

Dual-purpose Staff Development through Joint Programme Design and Delivery



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1. Introduction



Lifelong learning/staff development are key segment of the **European** educational landscape

Micro-credentials are becoming central to this varied, flexible, and innovative ecosystem

- transformative learning opportunities to align with the labour market
- enabler to acquire, update and improve knowledge, skills and competencies
- transitions to the green and digital economy
- deal with current and future challenges

European University Alliances

are noted as crucial for the development of a European micro-credential ecosystem (EC, 2022)

- **interinstitutional learning and teaching**
- **growing joint educational development**
- **professional staff development needed**



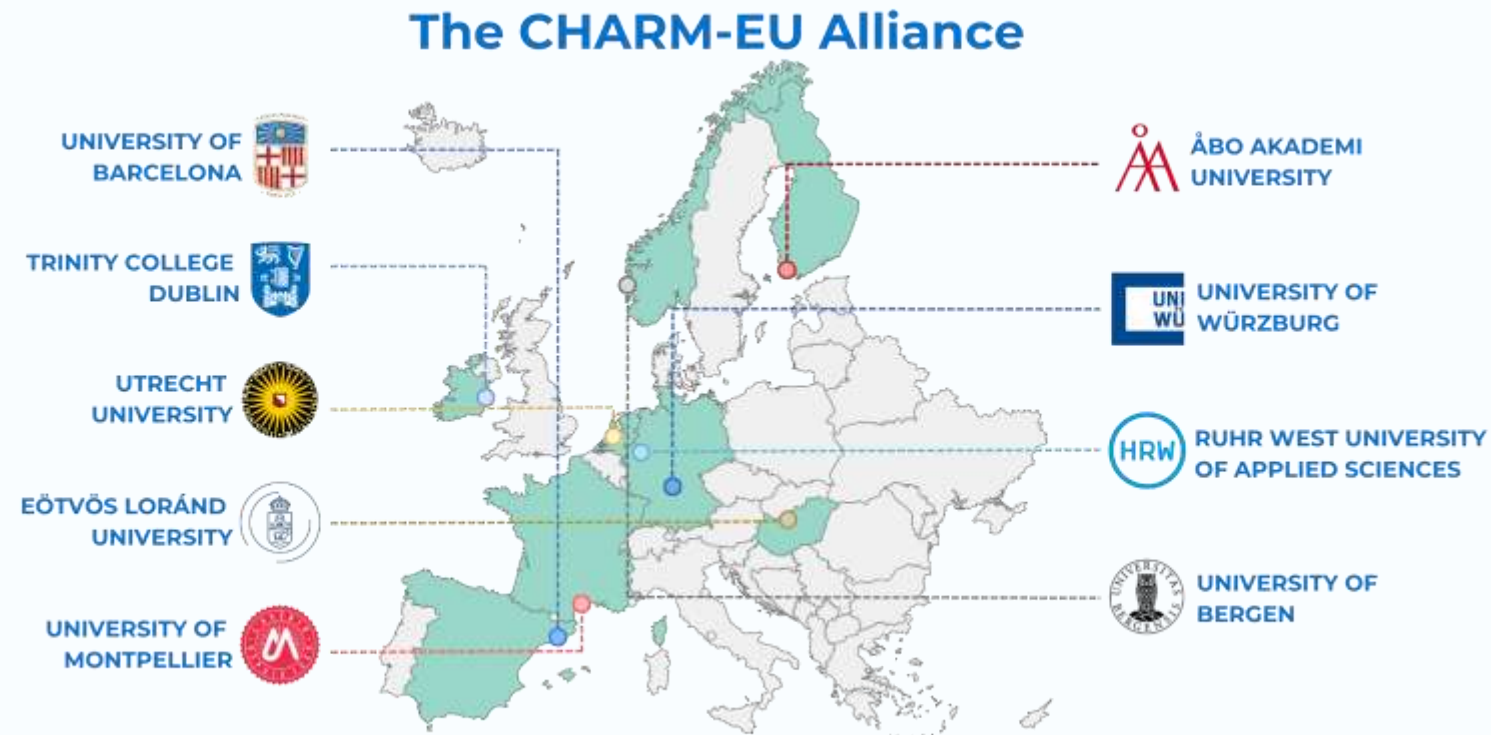
1. Introduction – us



Enhancing **lifelong learning** and **employability** within Europe

Micro-credentials as a **means for skill development and professional growth**

Our vision is to position micro-credentials as integral components of CHARM-EU's mission to offer distinctive, transformative learning experiences that respond to both current and **future market and industry needs** (e.g. green transition, digital skills, intercultural collaboration) and in line with CHARM-EU educational principles



1. Introduction – us

- Educational scientists & pedagogical experts
- Computer scientists
- Experienced teaching staff
- Advocates for lifelong learning
- Challenge-based learning 'ambassadors'



Anna Granberg, ÅAU



Silvia Gallagher, TCD



Annisa Triyanti, UU



Annet van der Riet, UU



Ádám Tóth, UU

1. Introduction – case



Innovative Teaching in Inter-Institutional Hybrid Classrooms micro-credential

1 ECTS

Design, delivery, and assessment of teaching within inter-institutional hybrid classrooms, covering curriculum planning, learning activities, assessment methods, communication strategies and best practices

EUA programmes and courses

COIL courses

Interinstitutional teaching

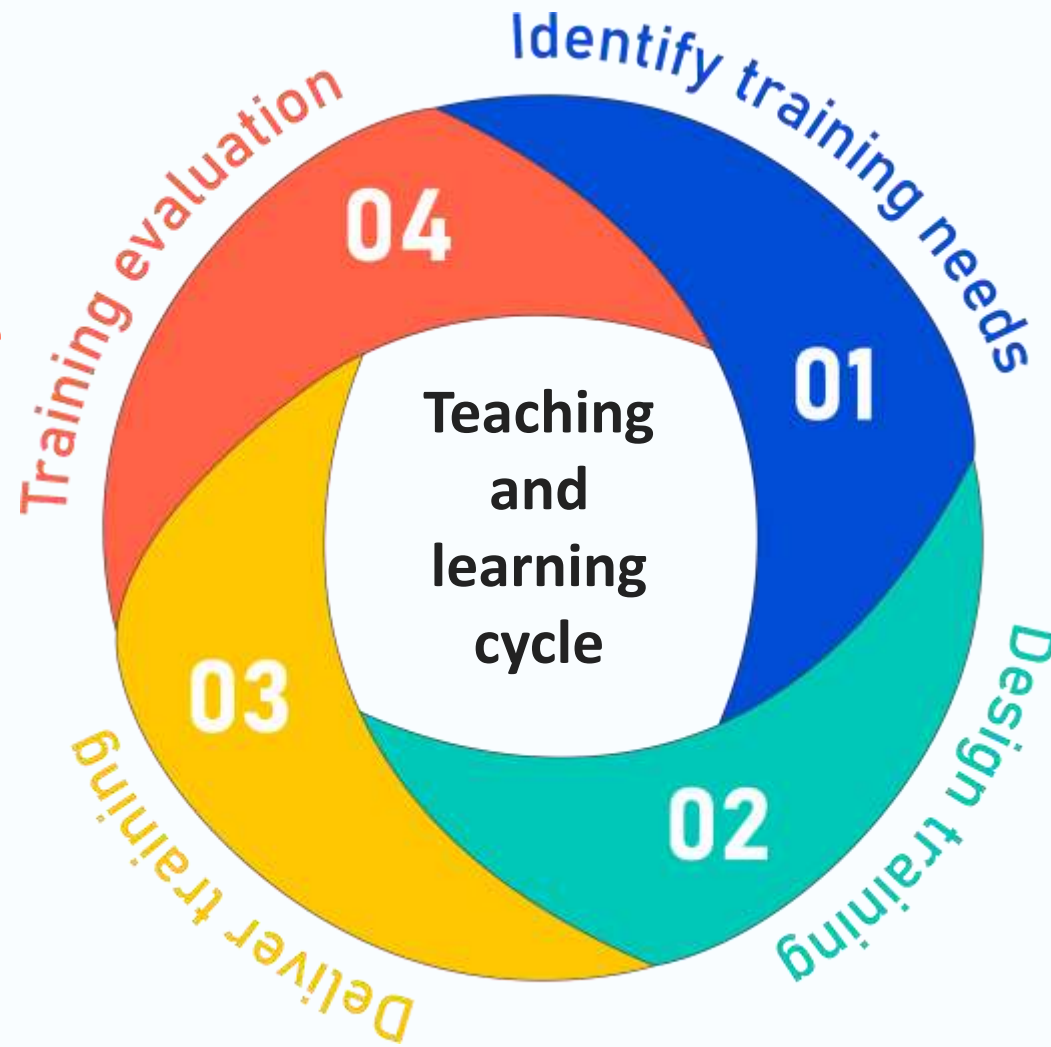
Multilocation interactive sessions



2. Framework



- Assess participant satisfaction
- Collect feedback from learners
- Use insights to improve future training cycles
- Apply active learning and learner-centred approaches
- Adapt delivery based on participant feedback
- Facilitate learning



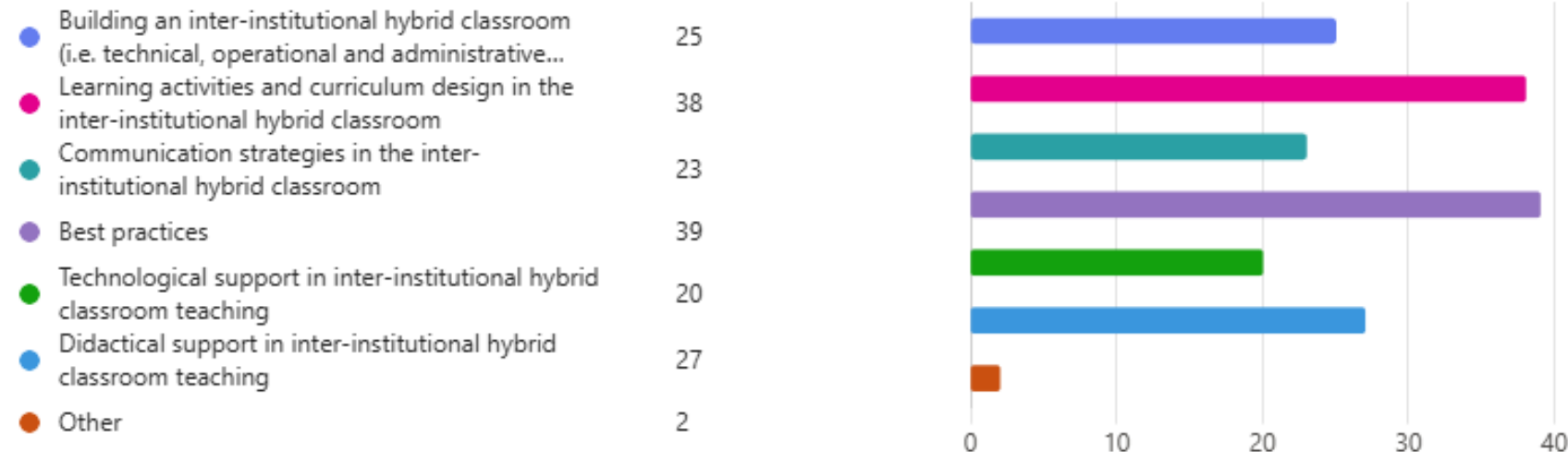
- Identify skill gaps
- Define the learning audience
- Consult stakeholders and potential participants
- Select appropriate methods, formats, and tools
- Develop learning and teaching activities
- Plan assessment and evaluation

2.1. Identify training needs



Survey by 52 respondents across Europe:

- Confirms a clear **target audience** (teaching staff, learning designers, digital pedagogy roles)
- Demonstrates validated demand for training in inter-institutional hybrid classrooms
- Identifies primary value drivers: practical skills, best practices, and peer exchange
- Strong interest driven by **professional development, upskilling, and future-oriented roles**
- Alignment with ongoing digital transformation, e.g. joint/multicampus courses



- didactical support
- best practices
- learning activities and curriculum design

2.3. Delivery training



Mixture of synchronous and asynchronous sessions

Innovative Teaching in Inter-Institutional Hybrid Classrooms

Week 1 ●

Week 2 ●

Week 3 ●

Week 4 ●

Week 5 ●

Week 6 ●

- Papers, videos, podcasts
- In-class discussion, off-class collaboration
- Invited speakers
- Best practice exchange
- Observation and try-out
- Technology-enhanced learning
- Case writing

Teachers and learners from several universities and backgrounds with different views joined
→ transnational and intercultural learning

It is rewarding for teachers to meet other teachers from other disciplines and compare differences and similarities

2.4. Training evaluation



Mid-course and end-course assessment:

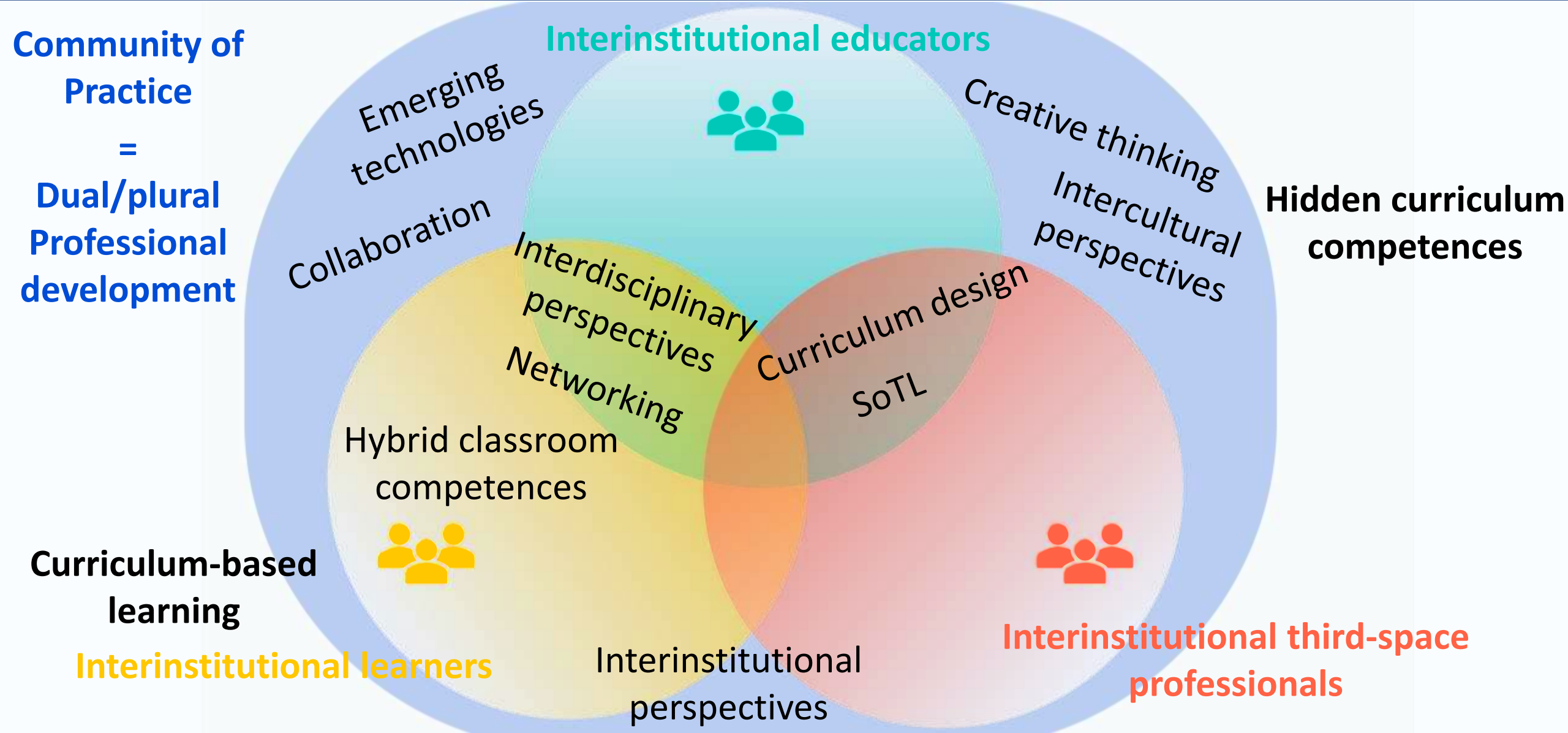
- Learning goals clearly met (and exceeded): participants consistently confirmed achievement, with added insights into emotional and unpredictable aspects of hybrid teaching
- High practical value: real classroom examples, lived experiences, and concrete strategies were especially appreciated
- Pedagogical theory seen as supportive but secondary: the practical application was more engaging than abstract principles for some learners
- Strong professional development impact: participants report increased confidence and preparedness for (future) hybrid teaching
- Clear demand for more practice

Now I feel more confident in introducing hybrid elements in my classical teaching

Prepared me for future hybrid teaching

Maybe more direct examples of hybrid classroom lesson plans/course schedules to see some existing practical cases

3. Reflection on staff development

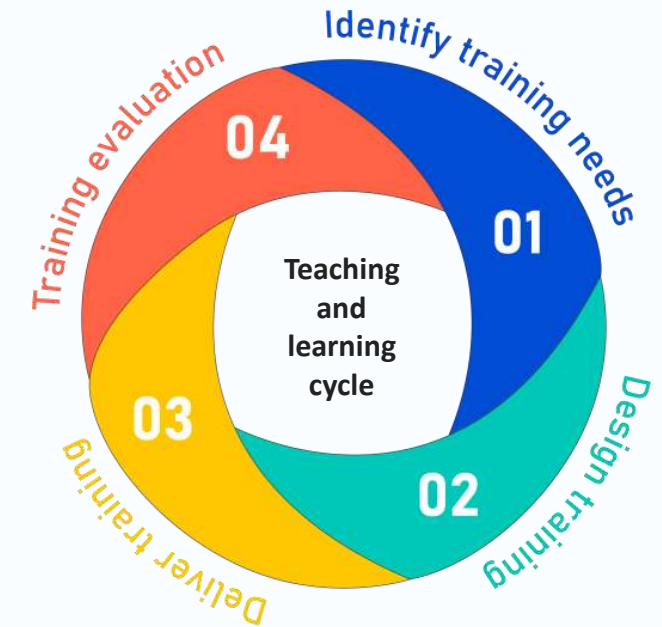


3. Reflection on staff development



joint programme development
=
education innovation
by bringing together diverse professionals
=
transformative professional development
at multiple institutions
on multiple levels

- transferable model for the joint design of programmes
- encouraging joint programme development across institutions
- creating communities of practice



Interinstitutional educators



Interinstitutional learners



Interinstitutional third-space professionals

4. Discussion

Thank you! Questions?



How to make it a norm?

What mechanisms could foster systemic impact and recognition of staff who co-create such programmes?

embedding co-creation into institutional systems



empowering staff through recognition



How can collaborative interinstitutional curriculum development be embedded as a professional development strategy in European Universities?

recognised form of professional development ,explicit'



embedded in everyday practice across EEA ,implicit'

