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ERUA2 Training Plan for Teachers and Research Staff 2024-2027

TRAINING PLAN

2025-2026



Training actions are part of the Postgraduate Diploma in
English as a Medium of Instruction (EMI & ESP),
Multimodal Communication and Technologies

ERUA2 Training Plan for Teachers and Research Staff (2024-2027)

This training plan is offered to academics from the eight universities within the ERUA consortium: Université Paris 8, University of the Aegean, Universidad de Las Palmas de Gran Canaria, Mykolas Romeris University, New Bulgarian University, SWPS University, University of Macerata, and Europa-Universität Viadrina Frankfurt (Oder).

This Teacher Training Plan is aligned with ERUA's broader strategic objective under Work Package 2 (WP2): Designing ERUA's Innovative Learning Pathways. Within this framework, Task 2.6—Establishment of Virtual Educational Materials—plays a crucial role by fostering the development and dissemination of online teaching resources such as e-learning modules, webinars, and seminars. These resources aim to promote ERUA's values and facilitate cross-border collaboration in education.

The document outlines the training plan for the first semester of the 2025-2026 academic year. The training actions available offered by the ULPGC are part of the *Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication, and Technologies*. This programme aims to enhance English teaching methodologies within an EMI framework, it also emphasises multimodal communication and the use of technological resources to enrich learning experiences.

Enrolment for the training actions will be handled strictly on a first-come, first-served basis, according to the time of application. All eligible members of the ERUA2 consortium—full-time and part-time academics as well as PhD candidates—are invited to apply. As places are limited for each university, early registration is strongly encouraged. Once the maximum number of participants is reached, additional applicants will be placed on a reserved list and contacted if a place becomes available. To enroll, please use the following [link](#). You will receive a confirmation email for the specific course you have registered for.

We expect [a strong commitment](#) to completing the courses. Academics are expected not to abandon the courses they have enrolled in. If they do, they may be penalised and will not have the opportunity to register for future courses promoted by ERUA2.



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01. Writing in the disciplines with and without AI

ECTS: 1 ECTS (7h synchronous sessions + 3h online work + 15 h independent work)



Summary: Writing in the disciplines with and without AI

In this online course, lectures will engage with discipline-specific writing. The goal is to design their courses in a way that encourages students to increasingly their ability to write in the disciplines.

This includes reflecting on the criteria that define discipline-specific writing, as well as understanding writing process models and strategies, and being aware of the advantages and disadvantages of using AI in academic writing and research.

Furthermore, educators will learn how to incorporate small writing exercises directly into their teaching, allowing students to continuously practice academic writing while also using writing as a medium for thinking and learning.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Goals:

1. Designing the course to encourage students to increase their ability to write in the disciplines
2. Reflecting criteria that define discipline-specific writing
3. Knowledge of individual writing processes
4. Knowledge about writing research

5. Knowledge about AI and academic writing
6. They know how they can use small writing exercises in their courses for thinking and learning

Contents:

7 unites à 60 Minutes

1. Writing in the Disciplines
2. Writing process and models
3. How to encourage students to write?
4. Academic writing with and without AI
5. Writing as a tool for learning and thinking
6. Conclusion and course outlines

Methodology:

Interactive, reflective, knowledge

Teaching Staff:

Franziska Liebetanz

Director Center for teaching and Learning European University Viadrina

Dates and Schedule:

October 2025 – January 2026

Live sessions (online):

17:00–18:00 Bulgaria, Romania, Greece | 16:00–17:00 Italy, France, Germany, Poland (CET base) | 15:00–16:00 Canary Islands.

**11:00–12:00 Bulgaria, Romania, Greece | 10:00–11:00 Italy, France,
Germany, Poland (CET base) | 09:00–10:00 Canary Islands.**

Live session dates:

08.10.2025 | 03.12.2025 | 28.01.2026 (16:00–17:00)

13.11.2025 | 27.11.2025 | 08.01.2026 | 15.01.2026 (11:00–12:00)

02. Project-Based Learning for Social Sciences and Humanities Educators

ECTS: 2 (10 synchronous sessions + 40 hours independent work)



Summary:

This training introduces university teachers to Project-Based Learning (PBL), a student-centred method that uses real-world challenges to drive learning. Participants will learn how to incorporate PBL into their teaching practices to foster critical thinking, creativity, collaboration, and communication of the students. The course offers tools to make learning more engaging, relevant, and effective.

For: Academic staff

Mode: Online

Places: 40

Goals:

1. To understand the concept and principles of PBL.
2. To explore the benefits of using PBL in higher education.
3. To discover how to align PBL with study program goals and learning outcomes.
4. To recognize the difference between PBL and traditional project work.
5. To learn how to design PBL assignments targeting higher-order thinking skills.
6. To promote student responsibility, autonomy, and time management.
7. To learn to assess student work throughout different project stages.
8. To share experiences and best practices with colleagues from different countries.

Contents:

1. Understanding PBL
 - Definition, core principles, and pedagogical foundations (social constructivism)
 - Key benefits of PBL for students and educators
 - Differences between traditional projects and rigorous PBL
 2. Aligning PBL with Curriculum and Learning Outcomes
 - Integrating PBL into study program goals and course objectives
 - Designing projects that promote deep learning and higher-order thinking
 - Encouraging student autonomy, responsibility, and time management
 3. PBL Designing Elements
 - Challenging problem or question
 - Sustained inquiry
 - Authenticity
 - Student voice and choice
 - Reflection, critique, and revision
 - Public product
 4. PBL Teaching Practices
 - Designing and planning project-based activities
 - Building a supportive learning culture
 - Managing classroom activities and group work
 - Scaffolding learning and coaching students
 - Applying multiple assessment methods across project stages
 - Engaging and coaching
 5. Practical Implementation and Peer Collaboration
 - Identifying real-world problems and designing solutions
 - Using tools for ideation, prototyping, and testing
 - Sharing experiences and lesson planning with international peers
 - Adapting PBL approaches to diverse academic contexts
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Methodology:

The training course will follow an interactive and experiential methodology, closely aligned with the principles of PBL. Participants will actively engage in hands-on activities that simulate real-world challenges, allowing them to experience PBL from a student's perspective. Short theoretical inputs will provide key concepts, frameworks, and examples, while collaborative workshops will foster peer learning through group work, case analysis, and shared reflection. Throughout the training, participants will be encouraged to reflect on their own teaching practices and explore how PBL can be integrated into their specific academic contexts.

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Teaching Staff:

Prof. dr. Jolanta Pivoriene

Faculty of Human and Social Studies

Mykolas Romeris university, Vilnius, Lithuania

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Dates and Schedule:

October-November, 2025, each synchronous session will be followed by assignments for independent work.

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03. Designing Flexible Learning Environments through Blended Formats

ECTS: 1 (5h divided into 2 synchronous sessions + 4h asynchronous collaborative work + 16h asynchronous independent work)



Summary:

A short introduction to “blended” formats will be linked to the concept of flexible learning within the context of academic courses, supporting participants in exploring instructional design strategies to effectively combine online and face-to-face teaching. Emphasis will be placed on creating engaging, adaptable activities and leveraging digital tools to promote active learning, inclusion, and meaningful student participation across diverse learning environments

For: Academic staff and early-career researchers.

Mode: Online

Places: 40

Goals:

1. Develop the ability to blend online and face-to-face teaching formats effectively to enhance the teaching-learning process.
2. Design flexible learning activities that promote active participation and collaboration in both digital and physical classroom settings.
3. Identify and apply appropriate educational technologies to support content delivery, interaction, and assessment in blended learning environments.

Contents:

1. Instructional Design for Blended Learning
2. Educational Technologies and blended formats
3. Flexible learning and students engagement

Methodology:

The course will be organized as follows:

- Initial synchronous session: content introduction and assignments description;
- Asynchronous group discussion activity (4 hours online work): discussing and comparing different viewpoints on the analysis of inputs provided by the teacher in the Learning Management System;
- Asynchronous individual work and final submission of the assignment in the Learning Management System (16 hours independent work);
- Synchronous session: presentation of completed assignment outputs by participants, followed by collective feedback.

Teaching Staff:

Prof. Laura Fedeli

Department of Education, Cultural Heritage and Tourism / University of Macerata (Italy)

Dates and Schedule:

Dates: 3–31 October 2025

Live sessions: 16:00–18:30 Bulgaria, Romania, Greece | 15:00–17:30 Italy, France, Germany, Poland | 14:00–16:30 Canary Islands

Live session dates: 03.10.2025 (Session 1) | 31.10.2025 (Session 2)

04. Training for C1/C2 in English

ECTS: 5 (25 synchronous hours + 25 coursework hours)



NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the ERUA ALLIANCE teaching staff.

Summary:

This 50-hour module will aim at improving students' command of English, so that they can acquire a C1/C2 competency following the Common European Framework of Reference standards. Upon completion of the module, they will be able to perform complex tasks as proficient users of the language, mainly for academic purposes in cross-cultural environments. Participants will carry out activities aimed at developing and practising communicative language activities (reception, production, interaction, mediation) towards the Cambridge Advanced/Proficiency Certificate in English.

For: University teaching staff with English level B2 (entry level)

Mode: Online

Places: 40

Goals:

1. Develop and practise reception, production, interaction and mediation towards the Cambridge Advanced/Proficiency Certificate in English.
2. Communicate a range of complex topics successfully, effectively and cohesively in English at level C1/C2.
3. Master classroom language, multimodality and interaction in English at level C1/C2.

Contents:

1. In-depth analysis of different types of texts, mainly specialized ones, biographies and summaries. The students' ability to produce their own writings will be achieved through preparation tasks, reading tests and the production of their own pieces of work. The possible contents, in accordance with the usual topics for the official Cambridge examinations, will be thoroughly discussed and analysed in class.
 2. Development of oratory skills through group project-based learning, flipped classroom sessions and debate techniques. Multicultural audiovisual materials about current events, academic articles and research information will be used in order to help the students to enhance their communication skills, so that they can freely interact in both international congresses and research groups. The use of different dialects and accents will be greatly encouraged in both listening and oral practices.
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Methodology:

The sessions are intended to be practical and interactive. Students will actively participate, and engaging discussions will be encouraged in classes.

Assessment: Students will be required to work on a group project combining both written and audiovisual materials of their own production and do a final C1/C2 English exam. Teacher, peer and self-assessment will be used (40% C1/C2 English exam & 60% teacher, peer and self-assessment of the project).

- (60%) Attendance to and participation in synchronous or face-to-face sessions
 - (40%) Final task(s): 20% group project combining both written and audiovisual materials of own production & 20% C1/C2 English exam
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Teaching Staff:

Dña Alicia Díaz Jiménez. Departamento Filología Moderna, Traducción e Interpretación, ULPGC

Dra. Bianca Manuela Sandu, Departamento Filología Moderna, Traducción e Interpretación, ULPGC

Dates and Schedule:

Alicia Díaz Jiménez

Dates: October – November 2025.

Live sessions: 19:30–21:30 Bulgaria, Romania, Greece | 18:30–20:30 Italy, France, Germany, Poland | 17:30–19:30 Canary Islands.

Live session dates: 07.10.2025; 14.10.2025; 21.10.2025; 28.10.2025; 04.11.2025; 11.11.2025*.

Bianca Manuela Sandu

Dates: November – December 2025.

Live sessions: 19:30–21:30 Bulgaria, Romania, Greece | 18:30–20:30 Italy, France, Germany, Poland | 17:30–19:30 Canary Islands (GMT).

Live session dates: 18.11.2025; 25.11.2025; 02.12.2025; 09.12.2025; 16.12.2025; 23.12.2025*

*** Final sessions run 17:30–20:00 GMT**

05. Understanding Academic Integrity

ECTS: 2 (6h synchronous sessions + 13h online work + 31h independent work)



Summary:

The course will focus on academic integrity through highlighting topics such as:

1. Why academic integrity matters in research and education;
2. Types of academic misconduct;
3. Reporting academic dishonesty;
4. Consequences of academic misconduct;
5. Strategies to prevent academic misconduct;
6. Promoting a culture of integrity.

This course will demonstrate the importance of academic integrity in higher education settings and equip both lecturers and early-career researchers with the necessary knowledge, skills and tools to implement a unified approach to academic integrity practices.

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For: Academic staff and early-career researchers.

Mode: Online

Places: 40

Goals:

1. Acknowledge commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage

2. Recognise the various types of academic misconduct and consider the strategies to prevent it.
3. Explore the responsible use of digital tools, including artificial intelligence

Contents:

1. Understanding the fundamental values of academic integrity.
2. The importance of academic integrity matters in research and education.
3. Academic dishonesty – types and manifestations.
4. Reporting suspected academic misconduct – procedures and whistleblowers' protection
5. Penalties for academic dishonesty
6. Preventing academic misconduct through applicable Codes of Ethics and special courses in maintaining academic integrity
7. Tools to maintain academic integrity
8. Promoting a culture of integrity through transforming the general attitude of the academic community and the society as a whole

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Methodology:

The teaching methodology will be based on the flipped-classroom approach. Students engage in discussions and problem-solving during class, using knowledge gained from watching video lectures and studying other materials outside of class. While in the classroom, they learn by posing questions, receiving guidance, working in groups, and working on tasks related to the subject matter. By reversing the instructions and the in-class activities, the time in class which is customarily taken up by a passive reception of instruction by students can be dedicated to active learning.

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Teaching Staff:

Prof. Diana Yankova

Foreign Languages and Cultures Department

Prof. Irena Vassileva

Foreign Languages and Cultures Department

New Bulgarian University

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Dates and Schedule:

From 15.10. 2025 to 26.01.2026

Live sessions: Mondays 19:00–20:30 Bulgaria, Romania, Greece | 18:00–19:30 Italy, France, Germany, Poland | 17:00–18:30 Canary Islands

Live session dates: 20 Oct; 10 Nov 2025; 26 Jan 2026

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06. Challenge-Based Learning in Entrepreneurship: Hackathons and Startup Building as Learning and Assessment Tools

ECTS: 2 credits (10h academic hours synchronous sessions
+ 44h independent work)



Summary:

This course equips early-stage educators with the principles and practices of challenge-based learning in entrepreneurship education, with a particular focus on hackathons and startup prototyping as dynamic tools for teaching and assessment. Participants will learn how to design experiential learning environments where students generate ideas, develop minimum viable products (MVPs), test their assumptions, and validate real-world solutions. The ultimate outcome of this approach is the development of a fully validated early-stage startup, built by students as part of the course. Ideally, after completing the course, participants will be able to collaborate in organizing an online hackathon for students as part of the entrepreneurship curriculum under ERUA framework.

For: Academic staff and early-career researchers

Mode: Online

Places: 40

Goals:

1. Understand the core principles of challenge-based learning in entrepreneurship education.
2. Explore the role of hackathons as pedagogical tools for idea generation and student engagement.
3. Learn how to design and assess startup-based projects as part of academic curricula.
4. Gain hands-on experience in structuring hackathon-based learning modules.

5. Share experiences and co-develop teaching strategies among peers across institutions.

Contents:

1. Module 1. Introduction to Challenge-Based Learning in Entrepreneurship
 2. Module 2. Hackathon as a Pedagogical Format: Models and Practices
 3. Module 3. Designing Startup Building Activities in the Classroom
 4. Module 4. Assessment Strategies: Pitching, Prototyping, and Validation
 5. Module 5. Peer Exchange and Co-Creation of Teaching Formats
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Methodology:

The course uses interactive online sessions, case studies, and collaborative assignments. Participants will engage in peer-led discussions, share teaching experiences, and co-design components of a hackathon-based entrepreneurship course.

Teaching Staff:

Assoc. Prof. Dr. Artūras Jurgelevičius

Faculty of Public Governance and Business
Mykolas Romeris University

Dates and Schedule:

3 Nov, 10 Nov, 17 Nov, 24 Nov, and 1 Dec 2025

Dates: November – December 2025.

Live sessions: 17:00–18:30 Bulgaria, Romania, Greece | 16:00–17:30 Italy, France, Germany, Poland | 15:00–16:30 Canary Islands.

Live session dates: 03.11.2025; 10.11.2025; 17.11.2025; 24.11.2025; 01.12.2025.

07. Fostering Inclusive Pedagogical Interactions in Multicultural Academic Environments

ECTS: 1

15h synchronous online sessions (5X3)

5h online work (group tasks)

5h independent work (individual tasks)



Summary:

This 30-hour online course explores inclusive, culturally responsive pedagogical interactions in multicultural university classrooms. Through ethnography of communication, personal narratives, storytelling, and arts-based methods, participants will develop practical strategies for fostering equitable, engaging, and meaningful classroom interactions, while reflecting on their own teaching practices.

For: Academic staff

Mode: Online

Places: 40

Goals:

1. Reflect on their pedagogical practices and interaction styles in culturally diverse university classrooms.
2. Explore inclusive, culturally responsive approaches to academic interaction, incorporating communication strategies, personal narratives, and the arts.
3. Develop practical techniques for fostering meaningful, equitable, and engaging pedagogical interactions in multicultural learning environments.

Contents:

1. Content 1. **Module 1: Understanding and Reflecting on Academic Interactions in Multicultural Learning Environments**

This module will focus on:

- Building awareness of how cultures shape classroom communication and interaction.
- Some characteristics of multicultural university classrooms.
- Types of pedagogical interactions: e.g. lectures, discussions, group work, informal exchanges, mentoring.
- Ethnography of communication as a method for observing and interpreting interactions.
- Personal narratives and storytelling as pedagogical tools.

2. Content 2. **Module 2: Inclusive and Culturally Responsive Pedagogical Strategies**

The module will focus on:

- Developing practical, inclusive approaches for interaction and engagement in multicultural environments.
- Managing participation, fostering engagement, and balancing diverse voices, through culturally responsive communication techniques.
- Facilitating difficult discussions and navigating sensitive topics.
- Using storytelling, visual arts, and performative arts as forms of pedagogical interaction.

3. Content 3. **Module 3: Exploring aspects of inclusivity: equity, accessibility, and emotional safety.**

The module will focus on:

- Aspects of inclusive pedagogy
- Developing personal action plans for enhancing inclusive pedagogical interactions in multicultural academic environments.

Methodology:

Description of the teaching methodology.
Throughout the course participants will be engaged in:

- Interactive online lectures and discussions
- Hands-on experience and case study analysis
- Pair and Group work on collaborative problem solving tasks
- Independent learning tasks
- Individual work – forum contribution
- Ethnographic observation and reflection
- Personal narratives and storytelling circles
- Arts-based pedagogical activities

Teaching Staff:

Desislava Duridanova

Department Foreign Languages and Cultures / New Bulgarian University

dzareva@nbu.bg

Dates and Schedule:

Dates: 13 November to 30 November 2025

Live sessions: 9.00 - 10.30 CET in zoom

Live session dates: Tuesdays & Thursdays: 13.11, 18.11, 20.11., 25.11., 27.11

08. Future Game

ECTS: 1 (6 h. (3x2) online work + 14 h independent work)



Summary:

The game serves as an educational method designed to stimulate the ideas generation pertaining to specific locations or challenges. By analysing global and local problems and opportunities, brainstorming solutions for improvement, refining these ideas based on established criteria, and engaging in a democratic voting process, participants develop essential skills such as teamwork, situational assessment, competitive presentation, and more. This method is highly flexible and can be adapted to a variety of topics.

For: Academic staff

Mode: Online

Places: 40

Goals:

1. To offer a novel game-based approach suitable for different educational contexts.
2. To empower the academic staff to utilise innovative techniques that foster development of various soft skills among students
3. To function as a platform for ideas sharing and experience exchange among academic staff from divers' fields within the ERUA network

Contents:

1. Method presentation
2. Game steps tracking
3. Discussion of participant-modified versions for specific examples

Methodology:

The training emphasises gamification as a teaching method. The first session introduces this approach. During the second session, participants will engage in a condensed version of the game. As part of their independent work, they will create their own version tailored to a specific location or challenge. In the final meeting, participants' ideas will be reviewed, and feedback will be collected to enhance them.

Teaching Staff:

Dr / Prof. Ildiko Otova

Political Sciences / New Bulgarian University

Dates and Schedule:

Dates: November 2025 – January 2026

Live sessions: 19:30–21:00 Bulgaria, Romania, Greece | 18:30–20:00 Italy, France, Germany, Poland (CET base) | 17:30–19:00 Canary Islands

Live session dates: 18.11.2025; 16.12.2025; 27.01.2026

09. Experiential Learning and Individual Differences – Applications in Teaching Practice

ECTS: 1 (3 online sessions x 2 hours (6 hours) + 19 hours independent work)



Summary:

The course expands understanding of the experiential learning and its application. Participants identify their own learning style and preferred educator roles and discuss individual characteristics and their impact on learning. A framework for designing learning is proposed, covering all modes and styles of learning. Opportunities for its practical application are sought, and a space is offered for sharing ideas and experience in its implementation in the practice of each of the participants.

For: Academic staff.

Mode: Online

Places: 40

Goals:

1. To expand understanding of the experiential learning cycle. To identify one's own learning style and preferred roles as educator.
2. To discuss individual differences and their impact on learning behavior.
3. To test a model for instructional design that encompasses all learning modalities.
4. To share ideas for methodological approaches and activities in one's own practice.

Contents:

1. How do people learn? Characteristics of new generations of learners. Ensuring effective learning. Key elements of effective learning. The experiential learning cycle.
2. Learning styles and individual differences.
3. Stages of learning and the roles of the trainer in relation to the learning cycle.
4. Methods, activities and approaches.
5. Design of a learning session based on experiential learning.

Methodology:

Experiential learning. Using self-assessment, reflection, discussion on results and learning materials, experimentation in practice.

Teaching Staff:

Dr Alexander Pojarliev

Department Administration and Management / New Bulgarian University

Dates and Schedule:

Dates: December 2025 - February 2026

Live sessions: 19:30–21:00 Bulgaria, Romania, Greece | 18:30–20:00 Italy, France, Germany, Poland (CET base) | 17:30–19:00 Canary Islands.

Live session dates: 18.12.2025; 15.01.2026; 12.02.2026

