving a central spot in the cafeteria might prove crucial for visibility, and materials like flyers, banners, QR codes, and CHARM-EU merchandise can help draw attention to the table. Having local or visiting CHARM-EU representatives present, then, will ensure that discussions remain focused and informative.

It is also crucial to make the event inclusive and accessible. This can be achieved by offering a diverse diet of food options, allowing conversations in the local language when participants struggle with English, and selecting a cafeteria location that is physically easy for all potential attendees to reach.

All in all, hosting a CHARM-EU Cafeteria Table provides an excellent opportunity for universities to encourage engagement, promote CHARM-EU activities, and create a welcoming space for language practice and informal networking.

***[SOMETHING FOR YOU TOO? CHECK OUT THESE RESOURCES]***

[Poster – Building Communities in CHARM-EU](#)

[HRW Advert Example](#)

***[WOULD YOU LIKE TO ESTABLISH A CHARM-EU TABLE YOURSELF? SEE OUR GUIDES!]***

Step	Action	Who should be involved?	CHARM-EU Guides/ Support
1.	<p><b>PREPARATION PHASE</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>– Select event dates, times, and inclusive locations that maximize potential attendance.</li> <li>– Coordinate with canteen staff to reserve a prominent spot and, if applicable, food options.</li> <li>– Confirm availability of CHARM-EU team members to</li> </ul>	CHARM-EU team members Canteen staff Communication team (local)	<a href="#">HRW Advert Example</a>

Step	Action	Who should be involved?	CHARM-EU Guides/ Support
	<p>host the table during each session.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>– Create or gather CHARM-EU promotional materials (e.g., images, maps, figures, roll-ups).</li> <li>– Develop icebreakers or prompts for informal discussions.</li> <li>– Organize logistical needs, such as transportation for materials, decorations, and merchandise.</li> </ul> <p><b>Promotion</b></p> <ul style="list-style-type: none"> <li>– Design and distribute promotional content (posters, emails, social media posts).</li> <li>– Invite target groups (students, staff and academics).</li> <li>– Collaborate with the local communications team for broader outreach.</li> </ul>		
2.	<p><b>IMPLEMENTATION PHASE</b></p> <p><b>Event setup</b></p> <ul style="list-style-type: none"> <li>– Arrive early to set up the table with decorations and promotional materials.</li> <li>– Ensure the table is welcoming, accessible, and visually engaging.</li> <li>– Prepare an attendee sign-in sheet and designate someone to take photos.</li> </ul> <p><b>Event</b></p> <ul style="list-style-type: none"> <li>– Greet visitors warmly and introduce them to CHARM-EU’s values and opportunities.</li> <li>– Facilitate informal conversations in English (or the local language, if needed).</li> <li>– Use prepared prompts to encourage discussion and answer questions about CHARM-EU.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>– Thank attendees and collect feedback on their experience.</li> <li>– Note participation and engagement levels for</li> </ul>	CHARM-EU Team Participants	<p><a href="#">Info Sheet example</a></p> <p><a href="#">Signage example</a></p> <p><a href="#">Postcard example</a></p> <p><a href="#">Icebreaker example 1</a></p> <p><a href="#">Icebreaker example 2</a></p>

Step	Action	Who should be involved?	CHARM-EU Guides/ Support
	<p>evaluation.</p> <ul style="list-style-type: none"> <li>– Dismantle the table and return materials to storage.</li> </ul>		
<b>3.</b>	<p><b>POST-EVENT PHASE</b></p> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>– Assess attendance numbers and trace levels of CHARM-EU participation following the event.</li> <li>– Identify areas for improvement based on team and participant input.</li> </ul> <p><b>Promotion of Outcomes</b></p> <ul style="list-style-type: none"> <li>– Share event photos and highlights on institutional and CHARM-EU channels.</li> <li>– Report on the impact of the event, including new participants or interest generated.</li> </ul> <p><b>Plan for next steps</b></p> <ul style="list-style-type: none"> <li>– Use lessons learned to refine future events.</li> <li>– Update materials and processes to improve engagement and effectiveness.</li> </ul>	<p>CHARM-EU Team Communication team (local and CHARM-EU)</p>	

[Download step-by-step guide](#)

***/GET SUPPORT FROM CHARM-EU/***

## 5. PLANS FOR THE SERVICE PORTFOLIO

In the next two years of the CHARM-EIGHT project, a CHARM-EU Alliance-wide campaign will be launched to encourage the adaption of CHARM-EU features by as many organizational units, programs, and program elements as possible. During this period, the Service Portfolio will continue to be promoted while being continuously improved based on the existing and new results of CHARM-EU working groups and work packages.

### 5.1 Promotion of the Service Portfolio

The promotion of the Service Portfolio is going to be continued through various channels.

- *CHARM-EU Alliance-level open promotion:* the Service Portfolio is going to be promoted through the CHARM-EU website, newsletters, occasional promotional events and word of mouth.
- *CHARM-EU Working Groups and Work Packages:* promotion is also going to continue through CHARM-EU teams, most importantly through
  - WP4 (Implementation, Piloting and Evaluation of Educational Portfolio) considering that educational innovators of the member universities are linked with this WP in a large number;
  - WP6 (Extension and Fine-tuning of the CHARM-EU Mobility Scheme) as mobility teams of the member universities are of central importance in promotion;
  - WP9 and WP10 – continuously operating until the end of the project – responsible for facilitating particularly those activities included in the Portfolio;
  - WP17 (Communication, Dissemination, and Impact (2)) considering the role of the Communications team in promotional activities.
- *Member universities:* the promotion of the Service Portfolio will also happen internally at CHARM-EU member universities through those internal channels the responsible units consider most suitable. The aim is to call attention of both the support structures (e.g., Professional Development departments) as well as those educators or students who would like to implement CHARM-EU solutions in their programs or activities.

As an important part of our campaign, it will be recommended that each CHARM-EU member university continues the ‘roadshows’, ‘townhalls’ and similar faculty-level meetings that were already tested previously and proved to be successful ways of drawing attention to the existence and activities of CHARM-EU.

Promotion will also make use of the ways of internal dissemination developed in the Internal Dissemination subgroup of WP9 Internal Dissemination and Networking, summarized in D9.1.

## 5.2 Further incentivization

In close collaboration with other work packages, WP10 is going to work on defining concrete incentives linked with the application of Portfolio elements. Some of the existing CHARM-EU offers already have incentivizing impact. Some of these opportunities have not been available earlier at some member universities or have been present in a different structure compared to the one introduced by CHARM-EU. Such offers are:

- the rapidly growing mobility network of the alliance that enables participating units to build connections with colleagues at Alliance members (supported by the CHARM-EU Multilateral Inter-institutional Agreement) – being applied currently in various cases such as staff training events;
- professional support for various educational endeavours (e.g., for educational initiatives by an international team of educationalists; organizing networking events by the Networking and Community Building team etc.) – being applied currently in various cases such as those of ‘educational CHARM-ification’ listed in D3.2 – these offers are now coordinated on a case-by-case basis but a framework for their seamless operation is being established (e.g., the first open call for proposals on networking events was published in November 2024);
- making available various fora (events, websites etc.) of CHARM-EU to showcase institutional results, ensuring a very broad outreach – being applied currently, e.g., in case of the results of the ClimEX-Pe project started by four CHARM-EU members, rooted in the joint strategic research and innovation project TORCH;
- certificates, badges provided to participants of CHARM-EU working groups and trainings – applied already within the framework of the CHARM-EIGHT project.

Furthermore, CHARM-EU has already piloted various methods (as an alliance or on member institution level) that can be introduced as new approaches of incentivisation such as:

- establishing a yearly award with diverse categories for educational innovation – following, for example, the open science award system of some CHARM-EU member universities, also piloted in the framework of the TORCH project (open call amongst the partner institutions, international jury in which each member is represented etc.);
- providing additional local financial support for activities of educational innovation – following certain institutional practices successfully introduced in the past years related to CHARM-EU projects;
- ensuring that work carried out linked with the CHARM-EU project and other initiatives of educational innovation are credited in the promotion systems of the institutions – following institutional practices of some member universities.

It is crucial and must also be considered as a main incentivizing factor that activities carried out related to the implementation of CHARM-features is acknowledged, encouraged, and made visible internally by leadership representatives including university, faculty and institute/department levels.


### 5.3 Development of the Service Portfolio

The Service Portfolio will be developed continuously in three senses.


1. *Broadening and fine-tuning of existing elements.* The existing Service Portfolio elements, case studies, documentation are going to be broadened based on visitor/participant feedback to become more 'user-friendly', accessible, easy to apply in various innovative approaches.
2. *Adding new elements.* The Portfolio is going to be broadened with new aspects of the activities of CHARM-EU, relying heavily on the results of WPs11 (Onboarding and Inter-institutional Professional Development) and 12 (Inter-institutional Professional Development and Educational Research).
3. *Adding new cases, testimonials to existing elements.* As the Portfolio is applied by staff members of CHARM-EU institutions, new success stories, testimonials, collections of good practices will become available to be added to existing Portfolio elements. Such pieces are going to be used in promotional activities (see previous section) considering that peer experience is the best way of introduction.

Based on the listed activities, WP10 will discuss frequently the success of the Portfolio, informing CHARM-EU bodies (the Executive Board and the Academic Council, whenever relevant) about the results of evaluation.

**ANNEX I: CHARM-IFICATION CONCEPT NOTE (PUBLIC VERSION)**



**CHARM-EU**



Co-funded by  
the European Union

# CHARM-ification Concept Note

**As part of its 2023–2026 project, CHARM-EU seeks to support the application of its innovations beyond its project activities. This concept note provides a framework for such activities.**

**Definitions**

**CHARM-features:** all concepts, approaches, methods, tools, solutions etc. developed, defined, piloted and described by and distinctive to the CHARM-EU Alliance. For example: the CHARM-EU challenge-based learning approach; ‘inclusion by design’ as defined by CHARM-EU; mobility as a ‘norm’ etc.

**CHARM-ification:** the action of voluntarily enriching the structure and/or the operation of a higher education institution [HEI] with one or more CHARM-feature(s), supported directly or indirectly by CHARM-EU teams or resources.

**Principles of CHARM-ification**

**I.Support as opposed to prescription.**

It is always the member HEIs’ staff or units who apply CHARM-features to their own structures, methods etc. with the support of CHARM-EU (and not CHARM-EU staff who applies the features to them). Thus, CHARM-EU offers an alternative approach, based on its values in an open and engaged way, while acknowledging and valuing the worth of other approaches, respecting all institutional specificities.

**II.Voluntary participation.**

CHARM-ification can only happen if based on a voluntary, informed decision of and initiated by staff members responsible for and working in the affected structure/activity etc., being aware of a) the main principles in the background of CHARM-features to be applied, b) what the process requires from them, c) the fact that their work can lead to somewhat different results compared to those of the Alliance due to structural differences etc.

**III.Transparency of the relationship with CHARM-EU.**

The relationship between CHARM-EU and the application of CHARM-features must always be clear.

- 1)In case of official Project Activities,** participants must use the officially agreed CHARM-EU branding and identity guidelines.
- 2)In case of Application Beyond CHARM-EU Projects, i.e., CHARM-ification,** the Alliance as a supporting environment and appropriate CHARM-EU resources are to be cited. The application of CHARM-EU results (e.g., the Toolkit) in themselves does not imply CHARM-EU endorsement.
- 3) In case of Collaboration Beyond the Projects,** i.e., activities between members that are not related to project activities, teams should acknowledge CHARM-EU as enabler of the collaboration, while making clear that such collaboration does not include CHARM-EU endorsement. Highlighting the role of the Alliance should happen by a sentence used in all official materials: ‘Inspired by CHARM-EU’.



**ANNEX II: INSTITUTIONAL PILOT TEMPLATE FOR CHARM-IFICATION ACTIVITIES**

<b>Name of action and participating units</b>	Name of pilot case (e.g., 'Introducing challenge-based learning in the ... course), institution(s) and unit(s) that participated.
<b>Description</b>	Description of what exactly happened during the pilot action.
<b>Outcome, benefit</b>	Explanation of the outcomes and why they were/are beneficial.
<b>Number of participants</b>	At least overall, but possibly in categories (students, support staff, academic staff etc. as relevant)
<b>Preliminary steps, resources</b>	Collection of steps taken in preparation of carrying out the action and the resources that were applied/involved, fine in brief bullet points but comprehensive, please
<b>Timeline of the pilot</b>	If relevant, the timeline how the action was carried out (in steps)
<b>Success measured</b>	Description of how the success of the action was (can be) measured.
<b>Difficulties (risks in retrospect)</b>	Difficulties that occurred and the steps of managing them.
<b>Online materials</b>	Link to materials that were applied.

### ANNEX III: DRAFT CALL FOR PIONEERING COURSES AND PRACTICES

#### Get recognition by sharing your good practices in education CHARM-EU's Call for pioneering courses and practices

Dear Educators,

The Challenge-driven, Accessible, Research-based, Mobile European University (CHARM-EU) invites you to join our international network. Share your good practices in education and gain recognition while learning from fellow innovators across Europe.

#### Become a Co-creator!

Help us design engaging educational programs by sharing innovative practices in teaching and education. Join a team passionate about creating a unique student experience.

#### Benefits for you:

- **Recognition:** Showcase your educational programs on the CHARM-EU platform.
- **Professional Development:** Access trainings on innovative teaching methods like challenge-based learning.
- **Tailored Support:** Get expert guidance to further develop your educational ideas.
- **Mobility Opportunities:** Collaborate with colleagues across our prestigious member universities.
- **Growing Community:** Connect with a network of enthusiastic educators.
- **Transdisciplinary Community:** Connect with academics and researchers for teaching, research, and service opportunities.
- **Program Development Within CHARM-EU:** Integrate your programs with the Alliance for wider reach.

#### Join an Exclusive Online Session:

Complete [this form](#) to be invited to an online session [\[time\]](#) where we'll discuss further opportunities.

#### Our Call: A Two-Fold Approach

1. **Recognise & Support Your Innovations:** Share your best practices in education. We'll connect them with CHARM-EU's educational principles and approaches to explore how they may be developed further and how you may be recognised for your innovative practices.
2. **Tailored Training Based on Your Needs:** Tell us about your professional development needs. CHARM-EU offers training (curriculum development, mobility opportunities, program translation etc.) to address them.

#### How We Identify Good Practices & Needs:

We're looking for educational modules, courses, or program elements (Bachelor's, Master's, PhD, short courses, micro-credentials) that align with our educational innovations.

We're looking for existing modules/courses/programs with at least one of these features:

- based on real-life problems/challenges of any kind:
- based on innovative technological solutions,
- using a transdisciplinary approach in education through the inclusion of multiple disciplines and stakeholders perspectives;
- includes good practices of any kind that:
- can be used in a transnational and intercultural environment,
- are ready to be linked with various mobility types,
- are aimed at providing an engaging, student-focused experience,
- align in any other sense with the [Educational Principles](#) of CHARM-EU.

### **Can I Join Without a Matching Program?**

Absolutely! CHARM-EU welcomes educators interested in integrating innovative educational approaches into existing or new programs. Join our community to learn, collaborate, and benefit from the advantages listed above. There's no obligation to participate!

### **About CHARM-EU:**

Established in 2019, CHARM-EU is a European University Alliance. We are nine leading European Universities working together to create, test, and share innovative educational methods. Our focus is on sustainability education, using approaches like challenge-based learning and technology in the field of sustainability.

### **CHARM-EU Innovations:**

We have created the first joint Master's program across an Alliance: Global Challenges for Sustainability.

### **How to respond to this Call:**

Complete the application form [[HERE](#)].

Application Deadline: [Insert application deadline date].

### **Have Questions?**

Contact the [University] CHARM-EU Office/CHARM-EU Team at [email address].

#### ANNEX IV: FEEDBACK FORM OF SERVICE PORTFOLIO PILOTING

1. <i>GDPR consent</i>
2. <i>Name</i>
3. <i>Email address</i>
4. <i>University [to be selected]</i>
5. <i>Status/role/position at the university</i>
6. <i>Name of action</i>
7. <i>Structure/logic/order of the materials – was it easy to navigate among them?</i>
8. <i>Efficiency of the materials – are they clear/long/detailed enough – are they too long/detailed?</i>
9. <i>Are there additional (types) of materials you would consider useful in the particular process?</i>
10. <i>Would you suggest any other kind of improvements?</i>