BlendED

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ABC BlendEd Course Guide

A companion guide for delivering BlendEd courses

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Executive Summary

This ABC BlendEd Course Guide, is a concise companion for teachers and students taking part in BlendEd courses implemented within the frame of the ABC BlendEd project (African BlendEd Course: Novel Pedagogies Boosting Employability and Socio-Economic Prosperity), an Erasmus+ Capacity Building in Higher Education initiative. While the ABC Course Syllabus manual supports the design of new course editions, this guide focuses on the delivery phase and provides the essential information teachers and students need once a course is under way.

The BlendEd course combines short-term physical mobility with a longer period of virtual collaboration. Multidisciplinary and multicultural student teams work on real agricultural challenges proposed by enterprises, farmers and community partners, supported by academic and industry mentors. The model, tested in Europe and adapted to the African context, aims to improve graduate employability and strengthen the contribution of universities to local socio-economic development.

The guide is organised in two toolkits:

- The BlendEd Teacher Toolkit presents the theoretical and pedagogical framework of the course, the African context in which it is implemented, its curricular philosophy, and the teaching and learning approaches teachers are expected to apply.
- The BlendEd Student Toolkit gathers practical information for participants: answers to frequently asked questions, a checklist for the stages before, during and after the project, and a glossary of key terms.

Together, the two toolkits provide a common reference that helps partner institutions deliver BlendEd courses consistently and supports the institutionalisation of blended mobility in African higher education.

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1 Introduction

The African BlendEd Course: Novel Pedagogies Boosting Employability and Socio-Economic Prosperity (ABC BlendEd) is an Erasmus+ Capacity Building in Higher Education (CBHE) initiative designed to enhance teaching innovation, employability, and sustainable development within African Higher Education Institutions (HEIs). The project represents a collaborative partnership between European and African universities and leverages blended education as a transformative pedagogical model.

The ABC BlendEd project responds to the critical challenges facing African higher education — limited international mobility, skill mismatches, and the need for more inclusive and practice-oriented learning. By adapting a European-tested blended mobility model to the African context, it creates accessible, affordable, and high-impact learning opportunities for students, particularly in the field of agriculture.

The BlendEd course combines virtual and short-term physical mobility, project-based learning, and multidisciplinary teamwork to foster innovation, intercultural collaboration, and employability. Students engage in real-world agricultural challenges co-designed with farmers, enterprises, and community partners, ensuring that learning directly contributes to socio-economic development.

This Course Guide serves as a quick guide for teachers and students engaged in BlendEd courses. The guide focuses on the delivery phase of the course. It is complemented by the ABC Course Syllabus manual for designing new editions of the BlendEd course.

The African BlendEd Course Guide is more than a procedural manual; it is a strategic instrument for capacity building, enabling universities to institutionalise blended mobility as a regular feature of teaching and learning. By integrating pedagogical innovation with community engagement, BlendEd courses enhance the employability of African graduates and strengthen the role of universities as engines of socio-economic transformation.

ABC BlendEd embodies the Erasmus+ vision of a globally connected, inclusive, and sustainable higher-education ecosystem, one in which African and European institutions co-create knowledge, empower youth, and contribute collectively to the Sustainable Development Goals (SDGs).

2 BlendEd Teacher Toolkit

The Teacher Toolkit provides teachers and mentors with the conceptual and practical references needed to deliver a BlendEd course. It presents the pedagogical principles on which the course is built, the context in which it is implemented in African higher education institutions, the curricular philosophy that shapes its learning outcomes, and the teaching and learning approaches applied throughout the project. More detailed guidance on these topics is available in the BlendEd Staff Training manual.

2.1 Theoretical and Pedagogical Framework

The BlendEd course draws on well-established learning theories that place students at the centre of the learning process. The principles summarised below explain why the course is organised around authentic projects, teamwork and reflection, and what this means for the role of the teacher, who acts mainly as a facilitator and mentor rather than as a transmitter of content.

2.1.1 Experiential Learning

Kolb's (1984) experiential-learning cycle — concrete experience, reflective observation, abstract conceptualisation, and active experimentation — forms the cornerstone of ABC BlendEd. Students engage

directly with agricultural projects, transforming theory into practice and building problem-solving capacity through reflection and iteration.

2.1.2 Constructivist Pedagogy

Rooted in Vygotsky (1978) and Piaget (1952), constructivism views learners as active knowledge-builders. In the BlendEd course, teachers act as facilitators guiding inquiry, dialogue, and peer learning. Collaborative investigation of authentic agricultural issues fosters critical and creative thinking as well as leadership.

2.1.3 Project-Based Learning

Following Thomas (2000), Project Based Learning (PBL) involves sustained, student-driven inquiry into real problems. Within ABC BlendEd:

- agricultural challenges are proposed by industry or community partners;
- teams of 6–10 students from diverse disciplines collaborate virtually and in-person; and
- deliverables include prototypes, feasibility studies, or community interventions.

PBL connects academic theory to market and societal needs while strengthening transversal skills such as teamwork, entrepreneurship, and intercultural communication.

2.1.4 Blended and Hybrid Learning

The course structure comprises:

- Two face-to-face weeks – a kick-off and a closure event;
- Six to twelve weeks of virtual collaboration, using tools like Teams, Miro, Trello; and
- Continuous online supervision by academic and industry mentors.

This hybrid design promotes flexibility, inclusion, and digital fluency.

2.1.5 Learning as Co-Creation

Education becomes a partnership among students, teachers, and stakeholders. Shared inquiry and co-design of agricultural solutions cultivate ownership, intrinsic motivation, and deeper learning.

In a BlendEd course, the challenge is defined together with the industry or community partner, and students take an active part in shaping the scope of the project, the work plan and the expected results. Teachers and mentors contribute expertise and guidance, while partners bring practical knowledge of the problem and its context. Teachers should therefore leave room for student initiative and involve partners as members of the learning community, not only as clients.

2.1.6 Outcome-Based Learning

Every BlendEd course is planned from the competences students are expected to demonstrate at the end of the project.

Learning outcomes are aligned with the European Qualifications Framework (EQF) and the African Continental Qualifications Framework (ACQF), and cover:

- Knowledge: agricultural systems, sustainability principles, innovation processes.
- Skills: teamwork, digital collaboration, critical analysis, entrepreneurship.
- Attitudes: ethical awareness, inclusivity, lifelong-learning mindset.

Defining outcomes in these three dimensions makes expectations clear to students from the start, guides the choice of learning activities and assessment methods, and facilitates the recognition of credits by the participating institutions. Teachers should present the intended outcomes at the kick-off and refer back to them when giving feedback and assessing student work.

2.1.7 Reflection and Feedback

Reflection journals, peer reviews, and supervisor meetings embed metacognitive development. Students learn to evaluate personal growth in leadership, adaptability, and problem-solving, reinforcing employability competences (check module 8 – Assessment and Feedback in the BlendEd Staff Training manual).

Reflection is most effective when it is regular and structured. Students should be encouraged to record their experiences throughout the project, not only at the end, and to relate them to the intended learning outcomes. Feedback from teachers, mentors and peers should be timely, specific and oriented towards improvement, so that teams can adjust their work while the project is still in progress.

2.2 BlendEd context

BlendEd courses are delivered in African higher education institutions with diverse institutional, technological and socio-economic conditions. This section outlines the contextual factors that teachers and course coordinators should take into account: the contribution of the course to employability and local development, the adaptation of the model to the African context, the assessment of digital infrastructure, the management of risks, and data protection and ethical requirements.

2.2.1 Employability and Socio-Economic Prosperity

By partnering with local enterprises and farmers, the BlendEd course transforms learning outcomes into tangible community benefits. Projects yield prototypes, improved agronomic practices, or digital tools that enhance livelihoods. Thus, higher education becomes a catalyst for sustainable socio-economic progress.

2.2.2 African Adaptation of the BlendEd Model

The BlendEd model was originally developed and tested by European higher education institutions. Its implementation in Africa requires adapting the model to local conditions while keeping its core features: multidisciplinary teamwork, real-world challenges and the combination of virtual and physical mobility.

Contextualisation ensures relevance by addressing:

- limited connectivity → use of low-bandwidth and offline materials;
- linguistic and cultural diversity → integration of local knowledge systems;
- institutional capacity → training for educators in hybrid pedagogy; and
- community relevance → alignment with regional development priorities.

These adaptations should be reviewed for each new edition of the course, based on feedback from students, teachers and partners, so that the model continues to respond to the needs and resources of each institution.

2.2.3 Digital Infrastructure Mapping

Before implementation, institutions audit existing digital infrastructure – Learning Management Systems (LMS), videoconferencing capacity (see H-PBL Cells report), and connectivity bandwidth. Minimum requirements are established for equitable participation. Where needed, low-bandwidth alternatives (Moodle Lite, offline packages, SMS alerts) are adopted.

2.2.4 Risk Management

The delivery of a BlendEd course depends on several factors outside the direct control of teachers, such as connectivity, travel arrangements, weather conditions and the availability of partners.

Risks are categorised as *operational*, *pedagogical*, *technological*, and *contextual*. Mitigation measures include:

- cross-training staff for redundancy,
- maintaining offline learning alternatives,
- continuous liaison with local authorities for mobility logistics, and
- flexible scheduling to accommodate climatic or infrastructural disruptions.

Risks should be identified at the planning stage and monitored throughout the course. Course coordinators should agree in advance on who is responsible for each mitigation measure and on how teachers, students and partners will be informed if changes to the schedule or to the format of activities become necessary.

2.2.5 Data Protection and Ethical Considerations

Compliance with local data-protection laws is mandatory. Students consent to data collection for educational purposes, with anonymised reporting. Ethical review ensures that agricultural field activities respect community rights, gender equity, and environmental safeguards.

2.3 Curricular Philosophy

The curricular philosophy of the BlendEd course defines how learning outcomes, content and assessment are aligned. It rests on three principles: outcome-based education, interdisciplinarity and an integrated view of the learning domains.

2.3.1 Outcome-Based Education

Outcome-Based Education (OBE) places learning outcomes at the centre of curricular planning. Each module component, teaching strategy, and assessment activity directly supports defined competencies in knowledge, skills, and attitudes. This ensures transparency, mobility recognition, and employability alignment.

2.3.2 Interdisciplinarity

The BlendEd Agriculture Course is explicitly interdisciplinary, combining elements of:

- Agricultural Sciences and Technology
- Business and Entrepreneurship
- Environmental Sustainability
- Digital Innovation and Data Science
- Social Sciences and Policy

Students work in multidisciplinary teams, mirroring the complex realities of agricultural systems and value chains.

2.3.3 Learning Domains

Learning outcomes are organised around three integrated domains:

1. Cognitive – understanding and applying agricultural and innovation theory.

2. Psychomotor – technical and digital skills for data collection, analysis, and solution design.
3. Affective – values, ethics, and teamwork attitudes for sustainable practice.

These domains are developed together rather than separately. While working on their projects, students apply technical knowledge, use practical and digital tools, and build the attitudes needed for professional and responsible practice. Teachers should consider all three domains when designing activities, giving feedback and assessing performance, so that assessment reflects not only the final product but also the process and the behaviours demonstrated during the project.

2.4 Teaching and Learning Approaches

The approaches described in this section translate the pedagogical framework into day-to-day practice. They apply to both the virtual and the face-to-face phases of the course and reinforce each other: students learn actively, work collaboratively in their teams, reflect regularly on their progress and are supported by mentors throughout the project.

2.4.1 Active Learning

Learning occurs through inquiry, experimentation, and reflection. Each online module includes interactive cases, simulations, and small-group debates to consolidate understanding.

During the face-to-face weeks, active learning takes the form of workshops, field visits and hands-on work with partners. Teachers act as facilitators: they pose questions, propose tasks and guide discussion, while students remain responsible for developing and testing their own solutions.

2.4.2 Collaborative Learning

Multicultural teams co-design solutions, fostering negotiation, empathy, and peer accountability. Structured digital spaces (e.g., Teams channels) facilitate real-time collaboration.

Teams should agree early on roles, communication channels, meeting routines and decision-making rules. Teachers and mentors monitor team dynamics and intervene when collaboration problems affect the progress of the project or the participation of individual students. Peer evaluation can be used to reinforce individual accountability within the team.

2.4.3 Reflective Practice

Weekly reflective journals and end-of-phase debriefings develop metacognitive skills and critical self-awareness.

Reflection activities should be short, regular and guided by simple prompts, such as what was achieved, what difficulties arose and what will be done differently. Debriefings at the end of each phase, especially after the kick-off and the closure event, help students consolidate what they have learnt and identify the competences they have developed. Reflections can also be used as evidence in the assessment of the course.

2.4.4 Mentorship and Scaffolding

Each team is assigned both an academic and an industry mentor. Mentors provide feedback loops and formative assessment opportunities throughout the project cycle.

Academic mentors support the methodological and scientific quality of the work, while industry mentors help keep the project aligned with the partner's needs and real-world conditions. Support is more intensive at the start of the project, when teams define the problem and organise their work, and is gradually reduced as students become more autonomous. Regular check-in meetings between mentors and teams help to follow progress and identify problems early.

3 BlendEd Student Toolkit

The Student Toolkit brings together practical information for students taking part in a BlendEd course. It answers the questions most frequently raised by students about the project, credits, teamwork, costs, application and travel, provides a checklist to help them prepare for and follow each stage of the project, and includes a glossary of the main terms used in the course.

3.1 Frequently Asked Questions

Most frequently asked questions: All you need to know.

3.1.1 Project

What is a Blended Mobility Project (BMP) all about?

A Blended Mobility Project (BMP) is all about teamwork and international collaboration with students of different disciplines. This experience will improve your technical and social skills and give a boost towards your employability.

How much time will I have to spend for the BMP?

The number of hours you will work on the BMP will depend on your ECTS. Regardless of your ECTS, you should be involved during the whole project. If there are other important dates (e.g. exams, holidays,...) during the project time, you must inform your teacher and your team as early as possible.

Which kind of evaluation is implemented in the BMP?

There can be different types of evaluation in the BMP. Usually you will create some kind of prototype, which will be the result of your teamwork. In addition to this you will have to present your work to the teachers and possibly also to the industry partner. Furthermore you might need to write a report about the project. The concrete evaluation process depends on the project scope and will be set up and communicated by the organizing committee.

What is a Blended Mobility Project exactly?

BlendEd Mobility Project is an international student project where collaboration is mainly performed on a remote basis. With the blended mobility concept you will mainly work from your home institution, except for the kick-off meeting and the final presentation. During the kick-off meeting students meet for the first time and the project gets launched. At the end of the project, students meet again to finalize their project and present their results to the organizing committee. Usually the team consists of students from different disciplines so that the team can benefit from each other's skills and knowledge (e.g. design, development, marketing, business,...).

What kind of project can I expect?

The goal is to have a project carried out by a multidisciplinary team of students (designers, developers, business students, ...) The project is aimed towards a professional client. During the kick-off meeting a concrete project proposal will be launched, preferably by that professional client.

3.1.2 Credits / course

When does the BMP start? When does it end?

The BMP typically takes a semester (about 4 months). However the starting time and ending time can differ from your normal study programme, because the different participating institutions have to follow a common schedule.

How will this project be assessed?

The BMP organizing committee defines, for every individual BMP, the criteria and formula for assessment. The following factors will make up the final grade: team work, peer-to-peer assessment, individual contribution in process and product, documentation, report, (interim and final) presentations...

Do I get an exemption for another course?

It is possible that the BMP replaces one or more courses or modules in your normal study programme. In that case you will get the ECTS credits for the courses or modules that are replaced. You have to discuss this with the responsible teacher.

How do I get ECTS credits for this project?

Since every institution has its own rules, you must get in contact with the responsible teacher in your own institution. They can inform you about the right protocol for your institution.

How many ECTS credits do I get?

This can vary from rather low (minimum 6) to high (e.g. 20) ECTS. Rationale: less than 6 credits makes it difficult to collaborate for a semester. Talk to your own teacher to know how many ECTS credits you get.

Will this be part of my normal study programme?

There are three options.

Option 1: the BMP replaces one or more courses or modules in your normal study programme, in which case you will get the ECTS credits for the courses that are being replaced.

Option 2: The BMP comes on top of your normal study programme, in which case your institution decides if you get extra ECTS credits for the BMP or not.

Option 3: There might be specific rules at your institution that differ from options 1 and 2. Get in contact with the responsible teacher who will explain to you how this project can be integrated into your study programme.

3.1.3 Teamwork

Travelling and cultural experience?

Depending on the location where the kick-off and final meetings take place, you will go abroad one or two times. Both meetings take about one week. You should be able to attend both meetings! Get in touch with your teacher if you are eager to know the dates and destinations for the next edition of the BlendEd course.

Will the project meet my expectations?

BMP aims to combine and enhance student skills towards a common realization. Apart from the obvious engineering skills, teamwork and communication capacities will be extensively addressed. Success will highly depend on the degree of interaction between the participants! As you will be working in an international setting all the way, we expect your overall international interest to expand and influence the choices you make in the future.

How can I work better in a team?

During the kickoff meeting, take the time to get to know your team members. By making use of collaborative tools you will learn how to make team communication work.

How will I expand my social skills?

In addition to the 2 physical meetings, you will be working together in a 'virtual' way for about 3 months. The international setting offers lots of opportunities to expand your social skills.

3.1.4 Financial

Can I get an Erasmus fund for this?

There is no Erasmus funding for this type of mobility. Erasmus regulations state that you have to stay abroad for at least 3 months. Within the BMP scope you will only be abroad for one or two weeks, depending on the location of the BMP-meetings.

What do I have to do to get the money back?

If you can get a reimbursement for your expenditures, you should remember to ask for receipts. Your institution needs these receipts as an official document and proof of your expenditures. Probably you will also have to fill out some forms in order to get reimbursed. Your teacher will provide you the necessary information about this process.

Do I have to pay travelling and accommodation myself?

Usually you don't have to pay for the travelling costs and the accommodation. Depending on the arrangements in the BMP, you might need to pay for your food and drinks on your own. There might be some official events, where you can get a reimbursement for your expenses. You should talk to your teacher about this so that you exactly know what the arrangement is.

How much will this cost?

If your institution is not organizing the meetings, you have 2 times a cost for travelling and 2 times a week for the accommodation. Next to this there's the cost for meals and personal expenses. Check within your institution which costs are refunded and to what level. However, if one of the meetings is organized at your institution, you will not spend travelling nor accommodation for that meeting.

3.1.5 Subscription

How do I do a good pitch video to show/sell/promote myself in 60 seconds?

Make sure the audio has good quality so everything you say can be understood. Keep it simple and be your best self. Use a tripod to avoid shaky video.

How do I write a good motivation letter?

Always write with the people who will read your letter in mind. What do they want to know about you? Why would they choose you? Introduce your name, age, study programme and year in one short sentence. It's important to make sure they see you as someone with good social skills: pro-active, good team spirit, positive collaborative mindset, …

3.1.6 Travelling

How long do I have to be abroad?

There are two physical meetings in the BMP: one for the kick-off of the project and one at the end for the final presentation. Each time you will have five full working days to meet your team and work on your project. You should consider the time you need to travel to the meetings as well. Most probably you will travel on Sunday and return on Saturday.

Do I need a visa?

Within Europe there is no need for a visa, but if it concerns an international cooperation with non-European institutions, it may be necessary to get a visa. Your teacher will provide you this information beforehand so that you have enough time to arrange your visa.

Do I have some free time during my time abroad?

This depends on the meeting schedule and the project status. Usually there are time slots where you as a team can decide whether you want to keep working or do something else. Also check with your local institution whether it's okay to stay during the weekend before or after the project meeting. That gives you some extra time to visit the area. Of course you'll have to pay yourself for these extra days, regardless whether your institution refunds your travel or not.

Who arranges the travelling?

The organizing committee fixes the dates and the places for the kick-off meeting and the final presentation. The responsible teacher at your institution will provide you with the details. It depends on your institution if you have to book the travel and accommodation yourself or if your teacher will do it. Nevertheless, your teacher will assist you and can answer important questions about travel and accommodation.

3.1.7 S.O.S.

What if I get ill for a longer period?

Make sure your team members know in time that you won't be able to contribute to the project for a while. The teacher board should be contacted in order to take appropriate actions.

What if I missed the train / plane?

The teacher board should be contacted in order to take appropriate actions.

What if I disagree with a decision?

Communication is a very important aspect when working in a team. The team will have regular meetings where topics are discussed and decisions are made. Students within the team will be given certain responsibilities. However, should the team not be able to solve the problem itself, the teacher board should be contacted in order to take appropriate actions.

What if a team member is not contributing (enough)?

The student team should communicate and take responsibility in getting/keeping everybody involved. In case of a blocking situation, e.g. when a student is not contributing at all or neglecting all decisions taken, the teacher board can decide to exclude a non-contributing student from the project.

3.2 Student Checklist

You decided to be involved. Check this list. You may find a printable version at Annex I.

3.2.1 BEFORE the project: make sure you are prepared

School administration

- I spoke to my teacher.
- I know how many ECTS credits this project will earn me.
- I know how much time I should spend on the project.

- I know how the assessment is done.

About the project

- I know what the project is about.
- I know which other study disciplines will be involved.
- I know how much time I should spend on the project (this is probably related to the checkbox above about the ECTS).
- I've written down what I want to achieve from this project. (expectations)

Travel and stay

- I know the dates that I will be abroad
- I arranged my travel.
- I know whether I need a passport and/or visa.
- I have my passport and/or visa and its expiration date is valid.
- I know where to stay.

Costs

- I know what will be expected from me.
- I know whether there is extra funding or not, and I know what I have to do to get that funding.
- I know how much it will cost me.

Problems and emergencies

- I know who to contact when I have a problem.
- I know the S.O.S. hotline number to call in case of emergency.

3.2.2 DURING the project: is everything okay?

Communication

- I collected the contact info of the other students.
- I have all the team communication tools set and they are ready to use.
- I have access rights to all the tools.
- I am able to reach all my teammates.

Tasks and Responsibilities

- I know the internal team structure and my responsibilities in it.
- I know how many ECTS credits the other team members have (or: I know how much time the other team members can spend on this project).
- I know what is expected of me.
- I know the general team planning.
- I know about my personal planning and responsibilities.

- I know the meeting schedule.

3.2.3 AFTER the project: you did it! Now what?

Social

- I had at least one night of partying.
- I am still in touch with my team members.

Administration and Financing

- I verified with the international office that the whole formal procedure is fulfilled.
- I got reimbursed for my expenses (in the case where you managed to get some funding through your school).

Personal

- I have documented information about the project (portfolio).
- I achieved my goals.

3.3 Glossary

This list helps you explain most specific terminology.

Blended Mobility

Short term physical mobility combined to virtual mobility which could be supported by partnership(s), cross-border or not, sharing common objectives and performing a joint work plan. With partnership here we mean a consortium of at least one university and one non academic partner.

BMP

BMP in this context stands for BlendEd Mobility Project.

A BlendEd Mobility Project is an international student project where collaboration is mainly performed on a remote basis. With the blended mobility concept you will mainly work from your home institution, except for the kick-off meeting and the closure meeting. During the kick-off meeting students meet for the first time and the project gets launched. At the end of the project, students meet again to conclude their final arrangements, present their results towards the organizing committee and academic jury, and transfer the prototype/proof-of-concept developed to the partner company. Usually the team consists of multiple disciplines so that the team can benefit from each others' skills (e.g. design, development, marketing, business, ...) and promote interdisciplinary teamwork competencies.

Employability

By employability, we mean the chances a person has to find employment. Employability is given by a set of profile components, a combination of knowledge, skills, communication, critical and reflective abilities, that a person acquires through learning and personal experiences.

Expectations / goals

Before you start with the BMP, you should be clear about your expectations for this project. What do you want to achieve? You should discuss possible goals with your teacher for the project. These can be personal goals (e.g. learn some Portuguese words) or technical goals (e.g. improve your skills in designing a website).

Funding

At a maximum there are costs for two meetings, which take place at the beginning and at the end of the project. Costs for these meetings may include travel, accommodation, visa and food. Check with your teacher and your institution, which costs are refunded and to what extent.

IO

Every higher education institution has something like an "International Office", which is a central information point for international student exchanges.

Multidisciplinary team

A team of students working together whilst connecting and integrating their different academic backgrounds (e.g. designers, developers and business students) They work together, each from their specific perspective in the pursuit of a common goal/project.

Organizing committee

The organizing committee of a BMP is responsible for the implementation of the BMP. They select the participating students, define the project scope, try to find industry partners and assess the work of the BMP team.

Partners

Depending on the BMP, there might be external companies as partners. These companies might provide the topic for the project or give additional assistance to the team. This is your opportunity to present your professionalism.

Peer evaluation

Part of the assessment is peer evaluation. In this evaluation, every student has to rate the performance and the achievements of the other students. This evaluation will be an important part in the overall evaluation of the student's work. Peer evaluation can be asked for in different stages of the project (e.g. at the start, intermediate and final).

Project work

In general terms, project work is usually a practical application of acquired knowledge to a given problem/question in a specific field, as part of a learning path. You need the problem, the methodology, the results, and the conclusions. The problem/questions are proposed and agreed between the student(s), the university and the company. The project can be implemented individually or in a team. The activities during project work are guided by both the academic and the company tutors.

Teacher

A professor, assistant professor or another employee at your institution, who is in the organizing committee of the BMP.

Virtual mobility

Open distance students' activities (cross-border or not) developing a specific project/task in collaboration with the host institution through the use of ICT-supported environments (i.e. video conferencing, live streaming, collaborative work spaces, ...)

Annex I: Student BlendEd Checklist

The student checklist detailed at Section 3.2 is available in here in a printable format.

STUDENT CHECKLIST

Make sure you are ready for every step of your BlendEd Mobility Project. Tick each box as you go!

Name: **Project:** **Dates abroad:**

1 BEFORE THE PROJECT

Make sure you are prepared

SCHOOL ADMINISTRATION

- ☐ I spoke to my teacher.
- ☐ I know how many ECTS credits this project will earn me.
- ☐ I know how much time I should spend on the project.
- ☐ I know how the assessment is done.

ABOUT THE PROJECT

- ☐ I know what the project is about.
- ☐ I know which other study disciplines will be involved.
- ☐ I know how much time I should spend on the project (this is probably related to the checkbox above about the ECTS).
- ☐ I've written down what I want to achieve from this project. (expectations)

TRAVEL AND STAY

- ☐ I know the dates that I will be abroad
- ☐ I arranged my travel.
- ☐ I know whether I need a passport and/or visa.
- ☐ I have my passport and/or visa and its expiration date is valid.
- ☐ I know where to stay.

COSTS

- ☐ I know what will be expected from me.
- ☐ I know whether there is extra funding or not, and I know what I have to do to get that funding.
- ☐ I know how much it will cost me.

PROBLEMS AND EMERGENCIES

- ☐ I know who to contact when I have a problem.
- ☐ I know the S.O.S. hotline number to call in case of emergency.

2 DURING THE PROJECT

Is everything okay?

COMMUNICATION

- ☐ I collected the contact info of the other students.
- ☐ I have all the team communication tools set and they are ready to use.
- ☐ I have access rights to all the tools.
- ☐ I am able to reach all my teammates.

TASKS AND RESPONSIBILITIES

- ☐ I know the internal team structure and my responsibilities in it.
- ☐ I know how many ECTS credits the other team members have (or: I know how much time the other team members can spend on this project).
- ☐ I know what is expected of me.
- ☐ I know the general team planning.
- ☐ I know about my personal planning and responsibilities.
- ☐ I know the meeting schedule.

3 AFTER THE PROJECT

You did it! Now what?

SOCIAL

- ☐ I had at least one night of partying.
- ☐ I am still in touch with my team members.

ADMINISTRATION AND FINANCING

- ☐ I verified with the international office that the whole formal procedure is fulfilled.
- ☐ I got reimbursed for my expenses (in the case where you managed to get some funding through your school).

PERSONAL

- ☐ I have documented information about the project (portfolio).
- ☐ I achieved my goals.

ABC BLENDED **Need help?** Talk to your teacher or the organizing committee as early as possible.