BlendED

Deliverable D2.3, WP2 – Design

ABC BlendEd Staff Training Manual

Training modules for staff delivering BlendEd courses

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Contents

Introduction....1
Module 1 – Introduction to BlendEd....2
Module 2 – Designing a BlendEd Course....19
Module 3 – Setting Up the BlendEd Ecosystem....43
Module 4 – Digital Collaboration and Online Facilitation....77
Module 5 – Coaching International Multidisciplinary Teams....100
Module 6 – Intercultural Communication and Inclusive Collaboration....116
Module 7 – Working with Industry....185
Module 8 – Assessment and Feedback....227
Module 9 – Managing Blended Mobility....308
Module 10 – Funding, Sustainability and Institutional Implementation....325
Module 11 – Roles, Responsibilities and Quality Assurance....345

Introduction

The ABC BlendEd project (African BlendEd Course: Novel Pedagogies Boosting Employability and Socio-Economic Prosperity) is an Erasmus+ Capacity Building in Higher Education initiative that adapts a European-tested blended mobility model to African higher education institutions. In BlendEd courses, students from different countries and disciplines work in teams on authentic challenges proposed by enterprises and community partners, combining online collaboration with short periods of face-to-face activity.

Delivering this type of course requires staff to take on roles that differ from those of conventional teaching: designing challenge-based projects, coaching international and multidisciplinary teams, working with external partners, managing blended mobility, and assessing both process and product. This deliverable, D2.3 BlendEd Staff Training Manual, brings together the training materials developed by the consortium to prepare academic and support staff for these roles.

The manual complements the ABC BlendEd Course Syllabus (D2.1), which defines the structure and learning outcomes of the course, and the ABC BlendEd Course Guide (D2.2), a quick reference for teachers and students during course delivery.

The training programme is organised in eleven modules. Each module is a slide deck that can be used in facilitated sessions, face-to-face or online, or for individual self-study. Most modules include practical activities that help participants apply the content to their own institutional context.

Each of the following chapters corresponds to one module and reproduces its slides in full:

- **Module 1 – Introduction to BlendEd:** the BlendEd model, its pedagogical foundations, its African adaptation and its link to employability.
- **Module 2 – Designing a BlendEd Course:** course specification and assessment, and how to set up and close a course.
- **Module 3 – Setting Up the BlendEd Ecosystem:** the digital infrastructure, tools and shared resources that support collaboration.
- **Module 4 – Digital Collaboration and Online Facilitation:** online collaboration tools and the design and facilitation of inclusive online sessions.
- **Module 5 – Coaching International Multidisciplinary Teams:** coaching skills for international teams, including the GROW model and constructive feedback.
- **Module 6 – Intercultural Communication and Inclusive Collaboration:** culture, stereotypes, cultural intelligence and the Hofstede and Lewis models.
- **Module 7 – Working with Industry:** cooperation between universities and the public and private sectors, with international examples.
- **Module 8 – Assessment and Feedback:** feedback and reflection in learning, common barriers, and practical techniques and digital tools.
- **Module 9 – Managing Blended Mobility:** planning the online and face-to-face components, roles, tools, budget, inclusion and risks.
- **Module 10 – Funding, Sustainability and Institutional Implementation:** moving from a funded pilot to a permanent course: ownership, resources, budget and continuation.
- **Module 11 – Roles, Responsibilities and Quality Assurance:** the roles of students, supervisors, challenge providers and institutions, and quality assurance.

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African BlendEd Course: novel pedagogies boosting employability and socio-economic prosperity

Staff Training – Module 1

Introduction to BlendEd

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What you should take from this module

Explain the model

Describe what BlendEd is and how blended mobility supports international, intercultural and multidisciplinary learning.

Connect learning to work

Explain how authentic challenges and team projects can develop employability and entrepreneurial competencies.

Understand the African adaptation

Identify why the European model needed to be adapted to partner universities and local conditions.

Navigate the syllabus

Recognise the course structure, learning process, roles and assessment components.

Support quality

Understand the importance of inclusion, participation, supervision and continuous improvement.

BlendEd in one sentence

Students from different countries and disciplines work in teams on authentic challenges — combining online collaboration with short periods of face-to-face activity.

1

INTERNATIONAL

Different countries

2

INTERDISCIPLINARY

Different fields

3

CHALLENGE-BASED

Real-world problem

4

BLENDED

Online + in person

The aim: meaningful international experience without requiring students to leave their home institution for most of the course.

RATIONALE

Why BlendEd?

A learning challenge

Students apply their disciplinary knowledge to a genuine problem and develop a tangible output such as a proof of concept or prototype.

A professional experience

Teams practise communication, teamwork, problem-solving, project management, leadership and entrepreneurial thinking.

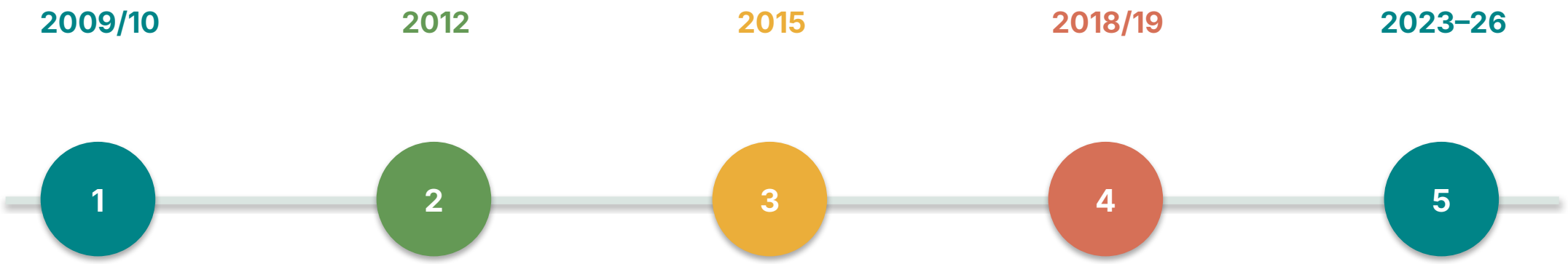
A more accessible internationalisation

The virtual component enables collaboration across borders while short physical meetings create opportunities for team building and intensive work.

BlendEd complements existing curricula and employability initiatives; it does not have to replace them.

EVOLUTION

From a European pilot to an African model



First edition

International student teamwork and blended learning

Multidisciplinary teams

Students from different fields work together

Real company challenges

Industry-defined projects become central

African roots

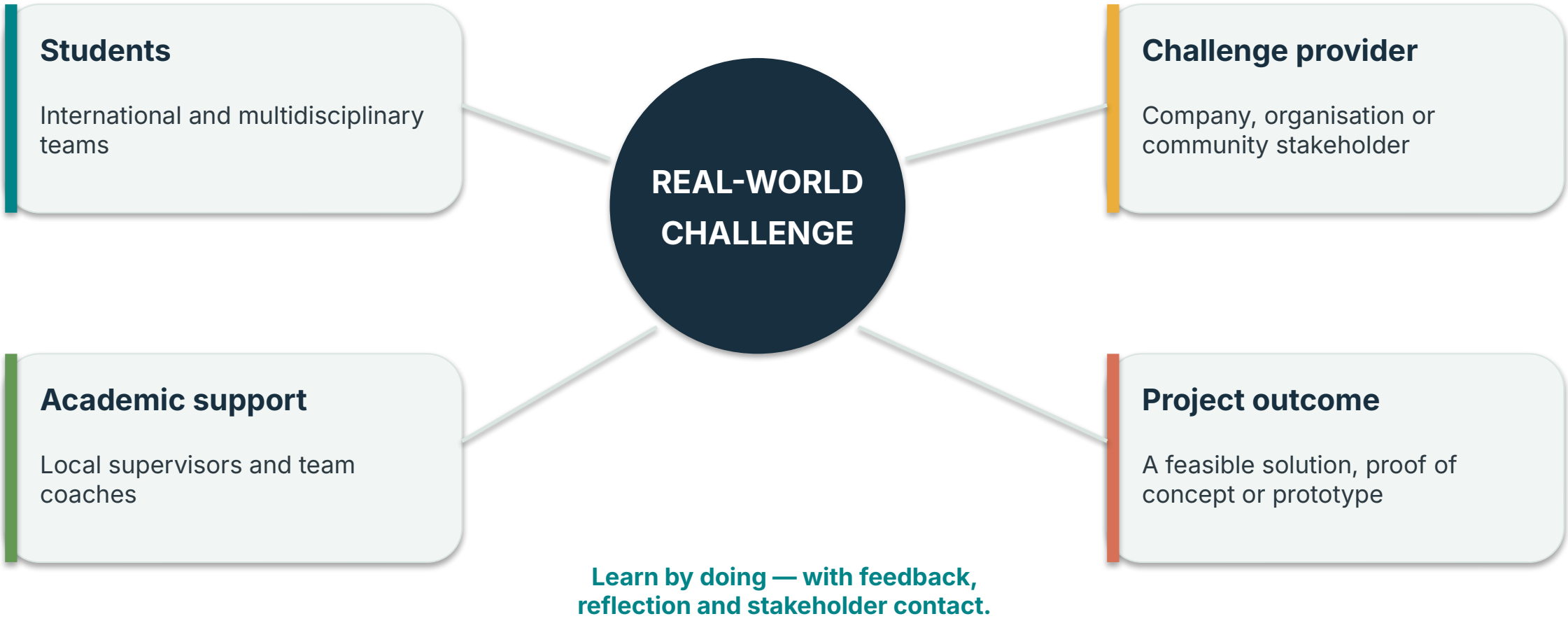
Collaboration with FUT Minna helps seed the African branch

ABC BlendEd pilots

The model is adapted and refined with African partners

The model has evolved over time; ABC BlendEd adapts the shared principles to African institutional realities.

How the BlendEd learning model works



Learn by doing — with feedback, reflection and stakeholder contact.

Pedagogical foundations

Challenge-based learning

Start from a meaningful, open-ended challenge.

Project-based learning

Organise learning around a shared project and deliverables.

Experiential learning

Learn through action, feedback and reflection.

Collaborative learning

Co-design, negotiate and share responsibility.

Blended / hybrid learning

Combine online teamwork with focused in-person activity.

Transdisciplinary learning

Bring different knowledge and perspectives to one problem.

STUDENT OUTCOMES

Employability is developed through practice

Problem-solving and innovation

Analyse a challenge, compare options, justify decisions and develop a feasible solution.

Teamwork and leadership

Share roles, coordinate work, manage disagreements and take responsibility for outcomes.

Communication and digital collaboration

Present ideas, consult stakeholders, document progress and use suitable online tools.

Entrepreneurship and professionalism

Recognise opportunities, act ethically, adapt to change and connect ideas to practical value.

The course makes transversal competencies visible through project work, feedback, peer evaluation and reflection.

One shared model, adapted to African realities

What the partner context brings

- Different institutional and curriculum arrangements
- Uneven connectivity, data affordability and device access
- Travel costs and limited project resources
- Different distances between stakeholders and campuses

What the pilots taught us

- Stakeholder engagement must be practical and locally relevant
- Online participation needs realistic alternatives and support
- Challenge selection should consider where activities take place
- Course delivery should be feasible within available resources

Design response

- Keep the core: authentic challenges and international teamwork
- Adapt duration, mobility and coordination arrangements
- Use low-bandwidth materials and accessible options
- Build on existing courses and employability pathways

Adaptation is not a departure from the model: it is how the model remains relevant, inclusive and sustainable.

ABC BlendEd syllabus at a glance

8 weeks
Course duration

6 credits
Indicative workload

180 hours
Total student workload

6 universities
African partner institutions

Who is it for?

Primarily final-year undergraduate or master's students, across agriculture and related fields such as business, engineering, environment, economics, marketing and design.

How does it fit?

Partner universities adapt the course to their own programmes. Where appropriate, it may be recognised through an existing course unit, such as industrial traineeship.

Workload in the syllabus: 30 h kick-off + 120 h online project work + 30 h closure.

The student journey: from challenge to solution

01

Preparation

1–2 days online

Meet the team; review the challenge; create a team page.

02

Kick-off

1 week

Understand the client challenge; build the team; assign roles; agree tools and plan.

03

Project work

6 weeks online

Research, develop a proof of concept, meet regularly, receive feedback and present progress.

04

Closure

1 week

Finalise the solution; present and defend it; submit documentation; reflect and evaluate.

Exact mobility arrangements can be adapted to the edition and partner context; protect the blend of virtual collaboration and meaningful face-to-face interaction.

What makes delivery work?

Local coordinator / institution

- Align the course with local academic arrangements
- Support student participation and logistics
- Coordinate local supervisors and stakeholders
- Ensure recognition and assessment arrangements are clear

Academic supervisors / coaches

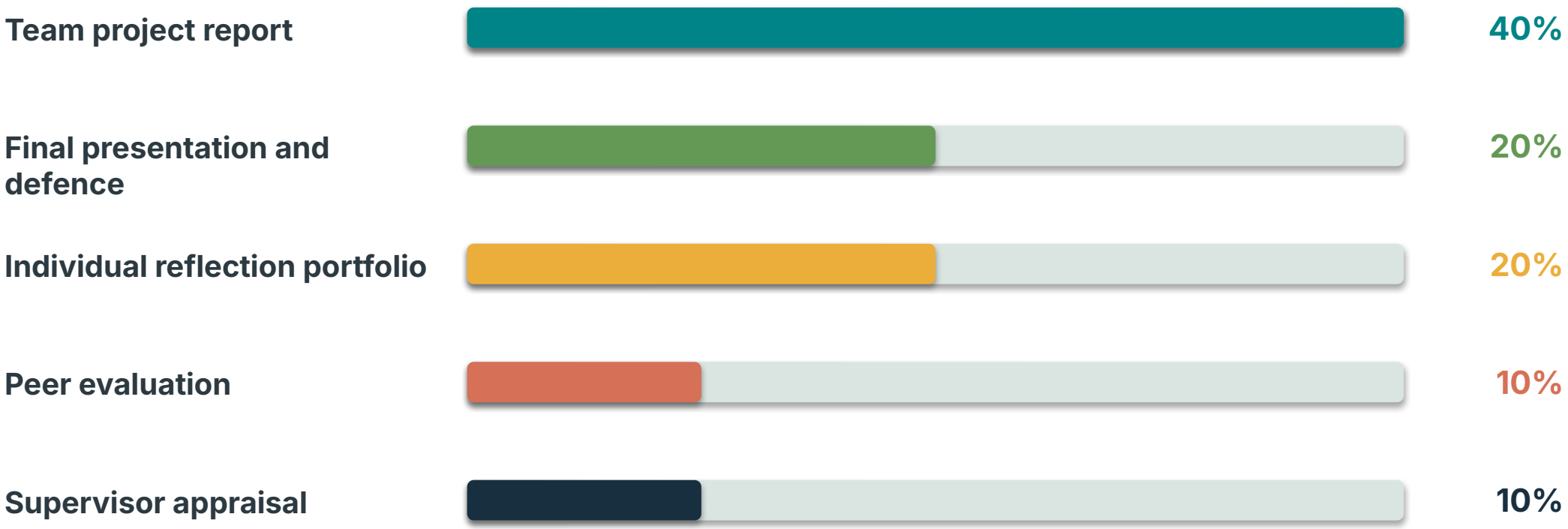
- Guide without taking over the project
- Monitor participation and team functioning
- Give timely, constructive feedback
- Help students reflect and develop competencies

Challenge providers

- Explain the real-world problem and context
- Be available for regular check-ins
- Comment on feasibility and relevance
- Help students understand practical value and constraints

Students own the teamwork and solution development; staff create the conditions for learning, inclusion and accountability.

Assessment: process, product and reflection



Formative feedback continues throughout the project; summative assessment considers outputs and individual contributions.

Quality means more than a good final project

INCLUSION

Students feel respected and have equitable opportunities to contribute.

ACCESS

Digital tools, materials and support are usable despite constraints.

TEAMWORK

Roles, communication and workload are managed effectively.

SUPERVISION

Guidance and feedback are timely and constructive.

RELEVANCE

The challenge is authentic and stakeholder engagement is meaningful.

LEARNING

Students can show growth in teamwork, intercultural and employability skills.

Check at the start, during the course and at completion — then use evidence to improve the next edition.

STAFF TRAINING · DISCUSSION

Apply the model to your context

In small groups, discuss the following questions:

1. What authentic challenge could students in your institution work on?
2. Which disciplines and external stakeholders should be involved?
3. What barriers could affect participation — and how could you reduce them?
4. Which existing course unit or employability activity could ABC BlendEd complement?

Take-away: preserve the core principles; adapt the implementation to enable meaningful participation and real-world learning.

Five ideas to remember

01 **BlendEd connects students across borders and disciplines.**

02 Authentic challenges make learning practical and professionally relevant.

03 The blend of online collaboration and short physical meetings supports international learning.

04 ABC BlendEd adapts the model to African institutions, resources and local needs.

05 Inclusion, feedback and quality assurance are essential — not optional extras.

Next step: explore how to plan, facilitate and assess an ABC BlendEd course in practice.

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Thank you!

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Staff Training – Module 2

Designing a BlendEd Course

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Scope of the Presentation

1. Concept and general description
2. Course specification and assessment
3. Setup procedure
4. Summary

What is blendEd Course?

A certified blended mobility project course unit, recognised by partner institutions and available to any student.

- Student teams from different countries solve a given engineering problem together
- Modular project: each member owns a module, all modules need equivalent workload
- Online collaboration via a groupware platform, plus face-to-face meetings
- Final-year undergraduates from the partner institutions

15–20 Credit workload equivalent to ECTS

1 semester to complete the project

2 face-to-face meetings per year

Key features

Open project specification

Students do not receive everything: they must interact to find the missing rules

Intercultural teams

Language, time difference and different university cultures

Multidisciplinary team

Students work side by side on an engineering project from different disciplines such as business, agriculture

Interdisciplinary tasks

Domain knowledge is exchanged across fields of study

Credit points

Project workload corresponds to 15–20 ECTS or similar other Credit System

Team size and communication

Communication overhead and team management need attention

The intercultural dimension

Culture is shaped by

- Nation and region
- Family
- Professional group
- Education
- Religion
- Age

Which influences

- Language
- Way of thinking
- Behavioural norms
- Communication styles
- Understanding of time and space
- Job orientation

University culture differs too

Misunderstandings can lead up to cultural shock.



Workshops and practical exercises raise cultural awareness. Intercultural teams let students learn from each other in many categories.

Funding: who pays for what



EU or Africa funding

Erasmus Capacity Building Basic funding for the participants of the full project partners.



Associate partners

The university, faculty or institute invests own funds and needs procedures to pay students' travel.



University co-funding

Units can co-fund participants (priority to students) if project money does not cover the costs.



External funding

Companies, associations, foundations or public funds can provide basic funding or co-funding.

Principle: all students are treated equally. Selection is clear and transparent, and no unpaid extra activities are expected.

Risk management: problems and solutions

Visa problems	Apply early enough: set meeting dates and places in advance, and request an invitation letter from the host partner if needed.
Insurance for students	Local regulations apply. Check which arrangements (e.g. travelling documents) ensure every travelling participant is insured.
Students fail their assignment	Select students carefully, then keep supervisors in regular contact to detect problems early and keep the team productive.

Scope of the Presentation

1 Concept and general description

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Objective and expected impact

Students from different countries collaborate on projects that generate relevant outputs for the community, to boost enthusiasm, teamwork and communication skills.

Students

- Awareness of international, multicultural projects
- Communication and team work skills
- Higher motivation, more attractive learning

Institutions

- Innovative Engineering based, services and pedagogies
- Better and more multilateral cooperation between higher education institutions

World

- Higher education contributes more to innovation
- Promotes International cooperation spirit

Learning outcomes: cooperative learning

The course follows the cooperative learning paradigm: students work in teams towards a common goal under five conditions.

1

Positive interdependence

Members rely on each other. If one fails, everyone suffers.

2

Individual accountability

Everyone does their share and masters all the material.

3

Face-to-face interaction

Feedback, challenge and teaching one another.

4

Collaborative skills

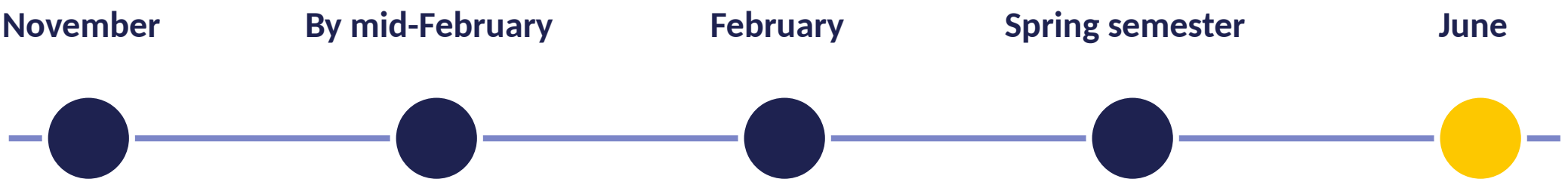
Trust, leadership, decisions, communication, conflicts.

5

Group processing

Set goals, assess progress, change what does not work.

Programme of the course unit: one academic year



Consortium meeting

Define assignment, technical specifications, partner tasks and workload (Credits, number of students).

Selection

Students apply and each partner selects its students.

Kick-off meeting

Face-to-face: meet the project and each other. Base competence seminars.

Development

Design and develop the solution, regular integration tests, one joint report.

Final meeting

Joint presentation, discussion, evaluation. Next year's assignment is defined.

Students, prerequisites and resources



Selection criteria

- Sociability
- English proficiency (interview, motivation letter)
- Motivation and international experience
- Grades and technical competence
- Extra-curricular courses



Prerequisites

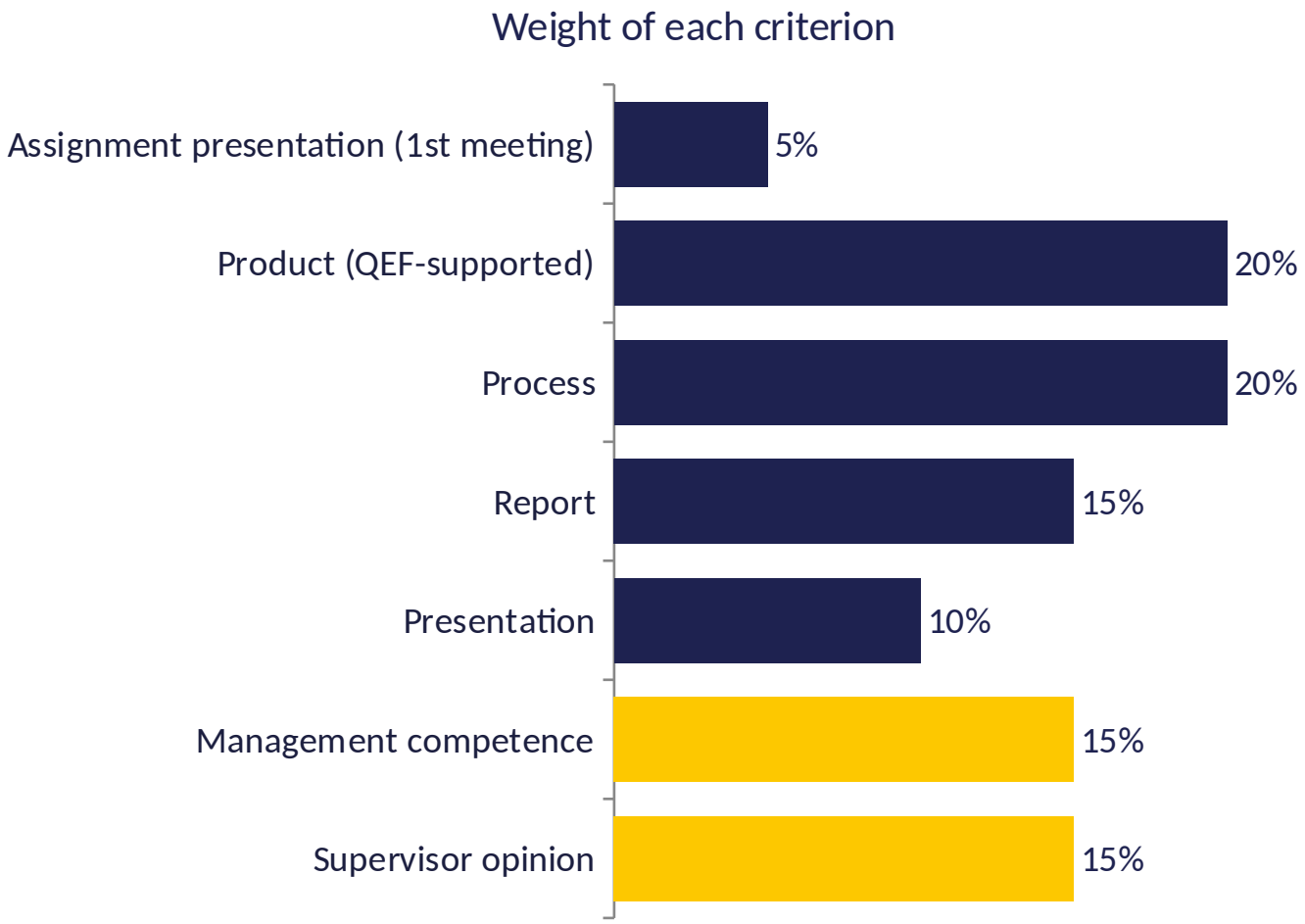
- Skills in Engineering, Agriculture and/or business
- Engineering, Agriculture: development, analysis, design and practice



Resources

- Project rules
- Internship protocol
- Project report writing guide
- The Thinker's Guide to Engineering Reasoning
- Case studies, videos and slides

How students are evaluated



Team-based criteria

Individual criteria

- The project jury has at least one teacher from each partner institution
- Supervisor feedback and peer evaluation forms are taken into account

Final mark: report and project

50% Project report

- Technical knowledge and reasoning
- Personal and professional skills and attributes

50% Project evaluation

- Interpersonal skills: teamwork and communication
- Conceiving, designing, implementing and demonstrating the system in its enterprise and societal context

Qualitative grading scale used by the jury

0 Not satisfying	1 Satisfying	2 Satisfying moderately	3 Good	4 Very good

Final mark = (x · Report + y · Project) / (x + y), with x = y = 50%. Any component below 10 out of 20 means the student fails.

Feedback and certification

Peer assessment

- Peer evaluation forms filled in by the students
- Peer feedback on each student's performance

Client feedback

- Feedback from the client or company
- Considered together with the supervisors' opinion

Certification

- Rewarded for the kick-off and the final meeting
- Individual certificates
- Supplement to the diploma

Future: World Certificate equivelant to Youthpass (www.youthpass.eu/en)

Scope of the Presentation

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3 **Setup procedure**

4 Summary

Setup procedure at a glance



1	2	3	4	5	6	7
Cooperating partners	**Student project**	**Enrolment**	**Student team**	**Kick-off**	**Running the project**	**Closing**
Find a company or client	Which project fits blendEd	Skills and selection of students	Tools, workload, scrum	Online preparation and meeting	Students and supervisors	Assessment and certification

Student and supervisor roles are detailed in the Student Kit and the Supervisor/Teacher Kit.

Before the project starts

Cooperating partners

- How do we find partners (company, client)?
- Which skills should partners have?

Selecting the project

- Which project makes sense for blendEd?
- Open specification: students should not get everything
- Modular, with equivalent workload per member

Enrolment of students

- Which skills should students have?
- Selection by quantitative and qualitative criteria
- Interview and motivation letter

Organising the student team

Group-building games

Build trust before the work starts

Collaboration tools

Slack, Moodle, Teamspeak, Skype and similar

Workload

Equivalent modules for every member

Team structure

Project management approaches such as Scrum

Team size and communication overhead need active management from day one.

Kick-off, running and closing the project



Kick-off

- Online preparation phase first
- Face-to-face meeting in February
- Project details, getting acquainted, base competences



Between meetings

- Online collaboration on a groupware platform
- Regular integration tests
- Supervisors in regular contact with students



Closing

- Final project meeting in June
- Joint presentation and assessment
- Certification and recommendation letter

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4 **Summary**

Summary

Key take-aways

blended-AIM turns real engineering problems into international learning projects.

1. International, multidisciplinary student teams solve a real problem within one semester (15–20 ECTS)
2. Fair funding and early risk management: visas, insurance, careful student selection
3. Cooperative learning with clear, transparent assessment: 50% report, 50% project
4. A clear setup path from cooperating partners to closing and certification

A win-win situation

Students

International experience, team work, Credits and a certificate

Universities

Multilateral cooperation and innovative, practice-oriented teaching

Companies and clients

Real challenges get fresh solutions and contact with future talent

Result: stronger links between higher education and industry

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Staff Training – Module 3

Setting Up the BlendEd Ecosystem

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Purpose of the module

- Introduces the technological infrastructure and digital environment needed to support blended learning and collaboration across institutions, countries and disciplines.
- Equips staff to assess basic technical requirements, select appropriate digital tools, organise shared learning resources, and maintain an accessible, reliable digital environment for BlendEd activities.

Learning outcomes

- Identify the essential components of a digital ecosystem for blended learning.
- Assess basic technical, infrastructure and accessibility requirements for BlendEd activities.
- Select appropriate digital platforms and collaboration tools based on learning needs and institutional capacity.
- Organise shared learning resources and digital collaboration spaces effectively.
- Develop a basic ecosystem plan that supports accessible, reliable and collaborative blended learning.

MODULE OVERVIEW

How this module is structured

Section	Focus
1. Understanding the digital ecosystem	What it is, and how it supports cross-institution collaboration
2. Preparing the learning environment	Technical requirements, readiness, accessibility
3. Selecting and organising digital tools	LMS, communication, collaboration tools
4. Managing shared resources	Folders, file naming, permissions, licensing
5. Maintaining an accessible, reliable environment	Safety, troubleshooting, contingency planning

Plus: practical activity, knowledge check, reflection, glossary and references.

1

Understanding the BlendEd Digital Ecosystem

What a digital learning ecosystem is, and why it matters for staff and students working across institutions.

What is a digital learning ecosystem?

- The combination of digital tools, resources, people and working arrangements that support learning in a digital environment more than just computers, internet or software.
- Includes how teachers organise materials, how students communicate, how institutions provide support, and how participants access and share information.
  - Example: an LMS for course materials + a video-conferencing platform for meetings + a shared document space for group work working together as one ecosystem.

★ **KEY TAKEAWAY** A digital ecosystem's value comes from how well tools, resources, infrastructure and support work together not from the number of tools used.

Key components of the ecosystem

Component	Purpose	Example
Learning platform	Organises course info, materials, activities, instructions	An LMS such as Moodle
Communication tools	Exchange information and discuss work	Email, forums, video meetings
Collaboration tools	Create, plan or edit work together	Shared docs, whiteboards, project boards
Shared storage & resources	Stores files, controls access	Institutional drive / approved repository
Access & infrastructure	Makes the environment usable	Devices, connectivity, electricity
People & support	Help participants and resolve problems	Coordinators, IT support, learner support

Supporting cross-institution collaboration

- Participants may be in different locations, on different schedules, with different access to devices and connectivity.
- A well-organised ecosystem helps them reach common materials, communicate with staff, work on shared tasks, exchange feedback and keep records between meetings.
- **These benefits are not automatic, they depend on clear instructions, correct permissions and agreed ways of using each tool.**

★ **KEY TAKEAWAY** Start with the learning need, purpose, access, usability, accessibility, compatibility, cost/sustainability and safety before choosing any tool.

2

Preparing the Learning Environment

Checking the basic conditions devices, connectivity, accessibility and support before a BlendEd activity begins.

Minimum technical requirements

Area	Check	Practical response
Devices	Can participants use their device for the task?	Choose tools that work on common devices; offer alternatives
Connectivity	Will the task work on realistic connections?	Offer downloadable or low-bandwidth alternatives
Electricity	Could power interruptions prevent participation?	Share materials in advance; flexible deadlines
Software/accounts	Do participants need an account or updated app?	Send setup instructions early; test access first
Audio/video	Is live A/V essential to the outcome?	Use only when it adds value; provide text alternatives

UNICEF's Pathways framework (2026) and the World Bank's remote-learning guidance (2020) both stress designing for low-resource, low-connectivity settings.

Readiness and accessibility

- **Readiness check:**
  - Confirm tools are approved and accessible on participants usual devices accounts and links work, support contact is agreed a backup plan exists if the main platform fails.
- **Accessibility (WCAG 2.2 — W3C, 2023):**
  - Content should be perceivable, operable, understandable and robust e. g. clear headings, text alternatives for images, captions, and essential tasks usable by keyboard.

★ **KEY TAKEAWAY** Check devices, connectivity, access, accessibility and support before an activity starts — and plan an alternative for predictable barriers.

Preparing a hybrid PBL (H-PBL) cell

- ABC BlendEd Part B expects each participating university to provide a space where students can collaborate physically while others join remotely for project meetings, cross-university work and sessions with external challenge providers.
- **An H-PBL cell needs:**
  - Display & audio (screen, camera, mic, speakers, tested for the room)
  - Stable connectivity & a backup
  - Shared access to the same documents, task lists and repository
  - Inclusive facilitation (someone monitoring and inviting remote contributions)
  - A trial run before the real meeting.
- Adapt to local resources, don't assume every university has identical infrastructure.

3

Selecting and Organising Digital Tools

Choosing tools by learning purpose rather than popularity and keeping the toolset as simple as possible.

Tool-selection checklist

Criterion	Question to ask
Learning purpose	What task will this tool help participants complete?
Access & bandwidth	Does it work on common devices and realistic connectivity?
Accessibility	Are key functions accessible to users with different needs?
Privacy & security	What data is collected, and does the institution approve it?
Cost & continuity	Are there costs, limits, and can users retain their work?
Institutional approval	Are there rules for using this tool with staff/student data?

UNESCO's ICT Competency Framework for Teachers (2018) and DigCompEdu (Redecker, 2017) both frame tool choice as part of broader educator competence, not an end in itself.

LMS, communication and collaboration tools

- **Learning Management System (LMS):**
  - A central reference point for materials, instructions, assessment, doesn't need to do everything itself.
- **Communication platforms:**
  - Synchronous (live meetings) vs asynchronous (forums, email): use one designated channel for official information.
- **Collaboration tools:**
  - Shared docs, whiteboards, task boards, agree the expected workflow before starting.

★ **KEY TAKEAWAY** Choose tools by learning purpose, accessibility, usability, cost, privacy, compatibility and support — and keep the toolset as simple as possible.

Digital workflow for an ABC BlendEd project course

- ABC BlendEd runs face-to-face milestones around an online collaboration period of about four months, across institutions, disciplines and challenge providers.
- **Before kick-off:**
  - confirm team membership, publish the challenge brief, share the calendar, test workspace access.
- **At kick-off:**
  - clarify the challenge, outputs, communication rules and milestones.
- **During collaboration:**
  - agreed tools for meetings, task allocation, shared writing, version control; keep a shared decision record.
- **At closure:**
  - present outputs, gather feedback, confirm where deliverables are stored.
- **After the pilot:**
  - record issues and feedback, recommend improvements for the next edition.

4

Managing Shared Resources & Digital Collaboration Spaces

Clear folders, file names, permissions and licensing so participants always find the right, current file.

Folder structure and file naming

- **Example folder structure:**
  - 01 Guidance and Instructions
  - 02 Readings and Resources
  - 03 Meeting Notes
  - 04 Working Drafts
  - 05 Final Submissions
  - 06 Templates
- **Example file name:**
  - BlendEd Progress Report 2026-10-19.docx

  mark FINAL only once the team has agreed it is the approved version.
- Use platform version history where available, rather than multiple final, final-new copies.

Permissions, licensing and data protection

- Give participants the minimum access they need: view-only for reference, comment for feedback, edit only where needed.
- A link is not automatically private, check the intended audience before sharing.
- Reusable resources must be checked for license terms, free access online does not automatically mean a resource is open for adaptation and redistribution.
- Shared spaces may hold personal data, follow institutional and data-protection rules avoid posting passwords or sensitive details in open spaces.

★ **KEY TAKEAWAY** Use clear names, agreed folder structures, appropriate permissions and properly licensed resources so people can find, trust and safely reuse files.

Managing project roles, milestones and deliverables

Role	Responsibility
Course chair / coordination committee	Publishes authoritative course info, coordinates across groups
Supervisor teachers	Guide the process, monitor progress, give feedback
Student team	Distributes tasks, records decisions, maintains documents
Company / challenge provider	Explains the challenge, comments on proposed solutions
Technical / institutional support	Resolves access, equipment and connectivity problems

- Use a shared tracker: task, owner, due date, status, dependencies and name who approves each final deliverable.

5

Maintaining an Accessible and Reliable Digital Environment

Reliability means reducing avoidable problems and knowing what to do when something goes wrong.

Accessibility, safety and troubleshooting

WCAG principle	Plain meaning	Example for staff
Perceivable	Access info through available senses or assistive tech	Captions for video; text descriptions for images
Operable	Use controls and navigate the content	Check keyboard access; avoid precise-mouse-only tasks
Understandable	Instructions are clear and predictable	Plain language; consistent labels
Robust	Works across browsers and assistive tech	Use common formats; test in more than one environment

- Basic digital safety: strong, unique passwords; multi-factor authentication where available; keep software updated (NIST, 2026).

★ **KEY TAKEAWAY** A reliable environment combines accessible content, safe practices, clear support and realistic backup plans reviewed and improved after each activity.

Supporting iterative pilot editions

- ABC BlendEd Part B runs three pilot editions, with the course design and materials reviewed and updated after each one the ecosystem is a system to improve, not a fixed set-up installed once.
- **After each cycle, review:**
  - could participants access the hybrid classroom?
  - did collaborative tools work?
  - were file management and communication clear?
  - did technical barriers affect participation?
- A BlendEd Community of Practice is planned to host approved templates, guidance, examples and lessons learned across universities clearly labelled, licensed and maintained.
- Prioritise changes that fix recurring barriers don't add tools unless they solve a clear problem.

Module summary

- A digital ecosystem connects tools, resources, people and working arrangements to support learning.
- Prepare the environment: devices, connectivity, access, accessibility, support.
- Choose tools by purpose, usability, accessibility, cost, privacy, compatibility and institutional capacity.
- Organise shared files with clear structures, names, version practices and permissions.
- Use accessible content, basic security and contingency plans for reliable participation.
- Start small, test the workflow, and improve it using feedback.

Practical activity: Build a basic ecosystem plan

- **Scenario:**
  - A lecturer coordinates a four-week group project across three universities. Some participants mainly use smartphones or have unreliable internet.

- **Produce a one-page plan covering:**
  - Where materials live
  - Communication methods (live + async)
  - How shared work is created and organised
  - Access & accessibility checks
  - Backup if the platform fails
  - Who provides technical support.

Assessment guidance: a strong plan gives a clear purpose for each tool, considers different access conditions, and includes a realistic backup not tool choice by brand name alone.

Knowledge check (1 of 3)

- **1. What is the main purpose of a digital learning ecosystem?**
  - Connect tools, resources and support around learning needs.
- **2. A participant has unreliable internet. What's the most useful first step?**
  - Check the task's requirements and offer a low-bandwidth or asynchronous option.
- **3. What should guide the selection of a digital tool?**
  - Learning purpose, access, accessibility, cost, privacy and support.
- **4. What is good practice when sharing a file with a group?**
  - Check the intended audience and assign suitable permissions.

Correct answers are shown here, on the course platform they are revealed after the participant responds.

Knowledge check (2 of 3)

- **5. Does free online access automatically allow adaptation and redistribution?**
  - No, check the copyright status and licence.
- **6. Which action supports accessibility?**
  - Providing clear headings and captions where needed.
- **7. Why agree on file naming and version practices?**
  - To help participants identify the correct, current file.
- **8. A tool will handle sensitive student data and its practices are unclear. What should staff do?**
  - Check institutional guidance and seek advice before use.

Knowledge check (3 of 3)

- **9. In an ABC BlendEd project course, what is the main purpose of an H-PBL cell?**
  - To support in-room and remote participants collaborating on a shared project.
- **10. What is the best way to improve a course across successive pilot editions?**
  - Review feedback and implementation evidence, agree improvements, and apply them to the next edition.

Reflection

- Think about a blended learning activity you support or may support.
- What is one change you could make to improve access, organisation or reliability?
- What support or approval would you need to make that change?

Glossary of key terms (1 of 2)

Term	Plain-language meaning
Accessibility	Designing content and tools so people with different abilities can use them.
Asynchronous communication	Communication that does not require everyone at the same time.
Bandwidth	The capacity of a network connection to carry data.
Digital ecosystem	Tools, resources, people and arrangements that work together to support learning.
Learning Management System (LMS)	A platform used to organise learning content, activities and course information.

Glossary of key terms (2 of 2)

Term	Plain-language meaning
Multi-factor authentication (MFA)	A sign-in method requiring more than one type of proof of identity.
Open Educational Resources (OER)	Materials in the public domain or openly licensed for reuse under stated conditions.
Permissions	Settings determining who can view, comment on, edit or share a file.
Synchronous communication	Communication that happens at the same time, e. g. a live meeting.
Version control	A way to track changes to a file or project and identify the current version.
WCAG	Web Content Accessibility Guidelines, a W3C standard for accessible web content.

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Staff Training – Module 4

Digital Collaboration and Online Facilitation

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Module Presentation Areas

1. Module Description
2. Rationale
3. Aims & Learning Outcomes
4. Competencies
5. Course Content
6. Teaching and Learning Approach
7. Tools and Learning Resources
8. Reference Areas

Module Description

- **Students Study:**
  - Strategies and practices for collaborating online
  - Learn and Use digital collaboration tools. Students will be trained to use digital collaborative tools (video and chat platforms)
  - Design, Facilitate, and manage online sessions and sessions
  - Ensuring fair or inclusive participation for everyone,
  - including students who experience low bandwidth or modest devices.
- At the end of the module, students will design and facilitating an online session.

Module Rationale

- Online/ remote studies and work now are routine.
- Students commence online studies without proper training.
- Poorly designed online educational sessions:
  - waste time
  - exclude quieter or less-connected participants
  - weaken study outputs.
- Online/ Remote studies and work are a transferable skill:
  - valued by employers
  - Improves project management
  - community work.

Aims and Learning Outcomes

- **By the end of the module**:
  - students will design and facilitate an inclusive online session and justify their choice of online collaborative tools
- **Aims**
- Develop knowledge and understanding of how to collaborate and learn together online.
- Develop skills in selecting and using appropriate digital collaboration tools.
- Design and facilitate online sessions, inclusive engagements for group work and handling inconveniencies during sessions.
- Encourage ethical, inclusive and positive reflective views towards online group work.

Aims and Learning Outcomes

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- **Learning Outcomes**

SNo	Learning Outcome	Domain	Bloom's level
LO1	Explain online collaboration concepts, including synchronous and asynchronous collaboration and virtual teams	Knowledge	Understand
LO2	Compare digital collaboration tools and select appropriate tools for group tasks, online sessions and connectivity context	Skills	Analyse / Evaluate
LO3	Design an online session with clear learning outcomes, an agenda, activities and timing	Skills	Create
LO4	Facilitate a live online session, ensure inclusive engagement, manage time, respond to participant silence, manage conflicts and technical disruptions	Skills/ Attitudes	Apply/ Evaluate
LO5	Ensure accessibility, inclusion, data privacy and digital welfare of participants	Attitudes / Values	Apply
LO6	Appraise online sessions facilitated using evidence, feedback and improvement areas	Attitudes	Evaluate

Competencies

- **The module has six competencies: -**
    1. Use digital collaboration tools and ensure platform proficiency
    2. Plan, design and facilitate online sessions and ensure participant engagement
    3. Communicate and build virtual teams, communities and manage the virtual environment
    4. Manage group/ team dynamics, disruptive behaviour, conflict, and mediate
    5. Ensure inclusion, accessibility, digital ethics, privacy and security for all participants
    6. Evaluate online sessions through surveys, pools and incorporate emerging tools to ensure continuous improvement

Module Structure

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- The module is organised in four phases: Foundation, Tools, Facilitation Skill, Practice and Reflection.

SNo	Phase	Unit theme	Outcomes	Assessment
1	Foundation	Introduction to digital collaboration and digital collaboration strategies	LO1	Discussion forum 1
2	Foundation	Facilitating online teamwork and understanding how groups/ teams work online	LO1, LO3	Discussion forum 2
3	Foundation	Synchronous and asynchronous collaboration	LO1, LO2	Discussion forum 3
4	Tools	The digital collaboration tools	LO2	Tool comparisons
5	Tools	Co-creation and document management (shared documents, whiteboards and project spaces) and document version controls	LO2	Co-created group tools
7	Facilitation Skill	Designing online sessions, conducting meeting, engagement techniques/ interactive methods and managing session dynamics, conflict and difficult moments	LO3, LO4, LO5, LO6	Session plan and class analysis
8	Practice	Online Facilitation practical session, Inclusion, accessibility, ethics and digital wellbeing	LO3, LO4, LO5	Live facilitated session and peer reviews
9	Reflection	Evaluation and reflection of online collaboration	LO6	Reflective Analysis

Unit Content

- **Unit 1: - Introduction to digital collaboration and digital collaboration strategies**
  - What is digital collaboration, and how does it differ from face-to-face teamwork
  - Remote and hybrid work and learning
  - Explain the terms synchronous, asynchronous, remote, hybrid and distributed teams
  - Benefits, limits and common myths of online digital collaboration

Unit Content

- **Unit 2: - How groups work online**
  - Stages of group development of virtual teams
  - Create trust, psychological safety and social presence
  - Communication challenges: missing cues, delays, time zones, culture and language
  - Team charters and working agreements

Unit Content

- **Unit 3: - Synchronous, asynchronous and hybrid collaboration**
  - Plan when live meetings and when to work asynchronously
  - Plan hybrid group where possible and compare in-room and remote participants
  - Communication norms: response times, channels, meeting-free time
  - Working with low bandwidth and mobile-first participants

Unit Content

- **Unit 4: - Digital collaboration tools**
  - Categories of tools: video meetings, messaging, shared documents, whiteboards, polling, project and task management, learning management systems
  - Criteria for choosing tools: purpose, cost, data use, connectivity needs, accessibility, learning curve
  - Integrating tools into a simple, coherent workflow

Unit Content

- **Unit 5: - Co-creation and document management**
  - Co-writing in shared documents: version history and comments
  - Visual collaboration on digital whiteboards: mapping, voting
  - Organising group work with task boards and shared calendars
  - File management, permissions and good digital housekeeping

Unit Content

- **Unit 6: - Designing online sessions**
  - Starting from purpose: desired outcomes, participants and context
  - Structuring a session: opening, divergent thinking, convergence, closing
  - Agendas, timing and energy management (the 10-minute attention rule, breaks)
  - Pre-work, onboarding participants to tools, and follow-up
  - Writing a facilitator run-sheet and briefing a co-host or producer

Unit Content

- **Unit 7: - Engagement techniques and interactive methods**
  - Have check-ins, energisers and check-outs that suit the group and culture
  - Use chat, reactions, polls, breakout rooms and whiteboards with purpose
  - Brainstorming, prioritising and decision-making methods (voting, consent decision-making)
  - Visual facilitation basics

Unit Content

- **Unit 8: - Group dynamics, conflict and difficult moments**
  - Reading participation patterns, silence, camera-off norms
  - Managing dominant voices, disengagement, side conversations and off-topic drift
  - Handling disagreement and conflicts constructively
  - Managing technical disruption: dropped connections, audio problems and backup plans
  - Trauma-informed and culturally aware facilitation

Unit Content

- **Unit 9: - Inclusion, accessibility, ethics and wellbeing**
  - Ensure student accessibility: captions, screen readers, colour contrast, plain language, multiple ways to contribute
  - Inclusion across language, culture, gender, disability and connectivity
  - Data privacy and consent: recording, sharing, data protection law
  - Digital wellbeing: screen fatigue, boundaries, inclusive scheduling

Unit Content

- **Unit 10: - Online Facilitation practical session**
  - Final preparation, rehearsal and tech checks
  - Working with a co-facilitator or producer
  - Giving and receiving feedback using an observation framework

Unit Content

- **Unit 11: - Evaluation, reflection and the future**
  - Ensure student accessibility: captions, screen readers, colour contrast, plain language, multiple ways to contribute
  - Inclusion across language, culture, gender, disability and connectivity
  - Data privacy and consent: recording, sharing, data protection law
  - Digital wellbeing: screen fatigue, boundaries, inclusive scheduling

Teaching and Learning Approach

- Students must be active, collaborative, inclusive and reflective in every session.
- **Guiding principles**
  - Learning practically using digital tools
  - Community support for students during teaching and cognitive presence
  - Experiential learning where students and coaches share experiences, reflections, concepts and practices
- Demonstrate live sessions and evaluate them
  - Peer learning: Groups/ teams will work together to conduct live sessions

Tools and Learning Resources

- Will use free or institution-licensed digital collaboration tools. The tools can be swapped depending on accessibility.

SNo	Category	Example tools
1	Learning platform	Moodle, Canvas, Google Classroom, Microsoft 365
2	Video meetings	Zoom, Microsoft Teams, Google Meet, WhatsApp, Telegram
3	Messaging	WhatsApp, Teams chat, Telegram
4	Shared documents	Google Docs, Microsoft 365
5	Digital whiteboards	Moodle, Miro
6	Polling and engagement	WhatsApp, Mentimeter and built-in meeting polls
7	Task and project management	Moodle, Trello, Microsoft Planner, Google Classroom, Microsoft 365

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Staff Training – Module 5

Coaching International Multidisciplinary Teams

Anthonia Achike

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Importance of coaching diverse teams

Diversity creates potential. Coaching turns it into performance.

International and multidisciplinary teams bring different knowledge, experiences and ways of thinking. Without deliberate coordination, these strengths can be lost through misunderstanding, silos or unclear priorities.

TRUST

People feel safe to ask, contribute and raise concerns.

CLARITY

Shared goals and roles reduce avoidable confusion.

INNOVATION

Multiple perspectives strengthen problem-solving.

ACCOUNTABILITY

Agreed actions connect effort to results.

Take home message:
Coach people to use differences constructively and not to erase their individual differences.

Learning outcomes

EXPLAIN

What coaching is and why it matters.

DISTINGUISH

Coaching from mentoring, training and directing.

RECOGNISE

Cultural and professional differences without stereotyping.

PRACTISE

Inclusive communication, feedback and conflict coaching.

APPLY

The GROW framework to workplace challenges.

MEASURE

Progress and create a personal action plan.

What coaching is—and what it is not

Coaching is a structured, collaborative conversation that helps people reflect, explore options, take ownership and improve performance.

ASK

Use purposeful, open questions.

LISTEN

Understand before interpreting.

REFLECT

Explore strengths, barriers and assumptions.

ACT

Agree practical, measurable next steps.

COACHING IS...

A partnership that builds independent thinking.

COACHING IS NOT...

Simply giving advice, criticism or orders.

Coaching, mentoring, training and directing

COACHING	Develops reflection, performance and self-directed solutions.	*"What options could help you overcome this challenge?"*
MENTORING	Shares experience, professional wisdom and guidance.	*"Here is what I learned in a similar situation."*
TRAINING	Builds specific knowledge or skills through instruction and practice.	*"Let me demonstrate how to use this platform."*
DIRECTING	Clarifies required actions, standards and deadlines.	*"Please submit the revised report by Friday."*

Effective leaders select the approach that fits the need—and may use several in sequence.

Cultural and multidisciplinary diversity

CULTURAL & INTERNATIONAL DIFFERENCES

- Preferences for direct or indirect communication
- Comfort with public or private feedback
- Expectations about authority and consensus
- Language, time-zone and work-pattern differences

COACHING RESPONSE
Ask people about their preferences. Avoid assumptions based on nationality.

MULTIDISCIPLINARY DIFFERENCES

- Education: learning outcomes and learner experience
- Technology: functionality, accessibility and reliability
- Monitoring & evaluation: evidence and indicators
- Programme management: resources, timelines and delivery

COACHING RESPONSE
Connect each perspective to the shared project outcome.

Different perspectives are valuable when the team has a fair way to hear and integrate them.

Common challenges—and practical coaching responses

Language or jargon barriers

Use plain language; explain terms; check understanding.

Misunderstood intentions

Ask what each person understood before judging.

Professional silos

Clarify shared outcomes and workstream dependencies.

Dominant voices

Use turn-taking and invite written input.

Competing priorities

Return to agreed goals and transparent criteria.

Remote coordination

Agree channels, response times and meeting norms.

Five essential competencies of an effective coach

1	**ACTIVE LISTENING**	*"What is making this task difficult?"*
2	**CULTURAL INTELLIGENCE**	*"What communication approach works best for you?"*
3	**EMOTIONAL INTELLIGENCE**	*"What concerns have not yet been addressed?"*
4	**SYSTEMS THINKING**	*"How will this decision affect other workstreams?"*
5	**CONSTRUCTIVE FEEDBACK**	*"What could we change next time?"*

The GROW model: structure a coaching conversation



GOAL

What outcome do we want?

Deliver an accessible learning module in four weeks.



REALITY

What is happening now?

Content is ready; integration and reviews are delayed.



OPTIONS

What could we do?

Shared tracker, review windows and named reviewers.



WAY FORWARD

Who does what, by when?

Technology lead shares a plan in two working days.

The GROW model is a guide—not a script. Keep the conversation curious, realistic and collaborative.

Communication, trust and psychological safety

AGREE SHARED COMMUNICATION NORMS

1. Use clear, inclusive language.
2. Explain discipline-specific terms.
3. Share agendas and decisions in writing.
4. Allow time for reflection and input.
5. Confirm understanding instead of assuming agreement.
6. Respect time zones and working arrangements.

MAKE IT SAFE TO SPEAK

- Welcome respectful disagreement.
- Thank people for raising risks or mistakes.
- Invite quieter and less-represented voices.
- Separate the person from the problem.
- Respond calmly to difficult questions.
- Maintain accountability while supporting learning.

Psychological safety is not the absence of disagreement; it is the ability to disagree constructively.

Managing conflict and giving constructive feedback

A FIVE-STEP CONFLICT COACHING APPROACH

Listen to each perspective without interruption.

Separate observable facts from interpretations.

Identify shared interests and objectives.

Explore options using fair decision criteria.

Agree on actions, owners and a review date.

SBI: SITUATION • BEHAVIOUR • IMPACT

SITUATION

When and where?

BEHAVIOUR

What was observed?

IMPACT

What was the effect?

Example: “In yesterday’s meeting, the decision was made before the education team shared its concerns. We had to revisit it and lost time. How could we structure the next meeting better?”

Serious misconduct, harassment or discrimination may require formal reporting under organisational procedures.

Coaching remote and hybrid international teams

ONE SOURCE OF TRUTH

Use a shared workspace for documents, decisions and action logs.

ASYNC WHEN POSSIBLE

Use written updates when immediate discussion is unnecessary.

FAIR MEETING TIMES

Rotate inconvenient time slots and circulate agendas early.

CLEAR EXPECTATIONS

Agree response times, ownership and escalation routes.

HUMAN CONNECTION

Create opportunities for informal relationship-building.

OUTCOME FOCUS

Assess contribution and results—not online visibility alone.

How can we measure coaching effectiveness?

GOAL DELIVERY

Agreed actions completed by deadline.

COLLABORATION

Quality of cross-functional contributions.

INCLUSION

People report being heard and treated fairly.

COMMUNICATION

Fewer avoidable misunderstandings.

DEVELOPMENT

Improvement in agreed competencies.

PROJECT RESULTS

Timeliness and quality of deliverables.

Review cycle: establish a baseline → choose 2–3 indicators → review progress → learn and adjust.

Group exercise: the delayed digital learning project

THE SITUATION

An ABC BlendED team is developing a digital learning programme.

- Technology staff say content changes are too frequent.
- Education staff feel their advice is ignored.
- The programme manager is concerned about the deadline.
- Some members rarely speak during meetings.
- Decisions are not consistently documented.

YOUR TASK — 10 MINUTES

Work as a team coach. Agree on:

1. The main causes of the delay.
2. One GROW question for each stage.
3. Two communication norms to introduce.
4. Actions, owners and deadlines for the next two weeks.
5. One measure of improvement.

How can the team solve the problem without blaming one discipline?

Practise, commit and continue learning

ROLE-PLAY

Groups of three: coach, team member and observer. Rotate roles. Assess listening, questions, inclusion and follow-up.

MY NEXT STEP

Identify one team challenge, one action, a deadline and an observable measure of success.

KEY TAKEAWAY

Do not simply manage differences—coach people to use them as a source of collective strength.

SUGGESTED FURTHER READING

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Deardorff, D. K. (2006). Identification and assessment of intercultural competence. Journal of Studies in International Education, 10(3), 241–266.
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Anthonia Achike

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Staff Training – Module 6

Intercultural Communication and Inclusive Collaboration

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Content

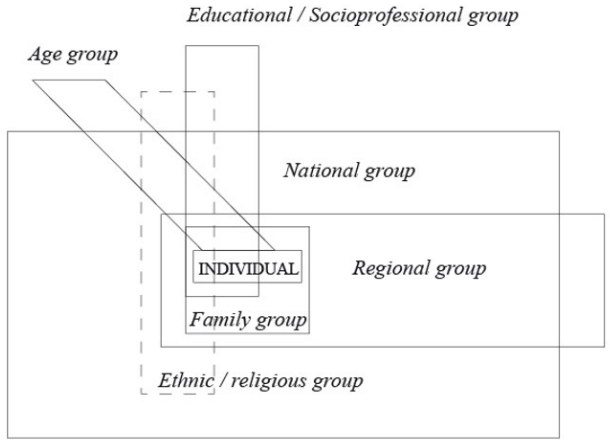
- Introduction
  - Intercultural Communication problems and possible solutions
- What is Culture?
  - Problems and solutions
  - Definitions
- Cultural Awareness
- Cultural Shock
- Cultural Stereotypes
- Cultural Intelligence

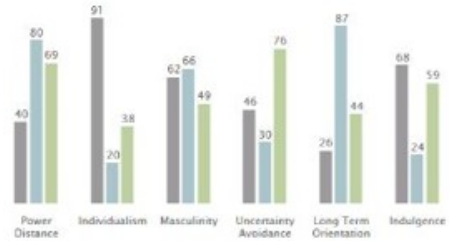


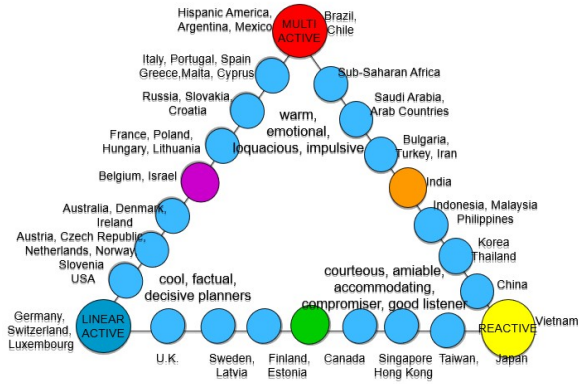
Content

- Inclusive Collaboration
- Models in Culture
  - Cultural matrix
  - Iceberg
- Hofstede model
- Lewis model
- Summary
  - Questions
  - Discusion









Problem - Language

Suomen kuntaperusteinen järjestelmä on hyvä, demokraattinen sekä tehokas järjestelmä ja kestää kansainvälisen vertailun.



フィンランド地方政府ベースのシステムは良い、民主的かつ効率的なシステムと国際規格のである。



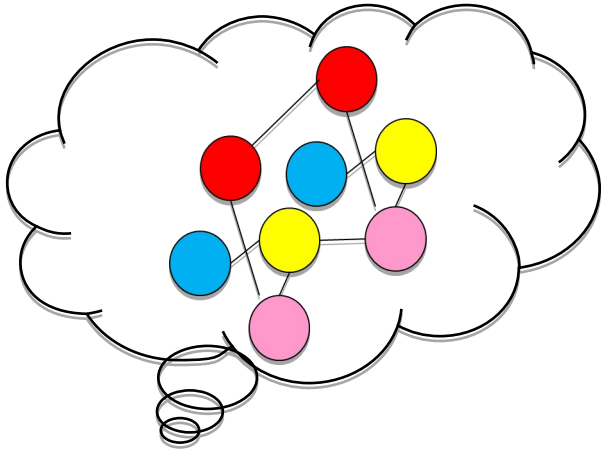
Finse plaaslike regering-stelsel is 'n goeie, demokratiese en doeltreffende stelsel en van 'n internasionale standaard. Die direksie is van mening dat die kollege-gebaseerde diens stelsel.



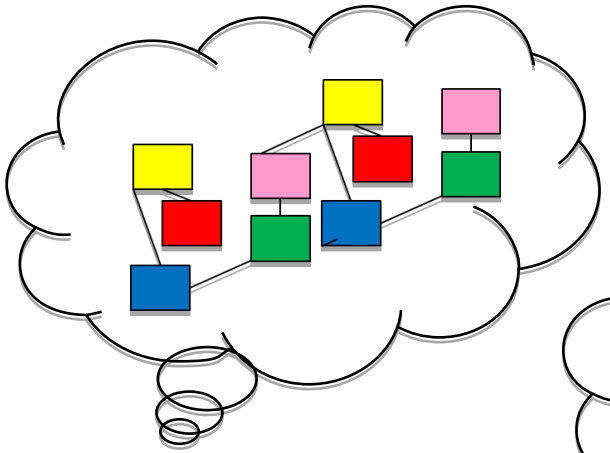
Problem - Behavioral Patterns



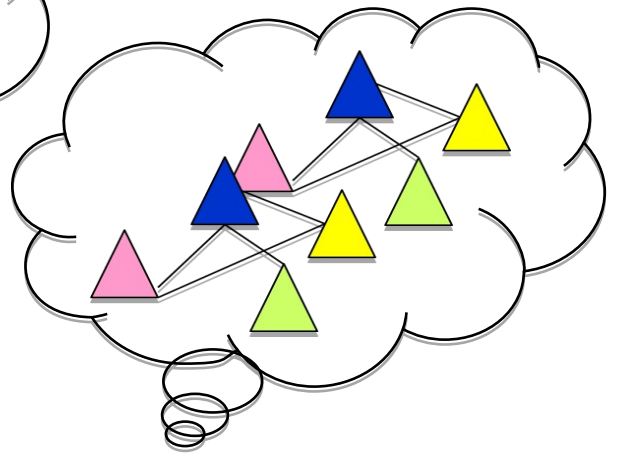
Problem - Formulation of concepts and sentences









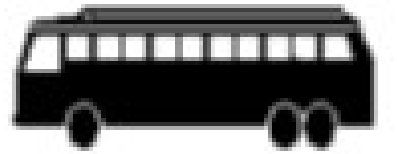




Result - Misunderstanding



Communicating the requirements



Requirements specification



Final implementation



This was in the mind of the client

Solutions - Icons







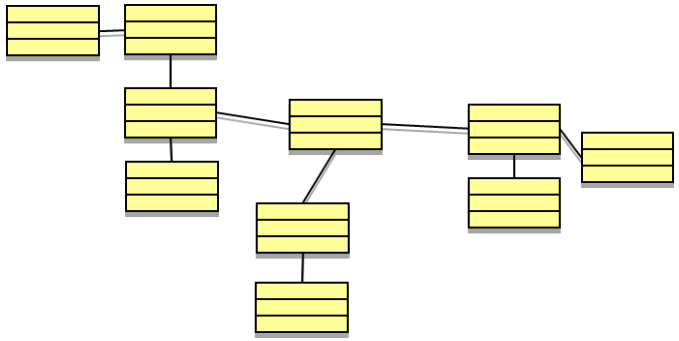


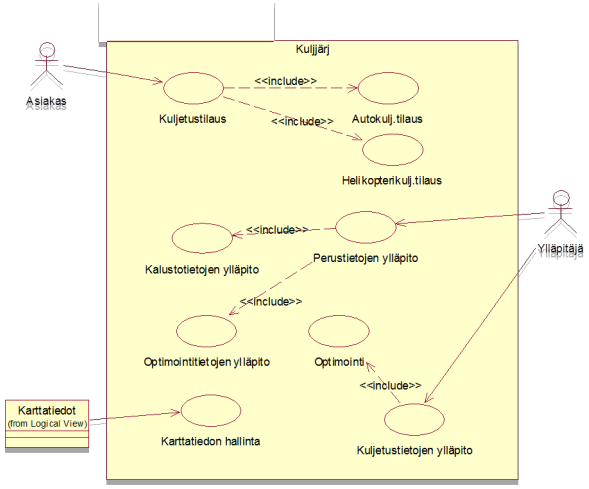


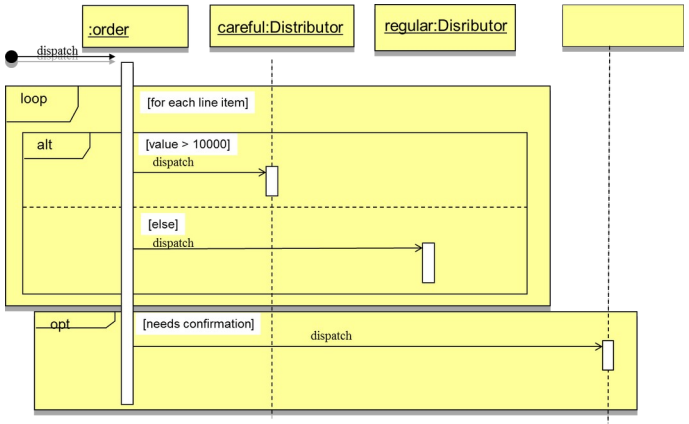
Solutions - Icons

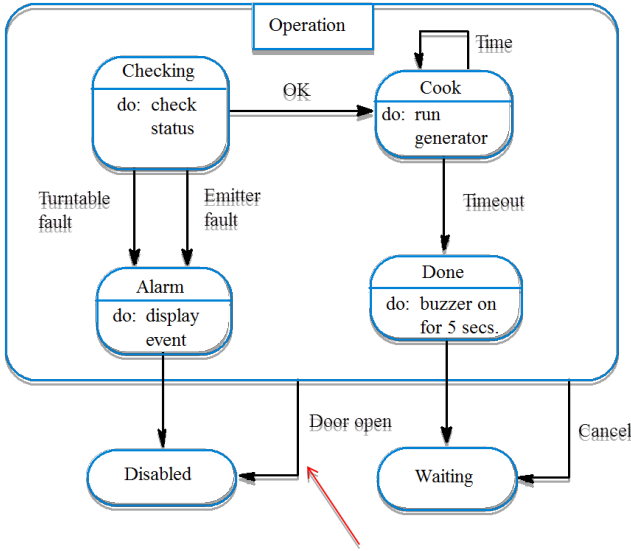


Solutions - Models









What is Culture?

- Familar word with a complex history
  - Diverse range of meanings
- Culture is a sum of ways of living including:
  - Behavioral norms
  - Linguistic expressions
  - Styles of communication
  - Patterns of thinking and beliefs

What is Culture?

- Collective phenomenon, shared with people who live or lived within the same social environment – unwritten rules of social game. Distinguishes different group of people (Hofstede)

What is Culture?

- Cultural behaviour is the end product of centuries of collected wisdom, filtered and passed through hundreds of generations and presented by numerous beliefs, notions and other patterns (Lewis)
- Culture is a creative meaning-making process, constantly being produced and reproduced by multiple groups (Gramsci)

What is Culture?

- Culture is a particular way of life for a group of people, comprising the deposit of knowledge, experience, beliefs, values, traditions, religion, notions of time, roles, spatial relations, worldviews, material objects and geographical territory (Liu, Volčič, Gallois)

What is Culture?

- Cultural levels (Alvesson, Berg)
  - National culture and culture in societies
  - Regional and local culture
  - Business cultures - professional and functional culture
  - Organizational and corporate culture
    - Functional subculture
    - Social groups
    - Professional and functional culture

Cultural awareness

- Ability of observing culture from outside
- Foundation of communication that involves the capability of standing back from ourselves and becoming aware of different cultures, beliefs and perceptions
- Cultural awareness is based on knowledge of the foreign culture and own culture

Cultural awareness

- Becoming cultural aware:
  - People realize that we are not all the same, that the similarities and differences are both important, that there are multiple ways to reach the same goal and finally that the best way depends on the cultural possibility
  - People from different cultural societies can see, interpret and evaluate things in different ways
  - Cross cultural dialogue

Cultural Shock

- Common way to describe the confusing and nervous feelings a person may have after leaving a familiar culture to live in a new and different culture.
- Leads to feelings of disorientation and anxiety.
- To understand cultural shock, it helps to understand what culture is.
- Reverse cultural shock.

Cultural Stereotypes

- Beliefs about characteristics of a certain group based on physical attributes or social status
- Beliefs that should be not generalize to all members of the group or country
- Forms of social consensus rather then individual judgements
- Base of prejudice

Cultural Stereotypes - Examples

- Mexicans came into America illegally.
- All people who live in England have bad teeth.
- All Africans speak one language
- Asians are good at math, like rice and drive slow.
- Americans are generally friendly, generous, and tolerant, but also arrogant, impatient, and domineering

Cultural Stereotypes



Cultural Stereotypes



Cultural Stereotypes





Cultural Intelligence

- Learned, capability that allows people to function, communicate, and adapt effectively across different national, ethnic, organizational, or generational cultures
- Cultural intelligence (CQ) moves beyond basic cultural awareness into a strategic skill used in global business, education, and healthcare

Cultural Intelligence

- Ability to understand, adapt, and work effectively with people from different cultural backgrounds. It involves recognizing cultural differences, avoiding assumptions, and adjusting the behavior to communicate and collaborate successfully across cultures
- Cultural intelligence is especially important in international business, leadership, education, teamwork, and multicultural environments

Cultural Intelligence

- It is divided into four core capabilities:
  - **Cognitive CQ (Head) - Knowledge:** Your knowledge and understanding of cultural norms, values, practices, and economic or social systems in different groups.
  - **Metacognitive CQ (Strategizing) - Awareness:** Your mental awareness, planning, and ability to check or adjust your cultural assumptions while interacting with diverse people.

Cultural Intelligence

- It is divided into four core capabilities:
  - **Motivational CQ (Heart) - Drive:** Your intrinsic interest, confidence, and perseverance to engage with and adapt to unfamiliar cultural settings.
  - **Behavioral CQ (Body) - Action:** Your ability to adapt your verbal and non-verbal actions (such as tone, body language, and gestures) to match the cultural context

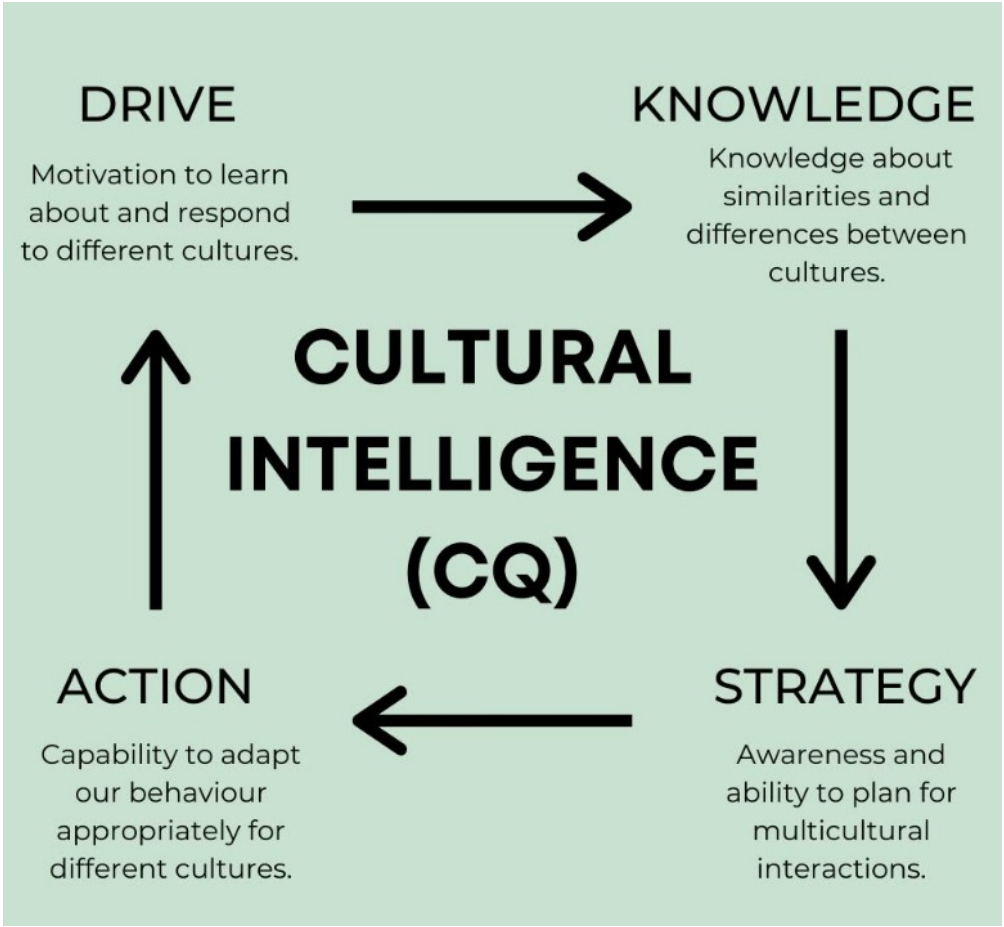
Cultural Intelligence

- Drive – Motivation
  - Interest, confidence, and willingness to engage with people from different cultures.
  - Example: Being curious about how colleagues from another country approach teamwork.
- Knowledge – Understanding
  - Knowledge of cultural values, communication styles, social norms, and business practices.
  - Example: Understanding that cultures differ in their attitudes toward hierarchy and punctuality.

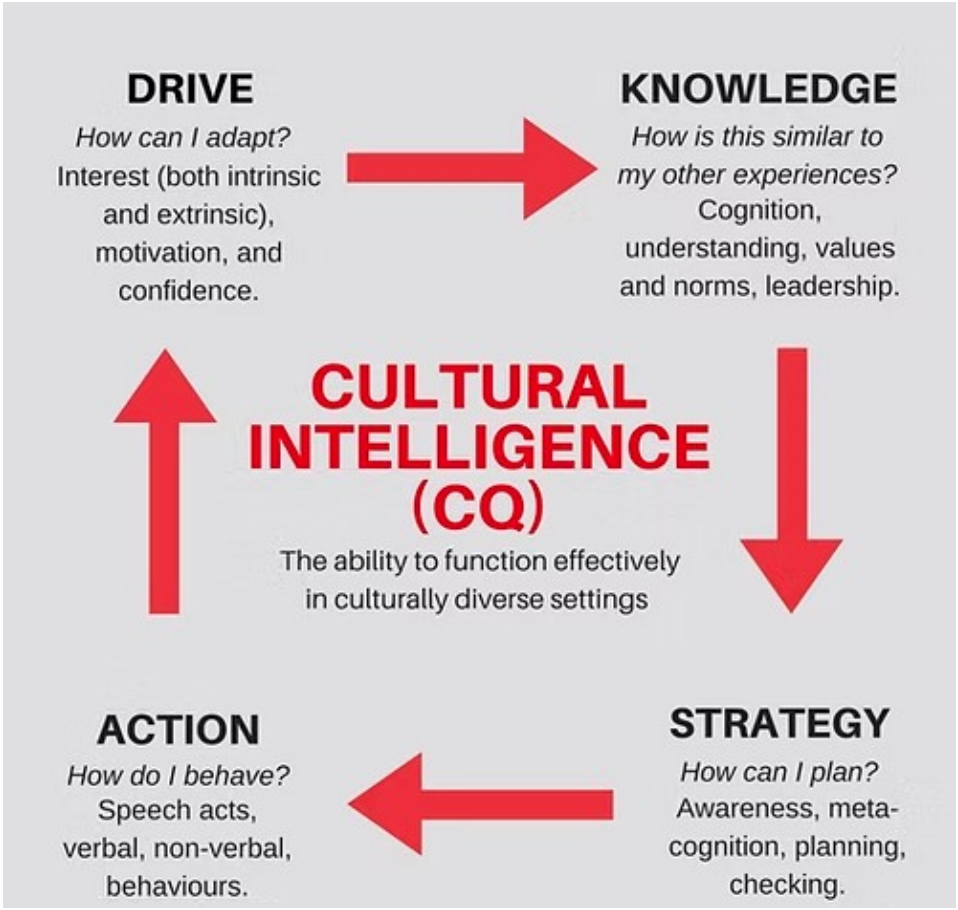
Cultural Intelligence

- Strategy — Awareness
  - Ability to plan, monitor, and reflect on interactions with people from different cultural backgrounds.
  - Example: Reflecting on whether a misunderstanding arose from different communication expectations.
- Action — Behaviour
  - Ability to adapt verbal and non-verbal behaviour appropriately to different cultural contexts.
  - Example: Adjusting your communication style to suit a colleague's expectations while remaining authentic.

Cultural Intelligence



Cultural Intelligence



Cultural Intelligence

- Individual's capability to function effectively in culturally diverse situations
- Better communication
  - Reduces misunderstandings caused by different cultural expectations.
- Stronger leadership
  - Helps leaders manage diverse teams fairly and effectively.

Cultural Intelligence

- Improved teamwork
  - Encourages trust, cooperation, and inclusion.
- International business success
  - Helps professionals negotiate and build relationships across borders.
- Personal development
  - Increases self-awareness, empathy, and openness to different perspectives.

Inclusive Collaboration

- Process of working together in ways that ensure people with different backgrounds, perspectives, experiences, and abilities are respected, valued, and given meaningful opportunities to contribute toward shared goals
- It is particularly important in education, business, leadership, project management, and culturally diverse teams

Inclusive Collaboration

- Combines effective teamwork with principles of diversity, equity, participation, and belonging
- Is a way of working together that enables people with different identities, experiences, and perspectives to participate meaningfully
- Involves creating an environment in which every team member can contribute ideas, participate in decision-making, and influence outcomes without facing unnecessary barriers or discrimination

Inclusive Collaboration

- Inclusion
  - A sense of belonging or of being involved with others, as well as of including others in our activities
- Diversity
  - Practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
  - Recognizing and welcoming differences in culture, language, gender, abilities, experiences, and perspectives.

Inclusive Collaboration

- Identity
  - A person's subjective experience of himself or herself in relation to the world
- Gender Identity
  - A person's self and social identity; the term 'gender' entails social roles established for the sexes.
- Ethnic identity
  - Identity derived from a sense of belonging to or an identification with an ethnic group

Inclusive Collaboration

- Cultural Identity
  - A type of social identity derived from a person's identification with and perceived acceptance into a cultural group
- Communication
  - Process by which people use shared verbal or nonverbal codes, systems and media to exchange information in a particular cultural context

Inclusive Collaboration

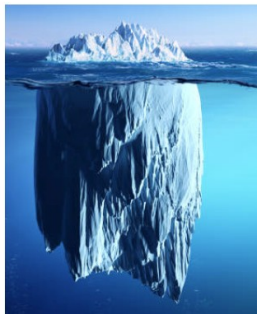
- Equality
  - Ensuring that everyone has a meaningful opportunity to express ideas, ask questions, and contribute to decisions
- Shared responsibility
  - Establishing clear roles, distributing work fairly, and making team members accountable for collective outcomes.
  - Adapting communication, tools, schedules, and working methods to reduce barriers to participation.

Inclusive Collaboration

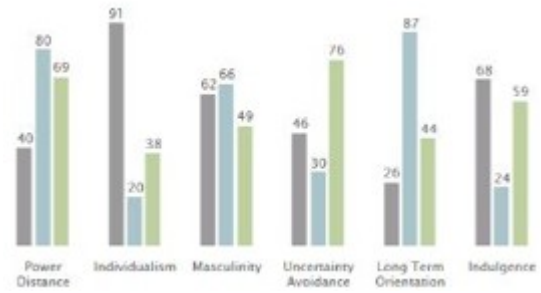
Benefits of inclusive collaboration

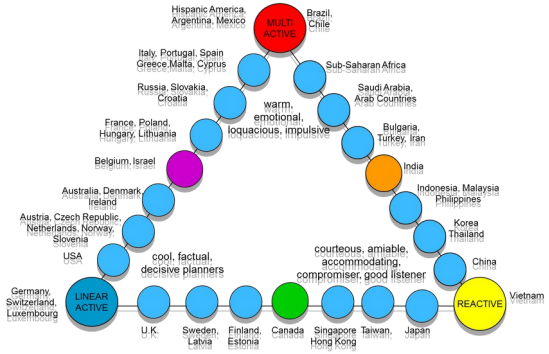
Innovation and creativity	Different perspectives can generate new ideas and solutions.
Better decision-making	Considering multiple viewpoints can help identify overlooked risks and alternatives.
Engagement and belonging	People are more likely to participate when they feel respected and valued.
Learning and development	Team members learn from different experiences, skills, and approaches.
Fairer outcomes	Inclusive practices can reduce barriers that prevent people from contributing effectively.

Models in Culture

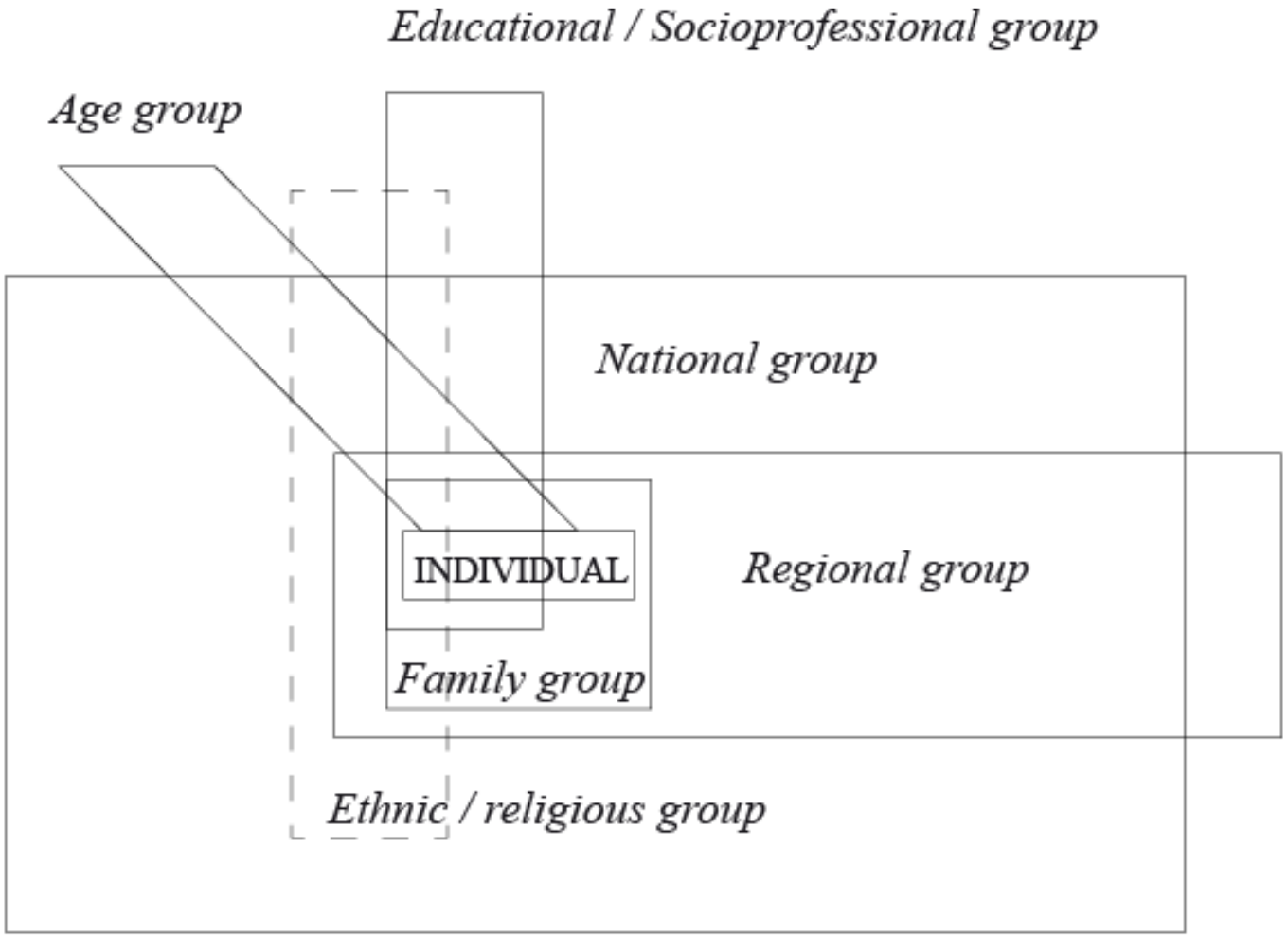


- Models and structures:
  - *Iceberg model*: Explicit and hidden layers
  - *Onion model*: Culture consist of many layers, which can change places
  - *Cultural matrix* : Overlap of cultural groups
  - *Hofstede model*
  - *Lewis model*





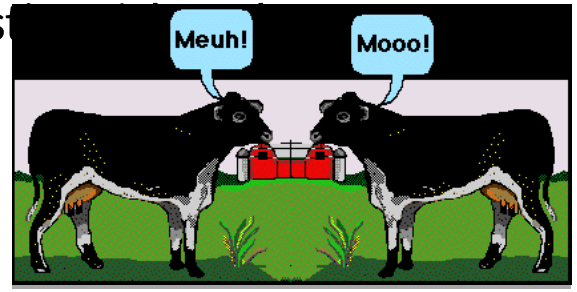
Models in Culture: Cultural matrix



Geert Hofstede (http://geert-hofstede.com/)

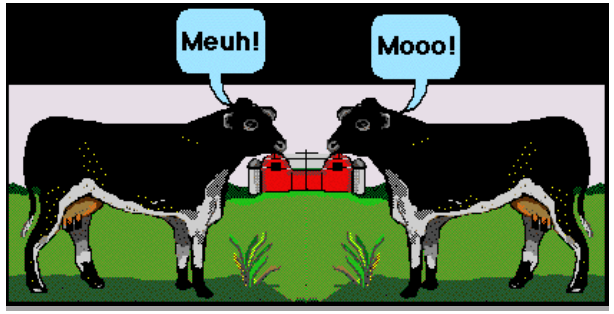
- A Dutch social psychologist who studied national and organizational cultures.
- Originally based on IBM's unique database,
  - Employee survey from 40 different countries
- Supplementing data from other sources
- 4 Dimensions
  - PDI, IDV, MAS, UAI
- Repeted survey
  - 2 additional dimensions (LTO, IVR)
- The collective programming of the mind which dis members of one human group from another
  - "Software of the Mind"





Geert Hofstede (http://geert-hofstede.com/)

- First 4 dimensions
  - Power Distance (PDI)
  - Individualism versus Collectivism (IDV)
  - Masculinity versus Femininity (MAS)
  - Uncertainty Avoidance (UAI)
- Additional dimensions
  - Long-Term Orientation (LTO)
  - Indulgence versus Restraint (IVR)





Six dimensions

- **Power Distance (PDI**): the extent to which power differences are accepted
- **Individualism versus Collectivism (IDV):** the extent to which a society emphasizes the individual or the group



Six dimensions

- **Masculinity versus Femininity (MAS):** refers to the general values in the society – hard / soft values
- **Uncertainty avoidance (UAI):** refers to the extent that individuals in a culture are comfortable (or uncomfortable) with unstructured situations

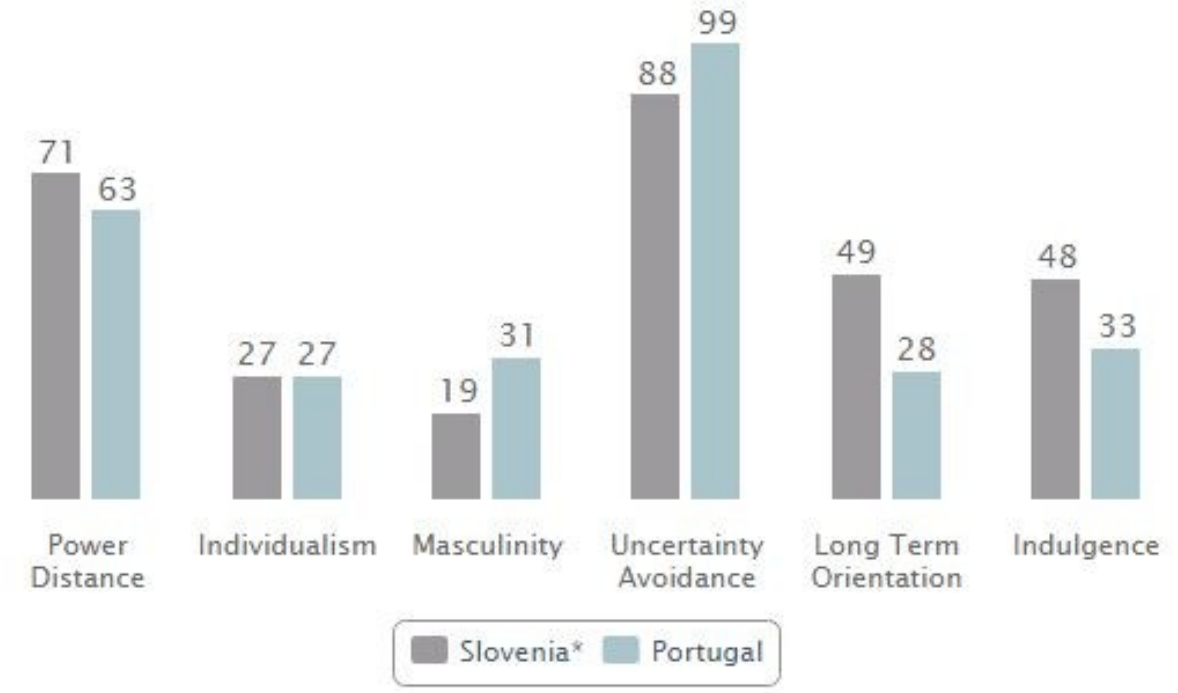


Six dimensions

- **Long-term (Short term) orientation (LTO):** refers to the extent to which the delayed gratification of material, social, and emotional needs are accepted
- **Indulgence / Restraint (IVR):** acceptance of enjoying life and having fun vs. controlling the life by strict social norms.

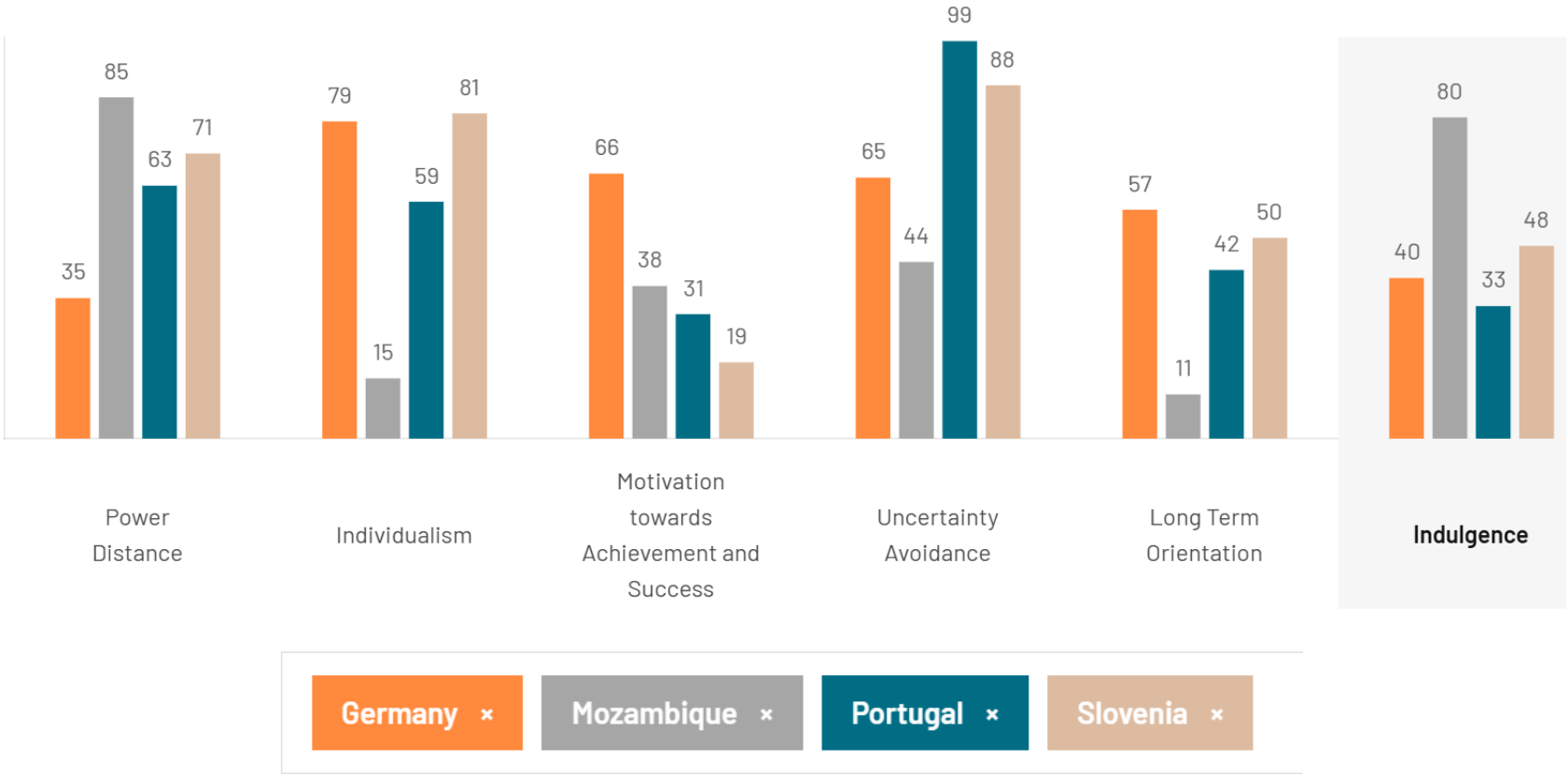


Six dimensions: Slovenia – Portugal

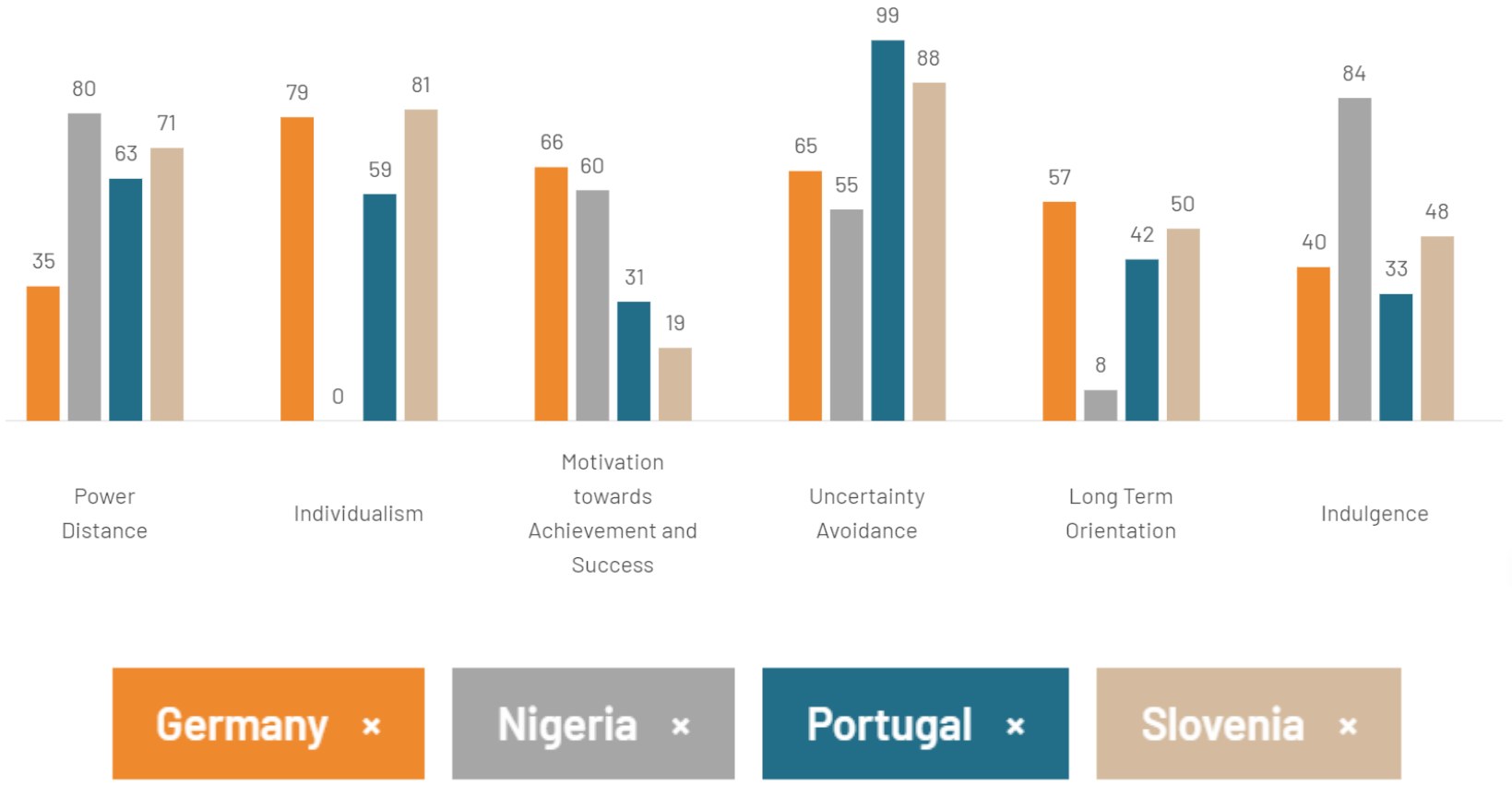


Conflicting situations: almost no conflict situations, some small differences in: leadership (PDI, UAI), decision making (PDI), organizing the work (PDI, UAI), attitude to work (MAS), role of individuals in an organization (IDV)

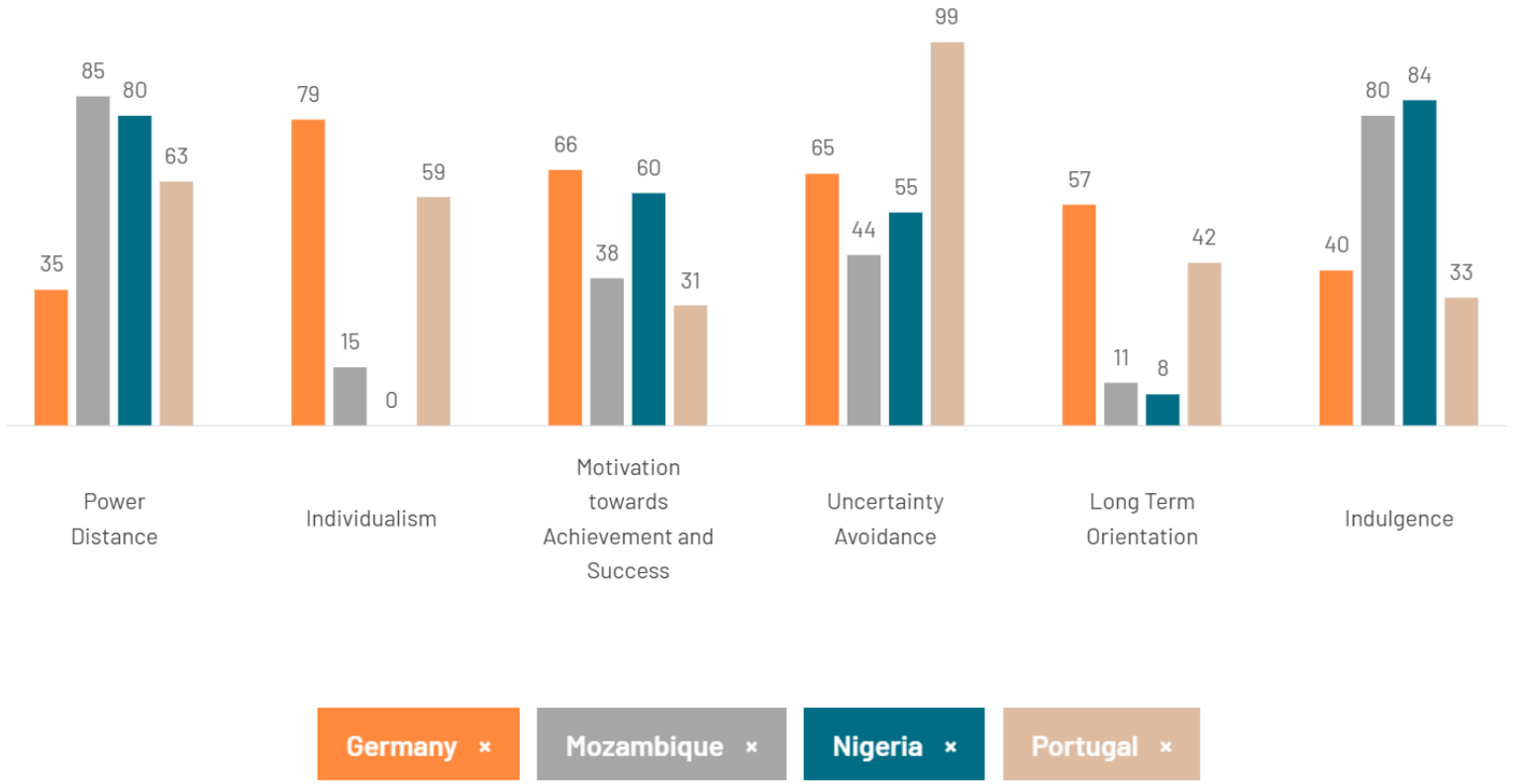
Six dimensions: Germany – Mozambique - Portugal - Slovenia



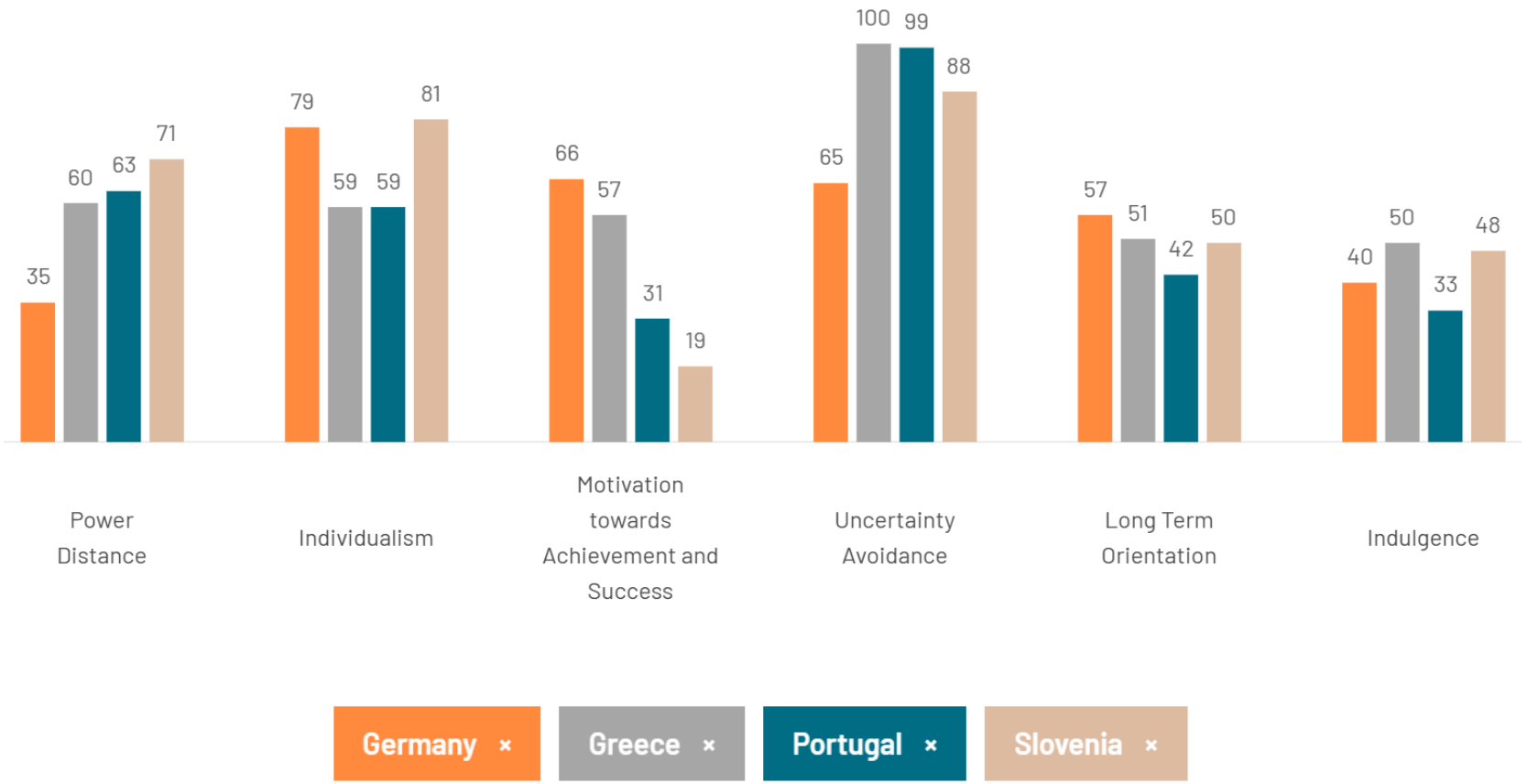
Six dimensions: Germany – Nigeria - Portugal - Slovenia



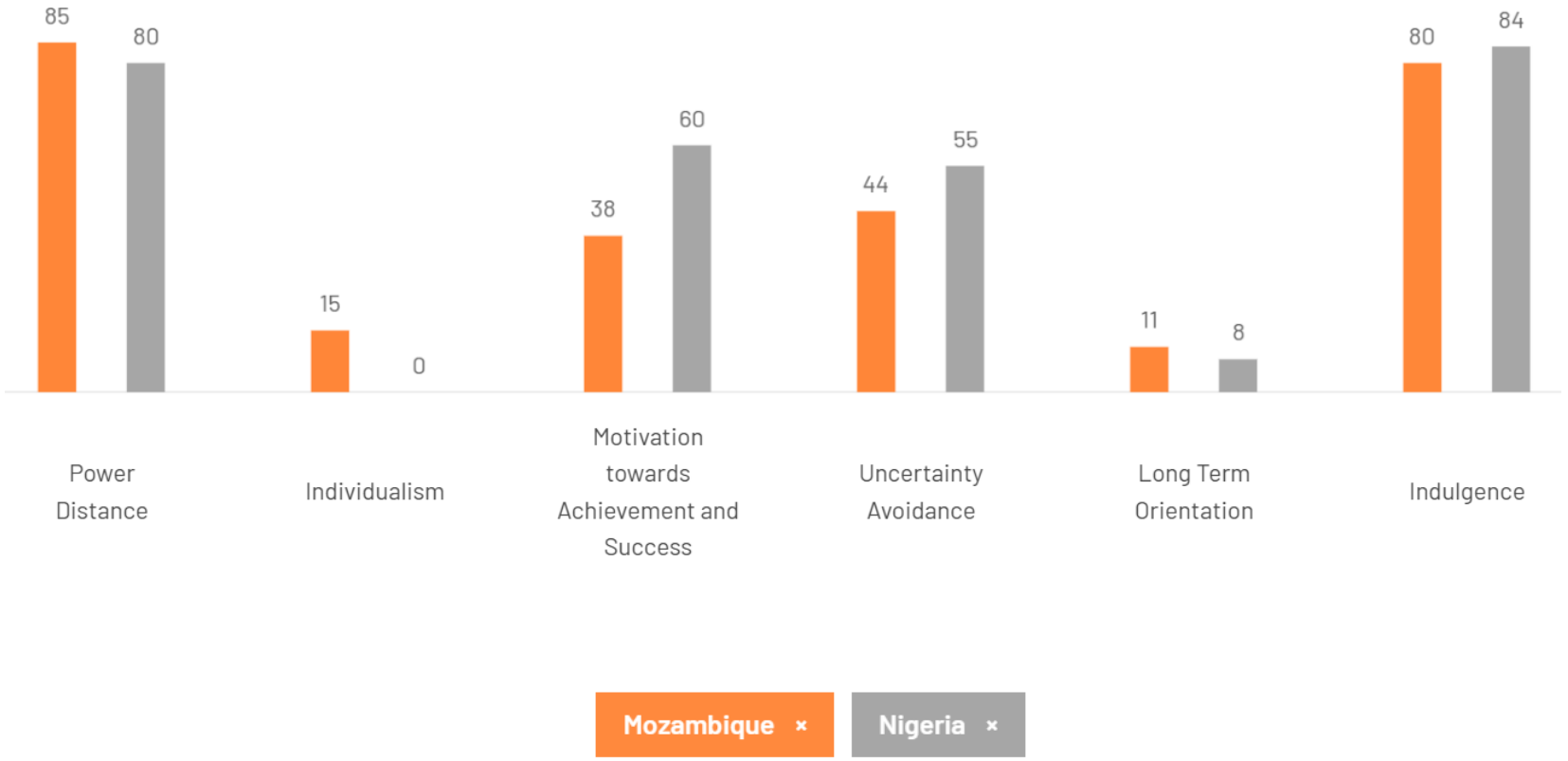
Six dimensions: Germany – Mozambique - Nigeria - Portugal



Six dimensions: Greece - Germany - Portugal - Slovenia

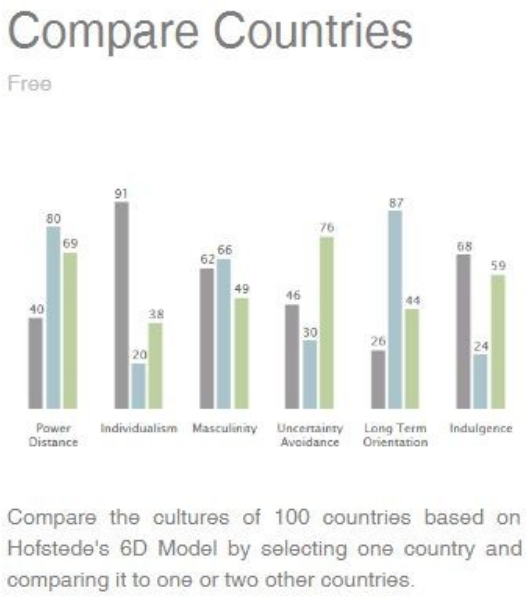


Six dimensions: Mozambique - Nigeria



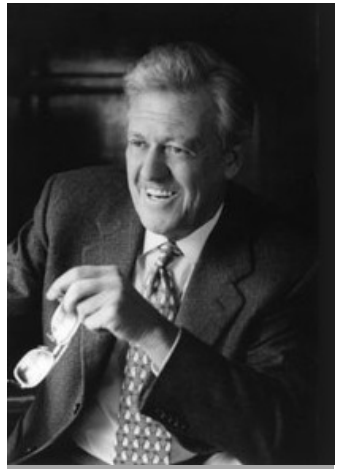
Six dimensions

- For more examples use the tool to compare countries
  - https://www.theculturefactor.com/country-comparison-tool



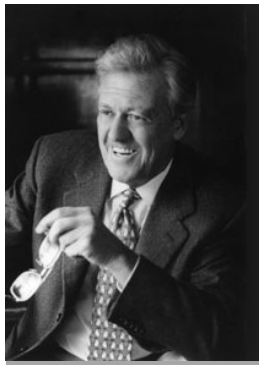


Richard Lewis (www.crossculture.com)



- A British cross-cultural communication researcher
- The model is based on the analysis of working patterns of several national culture in IT - branch
- Focus in communication, organizing the work, handling facts and data
- Practice - oriented (resource pages, books, reports)

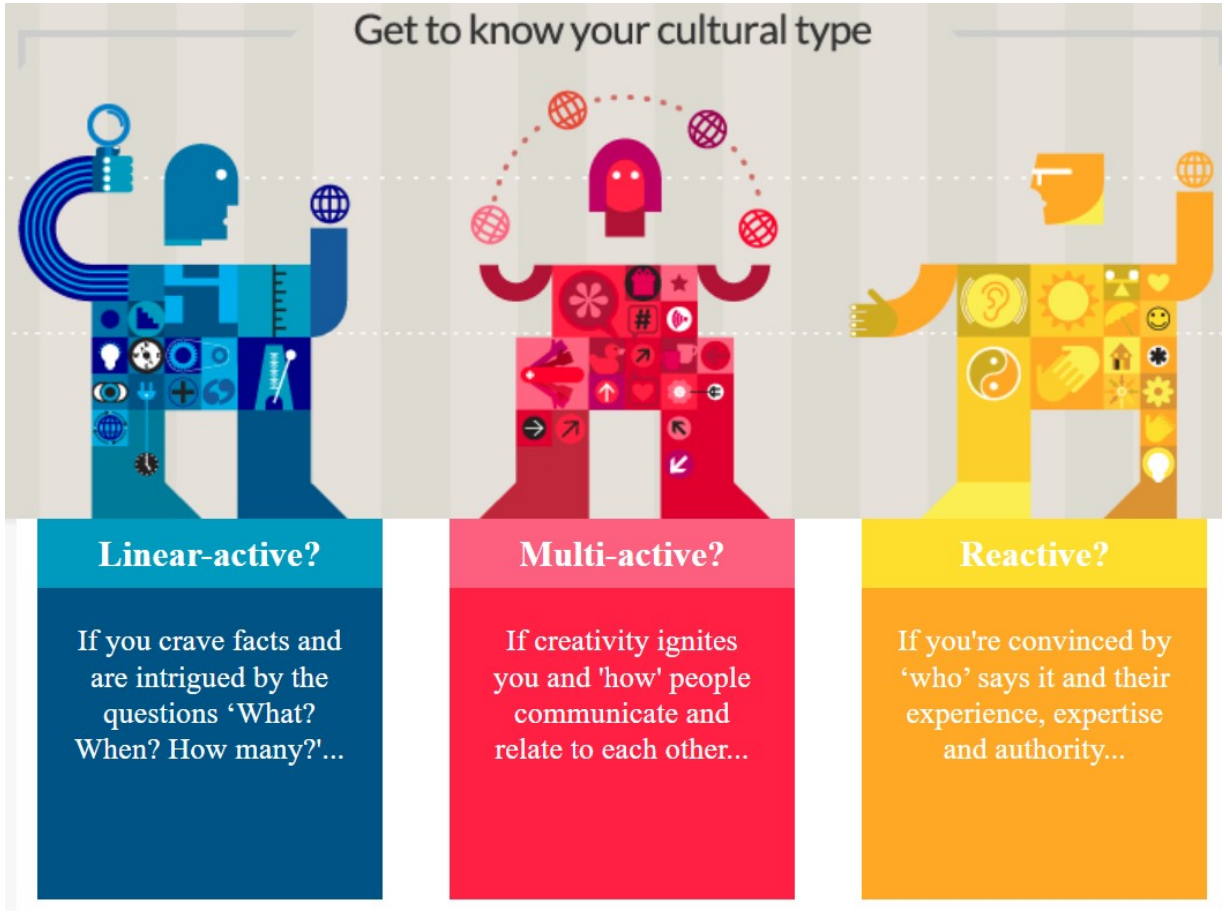
Richard Lewis (www.crossculture.com)



- Basic description of the model:
  - **Linear-active**: task orientation, technical competence, highly organized
  - **Multi-active**: extrovert, human force as an inspirational factor, many things in one time in an unplanned order, people-oriented
  - **Reactive**: people-oriented, dominate with knowledge, patience and quiet control, listening before reacting

Richard Lewis (www.crossculture.com)

- http://www.crossculture.com/about-us/the-model/



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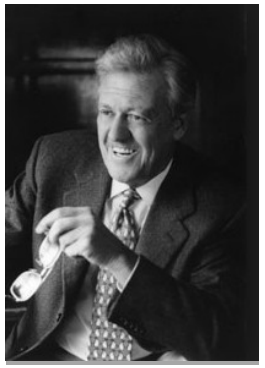
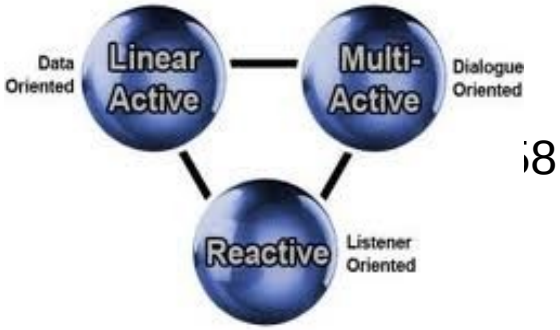


- National cultures are on the edges of a triangle, basic stereotypes in the corners
- Cultural distance – same edge (similarity), different edge (differences in behavior), distance (extent of the difference)



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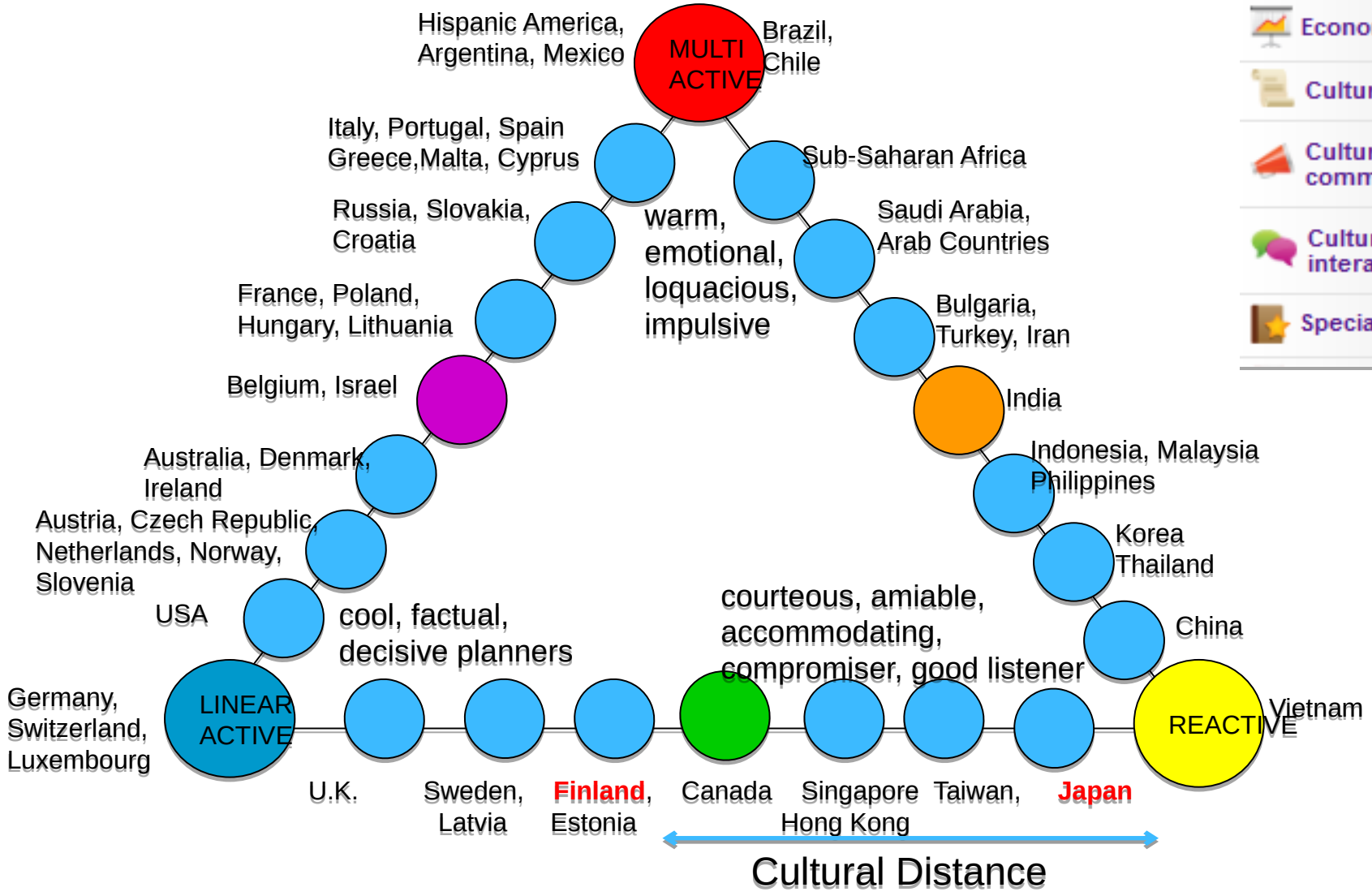
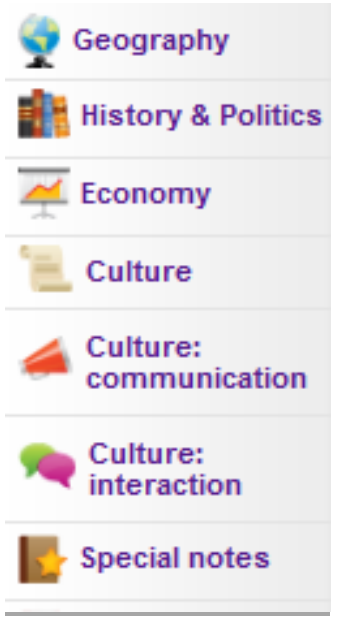




Lewis' model parameters

Linear Active	Multi Active	Reactive
Introvert	Extrovert	Introvert
Patient	Impatient	Patient
Minds own business	Inquisitive	Respectful
Likes Privacy	Gregarious	Good listener
Works fixed hours	Works any hours	Works flexible hours
Punctual	Not punctual	Punctual
Sticks to plans	Changes Plans	Makes slight changes
Gets information from statistics, reference books,databases, Internet	Gets first-hand (oral) information	Uses both first-hand and researched information
Unemotional	Emotional	Quietly caring
Follows correct procedures	Pulls strings	Networks
Delegate to competent colleagues	Delegate to relations	Delegate to reliable people
Brief on telephone	Talks for hours	Summarizes well
Limited body language	Unrestricted body language	Subtle body language
Separate social/professional	Interweaves social/professional	Connects social/professional

Lewis' model parameters

Linear Active	Multi-Active	Reactive
Talks half the time	Talks most of the time	Listens most of the time
Does one thing at a time	Does several things at once	Reacts to partner's action
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional Polite	Indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-orientated	People-orientated	Very people-orientated
Sticks to facts	Feelings before facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth

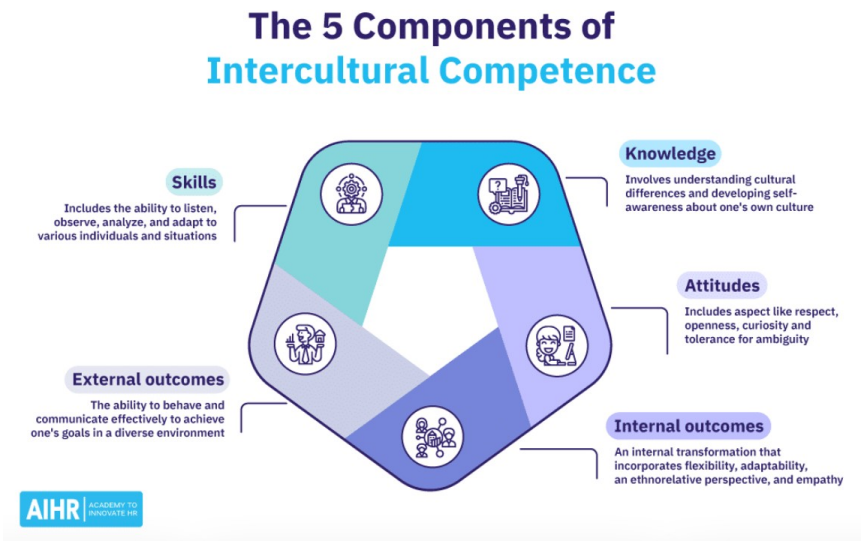
Summary

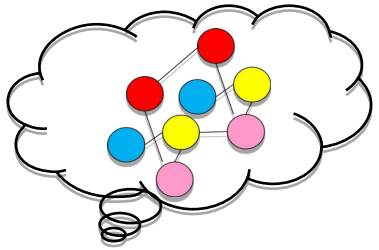
- Intercultural Communication and Cultural Intelligence are essential competences
- Different countries, different cultures, different languages
  - We are shaped by our cultural and language background, which influences how we interpret the world around us, perceive ourselves and relate to other people
- Relation between the content and cultural background

Summary

- Different professions, different professional cultures, different languages, different habits
  - Dialects, jargon
- Cultural misunderstandings
- Culture is part of everything
  - Language, habits, food, sport, profession, music, way of life
- Multicultural awareness

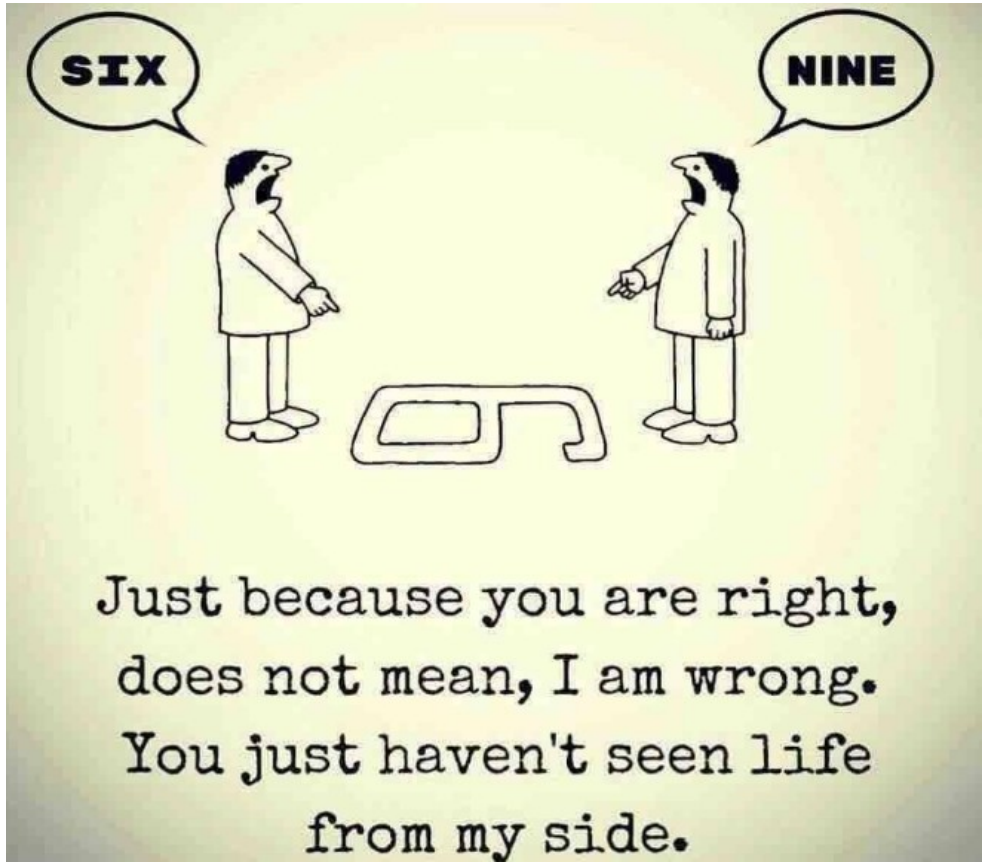
Summary


The 5 Components of
Intercultural Competence
Skills
Includes the ability to listen, observe, analyze, and adapt to various individuals and situations
Knowledge
Involves understanding cultural differences and developing self-awareness about one's own culture
Attitudes
Includes aspect like respect, openness, curiosity and tolerance for ambiguity
External outcomes
The ability to behave and communicate effectively to achieve one's goals in a diverse environment
Internal outcomes
An internal transformation that incorporates flexibility, adaptability, an ethnorelative perspective, and empathy
AIHR
ACADEMY TO INNOVATE HR




Inclusive Collaboration
• Different perspectives
• Equal opportunities
• Mutual respect
• Better solutions
Listen
Include
Support
Build Together

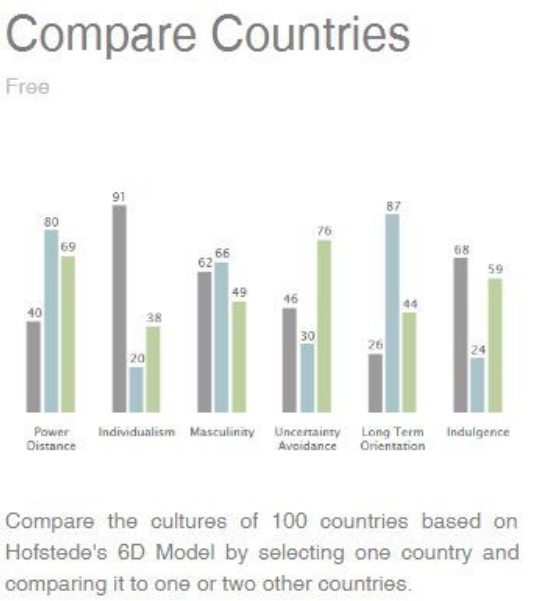

DRIVE
How can I adapt?
Interest (both intrinsic and extrinsic), motivation, and confidence.
KNOWLEDGE
How is this similar to my other experiences?
Cognition, understanding, values and norms, leadership.
CULTURAL INTELLIGENCE (CQ)
The ability to function effectively in culturally diverse settings
ACTION
How do I behave?
Speech acts, verbal, non-verbal, behaviours.
STRATEGY
How can I plan?
Awareness, meta-cognition, planning, checking.

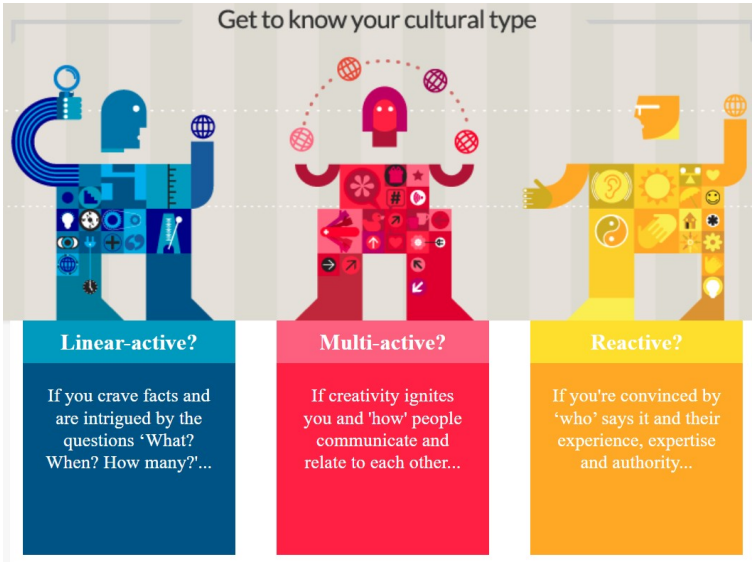


Understanding differences, diversity and inclusion

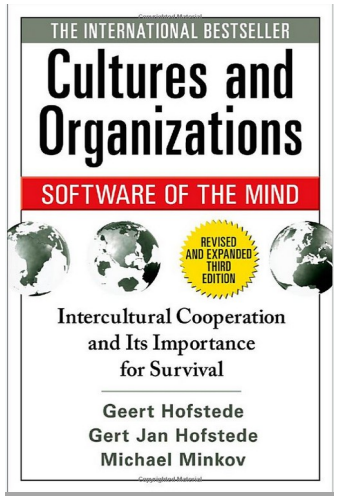
Summary

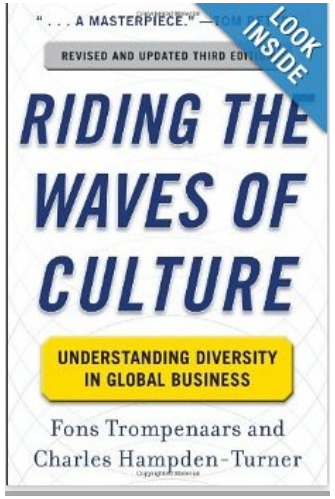
- Questions
  - Additional Clarifications
  - Additional Examples
- Discusion
  - Experiences
  - Good practices

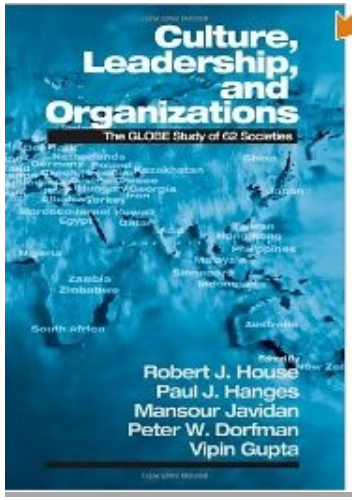


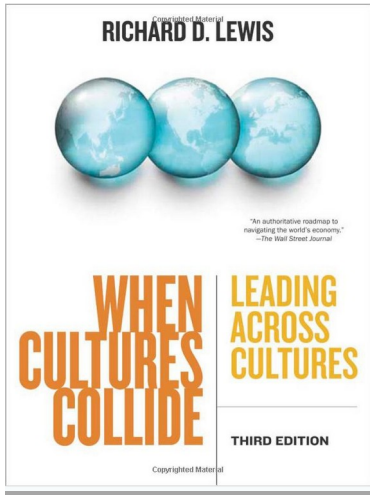


References - Different authors, same message

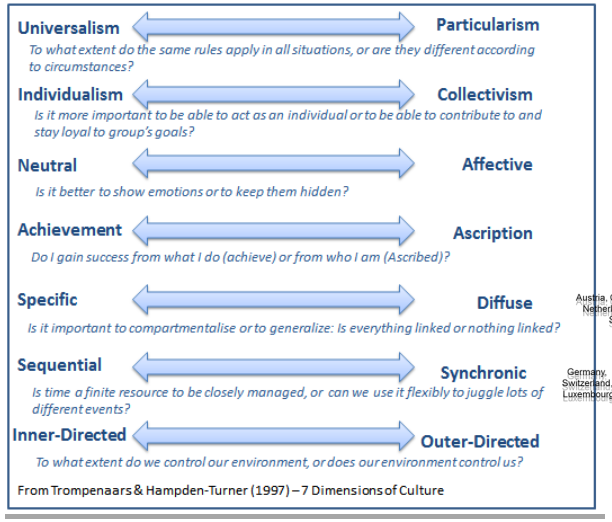


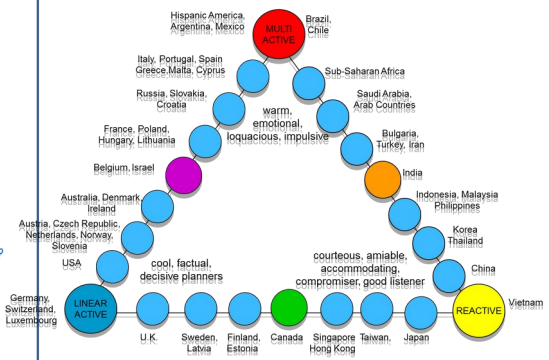






Hofstede (1980; 2001)	*Trompenaars and Hampden-Turner 1997*	*House, R. J. et al. 2004*
Power distance	Achievement vs. ascription	Power distance
Uncertainty avoidance	Universalism vs. particularism	Uncertainty avoidance
Individualism vs. Collectivism	Individualism vs. Communitarianism	Societal Collectivism In-Group Collectivism
Masculinity vs. femininity		Gender Egalitarianism Assertiveness
Long-term vs. short-term orientation	Human-time relationship	Future Orientation
		Performance Orientation
	Human-nature relationship	Humane Orientation
	Neutral vs. emotional	
	Specific versus diffuse	





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Staff Training – Module 7

Working with Industry

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Scope of the Presentation

Challenges in working relationship between academia and public-private sector

Cooperation possibilities shown in international examples

Aspects of internship for students' education

Summary

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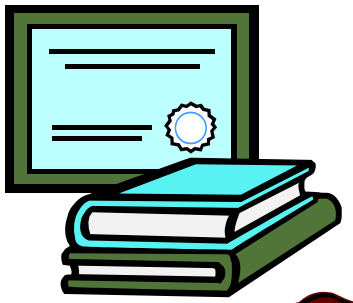
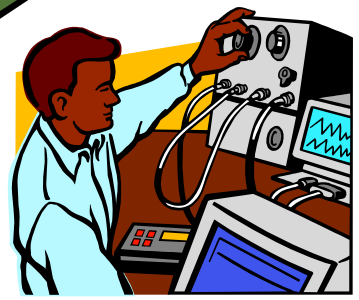
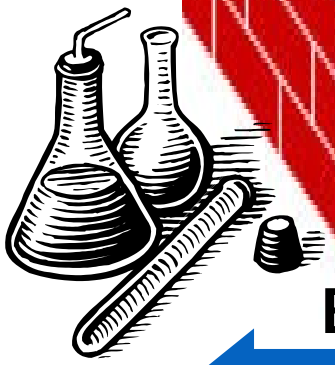
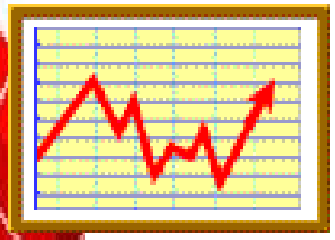
Academia Sector → Public-Private

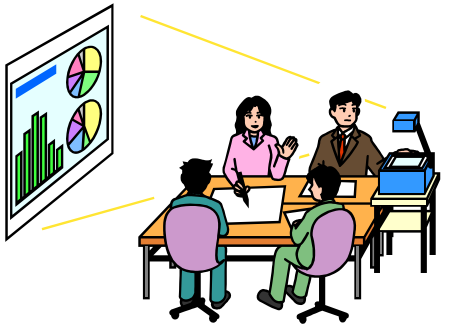








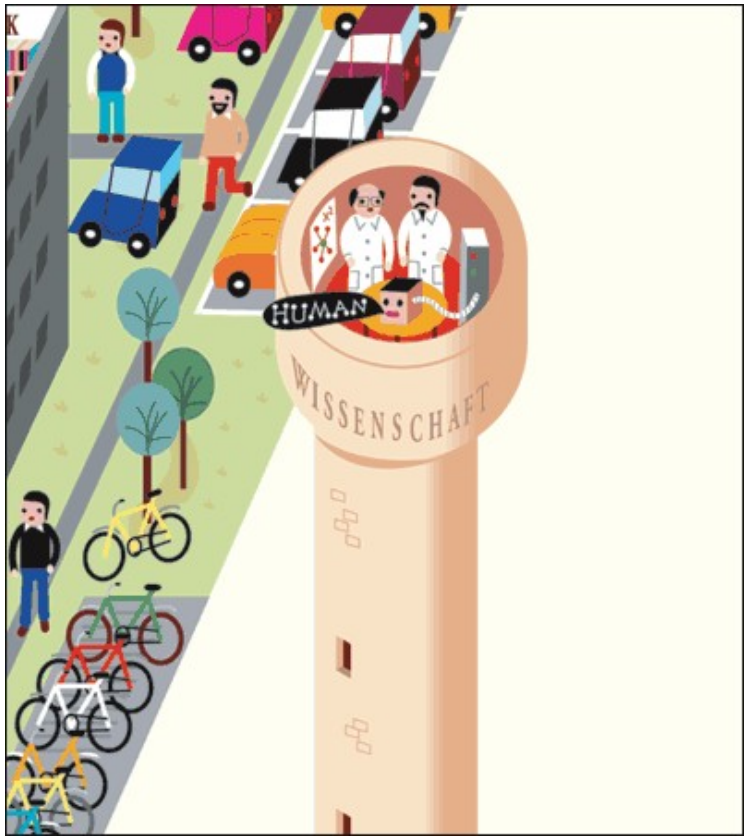






Broken link ?

Is Academia in an Ivory Tower?



- Are universities in an ivory tower ?
- Should they?
- Is R&D something special?
- Are the special needs of the economy taken into consideration?
- Shall they be taken into account?

… Some observations …

Science and Technology continue evolving at breath-taking speed …

Complexity of the interaction between technical, technological, social and natural (biological) systems grows exponentially!

But scientific and technical progress allows us to address the world more in its scientific and interdisciplinary complexity.

Apparently and as a result:

Reducing the (increasing?) gap between Higher Education and scientific, technological and industrial challenges needs of:

- Scientific education, not only technical, but also skills, self confidence, innovation, …
- Research and praxis-oriented study programmes
- Innovative industry
- Political framework
- Links between academia and p-p-sector also including the studies of the students

How to bridge this gap?



How to bridge the gap and create a win-win relationship

Researcher



Customer

Ideas to bridge the gap

- Participation of both partners as key for developing cooperation.
- More emphasis on joined application and implementation.
- Link Research with Development Cooperation.
- Increase result-oriented working.
- Establish and foster joint student internship projects.
- Need of specific management units in universities.
- Develop capacity of University Administration to administer the different programmes with different financial rules.

What should be the purpose of cooperation

- A greater focus on innovation.
- Promoting competitive research outcomes through to market readiness.
- Covering the entire innovation chain, from basic research through to applied research and market readiness.
- Accelerated development of technologies and innovations.
- Supporting innovative SMEs in their expansion to become regional-leading companies.
- Targets of cooperation (including student internship) are market-oriented projects designed to produce new, modified or improved products, processes or services.
- The focus of cooperative internship projects is on the development and testing of prototypes, large-scale product validation and initial market implementation.

Essential purpose of cooperation

Educate a Graduate for Sustainable Socio-Economic Development

Organisation of internship projects

- Finding companies interested in joint projects
- Finding interesting themes covering research and application
- Selecting suitable challenges
- Writing a Letter of Intent with the cooperating company
- Defining the targets of the internship project
- Establish an agreement between the cooperating company and the student
- Implementing regulations for the internship
- Supervision of students – a cooperative task
- Agreement about intellectual property
- Detailed Internship Report and final presentation
- Certificate – Completion of Internship

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Universities



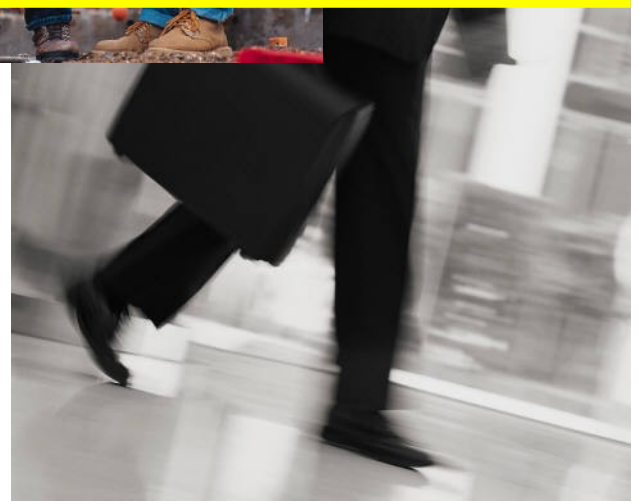
Industry





How can we break down this wall?
How can we educate ideal graduates?





University-Business-Partnership

- Focus on improving higher education, so as to be able
  - to better meet the requirements of the job market,
  - contribute to economic development and
  - counteract the "brain drain" effect.

University-Business-Partnership

Objectives

- the development of structured partnerships between universities and business-partners and other enterprise-stakeholders, in order to achieve a systematic practical relevance in the study courses
- the development of **job market oriented** study programmes
- the establishment of business-relevant expertise in higher education institutions

University-Business-Partnerships

Methodology

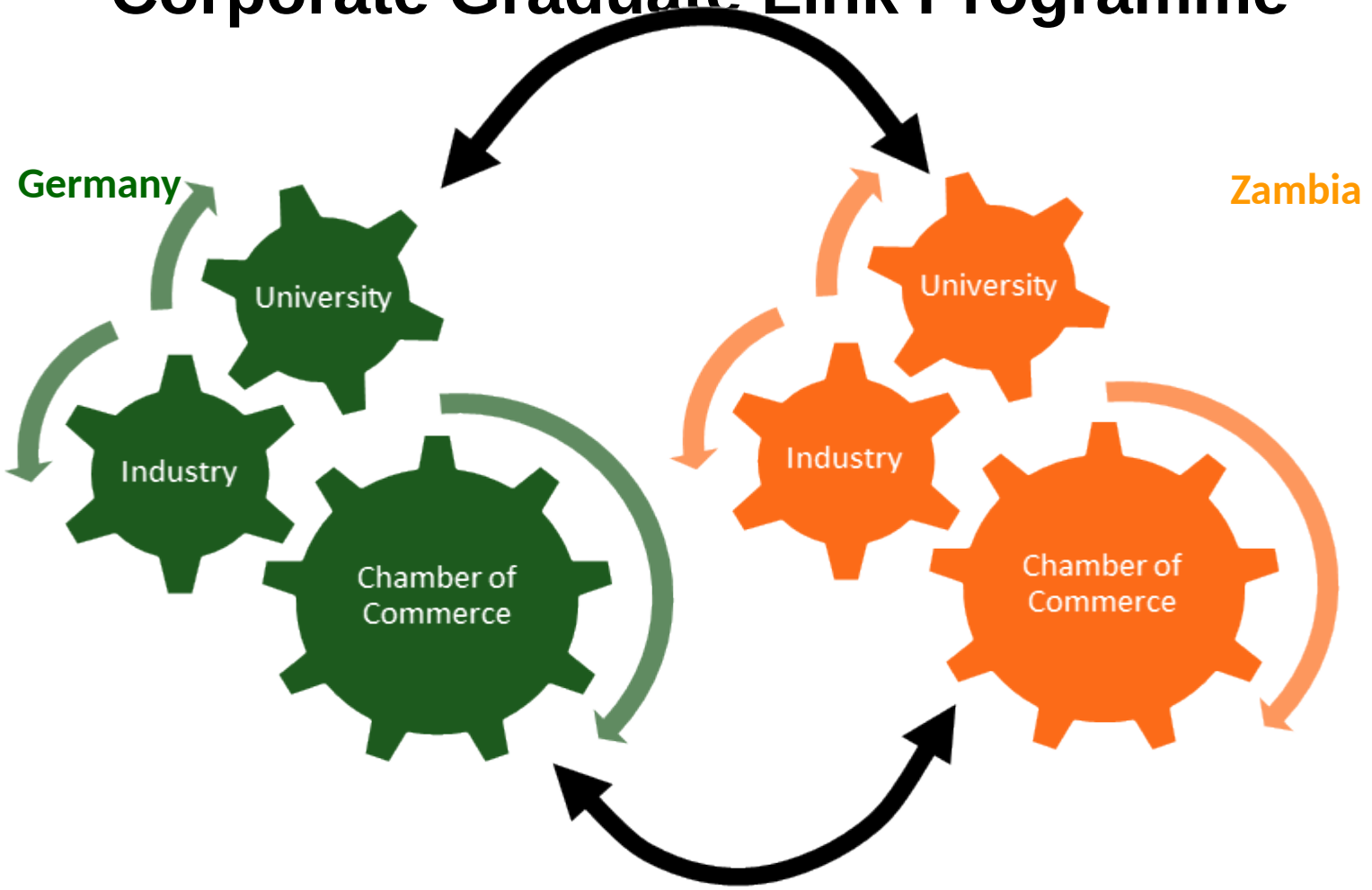
- transmission of specialists, academics and so-called "soft skills" through joint activities between HEI and business-partners;
- improvement of existing degree programmes and design of new study courses aligned with the requirements of the local economy;
- creation of long-term dialogue and cooperation models for enterprises and world-wide universities;
- expansion of economic relations between partner countries
- fostering project-based-learning in joint projects

1st Example

Corporate Graduate Link Programme in Zambia

The goal was to establish a graduate knowledge transfer link between the Zambian universities UNZA / CBU and the Zambian chambers of commerce and Zambian industry in cooperation with German industry, German chamber of commerce and University of Siegen.

Corporate Graduate Link Programme



2nd Example

Teaching and Research Close to Practice

in Laos, South East Asia

A Vision!!

- Exploring new dimensions in cooperation with industry,
- Raising new synergies of education, research and praxis,
- Satisfying better the requirements and developments of the job market in the future.

Teaching and Research Close to Practice

The programme aims at the partnership-based exchange of German and Lao academics, researchers, students and alumni to build links with industry with a focus on:

- **Academic Excellence**
- **Business Enterprise Engagement**
- **Vibrant Culture**

3rd Example

Capacity Development in Water Engineering and Environmental Management

Germany
Portugal

El Salvador
Costa Rica

Paraguay
Brazil
Chile
Argentina



CapWEM

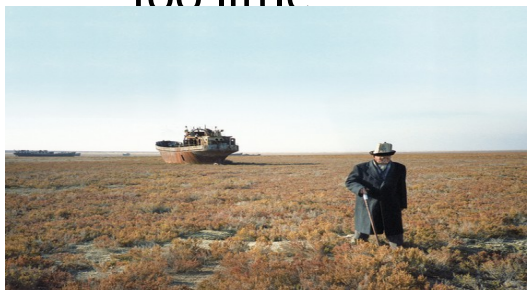
Capacity Development in Water Engineering and Environmental Management

- Latin American countries have different water related problems like floods, water scarcity and accessibility.
- There is a lack of knowledge and technology to solve these problems in a comprehensive way.
- Fostering co-operation within Latin America and between Latin America and Europe including the relevant economy could help.
- Universities play a key role in this process: higher education, research, technology transfer, consultancy.
- CapWEM helped to build capacity and widen knowledge in the field of water and environment to private partners.

Too much



Too little



Too dirty



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How to strengthen the cooperation between Academia and Industry? What can be the contribution of students?

Some ideas!

Goal 1: Improving Higher Education

Specific objectives:

- Fostering the socio-economical subjects in the relevant curricula of the three types of degree programs (Bachelor, Master, PhD)
- Imparting more practical skills to the students
- Offer international cooperation to students (blended)
- Increasing the academic level of lecturers and professors
- Expanding higher education to the approach of continuing education (vocational training)

Goal 1: Improving Higher Education

Methodology

- Analyzing and comparing the relevant curricula and the related modules in the degree programs of the universities
- Collecting the requirements of accreditation institutions and the labour market (governmental institutions, private companies) concerning skills of graduates
- Developing concepts for (common) Master/PhD-Programs
- Including problem based learning modules in the studies
- Developing concepts of continuing education for professionals and offering seminars and “refresher lectures”

Goal 2: Boosting the links between universities and labor market

Specific objectives:

- Boosting research transfer
- Intensifying the institutional cooperation between universities and the public-private sector

Goal 2: Boosting the links between universities and labor market

Methodology:

- Universities have to provide their research results.
- The labor market has to declare its research needs.
- Students and professors have to get in contact early with the labor market (e.g. internships, thesis in collaboration with companies or governmental institutions).
- Establishment of Technology Transfer Centres.
- Concept and realization for the institutional cooperation between universities and the private-public sector.

Goal 3: Strengthening awareness

Specific objectives:

- Involving the academic sector more in the socio-economic process.
- Integrating the media in a more comprehensive way (e.g. transporting research results in an understandable language).
- Giving already young people an understanding of relevant awareness.

Goal 3: Strengthening awareness

Methodology:

- The topic on academia-public-private partnership has to gain increasing significance on the institutional level and also on the individual level.
- The media should boost related awareness.
- Related education should already start with children and young persons.
- Business men/women and academics need to understand each other.

Goal 4: Improving management and quality assurance

Objectives:

- To assure quality in higher education.
- To install agencies for guaranteeing similar educational standards.
- To include the private and public sector.
- To provide international acknowledgements of study degrees.
- To manage study programs adequately.

Goal 4: Improving management and quality assurance

Methodology:

- Analyzing different management and quality assurance systems all over the world, especially in successful economies.
- Management and quality assurance issues have to be paid adequate attention in higher education.
- Introduction of agencies occupied by representatives of universities and public-private sector.

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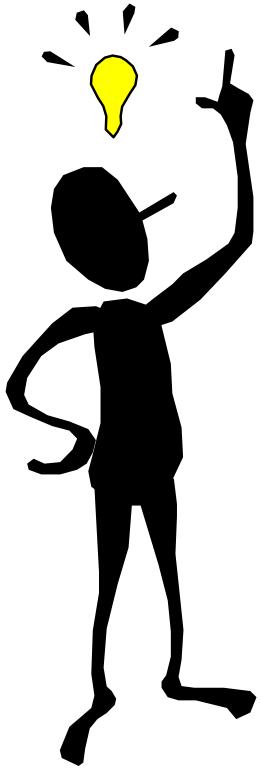
Summary

The focus of University – Industry cooperation should be

- to develop/adapt post-graduate curricula approved by industry
- to identify and strengthen existing post-graduate courses
- to include students in cooperation (internship, joint theses)
- to develop faculty-chambers research agendas
- to develop faculty-public research agendas
- to identify public service opportunities
- to disseminate and publicize the developed curricula

Academia Sector ⟷ Public Private



Differences

Fear

Willingness

Cooperation

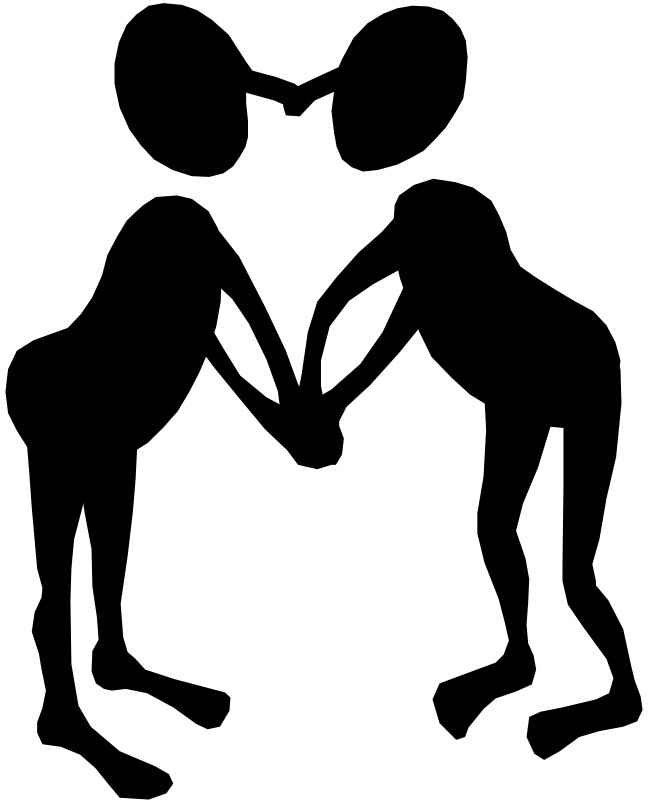


The dreamer

The realist

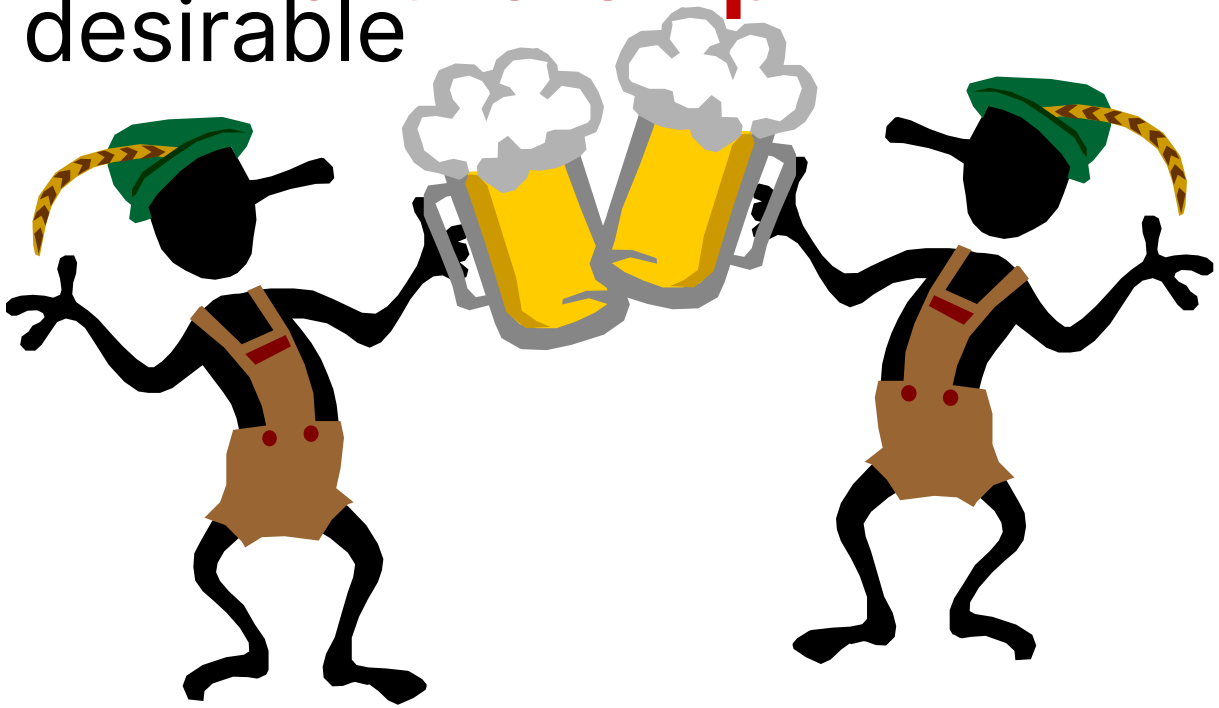
Academia-Private-Public-Partnership

Would be nice but is not necessary



Academia-Private-Public-Partnership

Perhaps desirable



Academia-Private-Public-Partnership

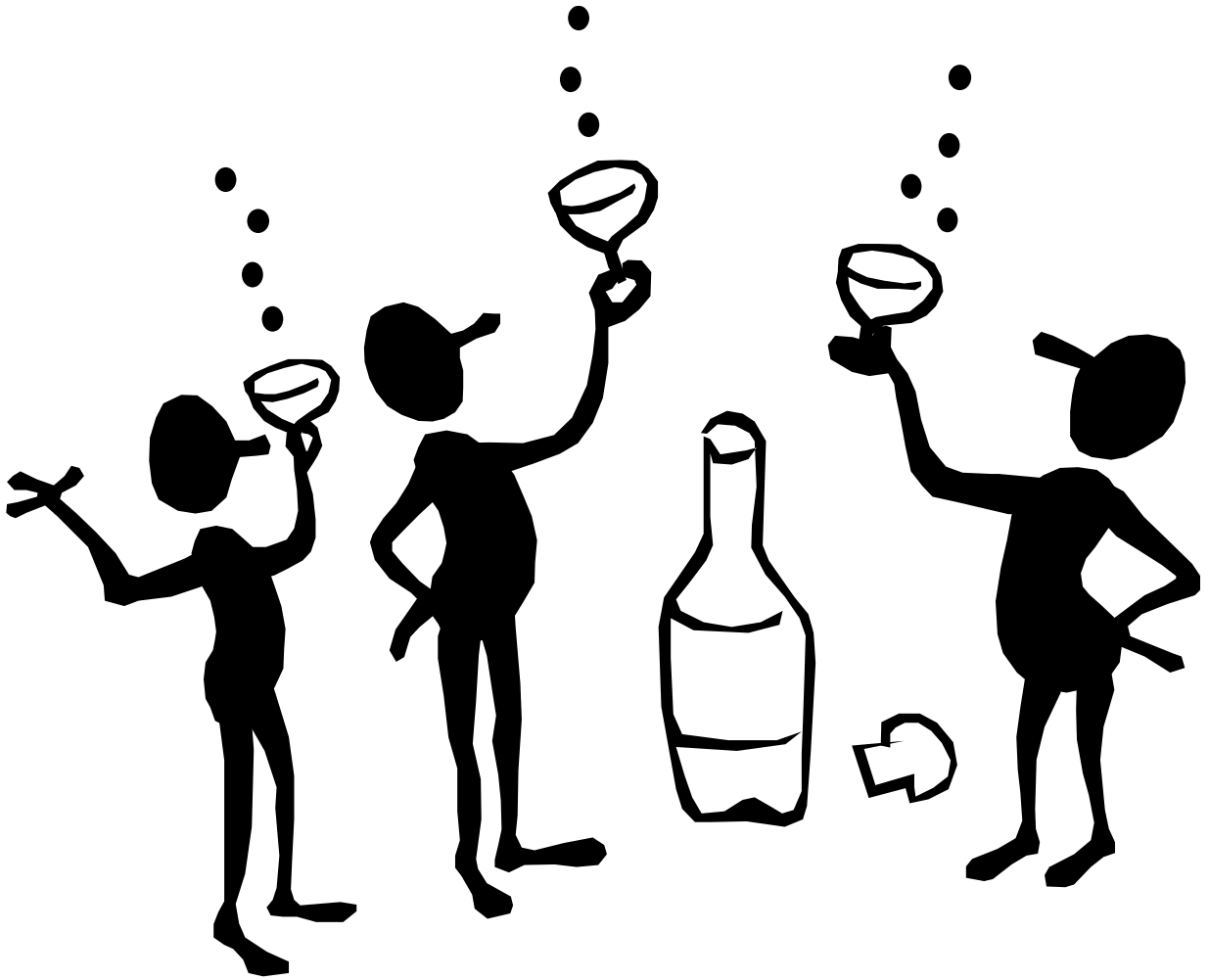
But at least ...



Win-Win Situation

- For students!
- For Universities!
- For politics!
- And finally, it can lead to a
  Sustainable Socio-Economic Development!

Win-Win Situation



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Staff Training – Module 8

Assessment and Feedback

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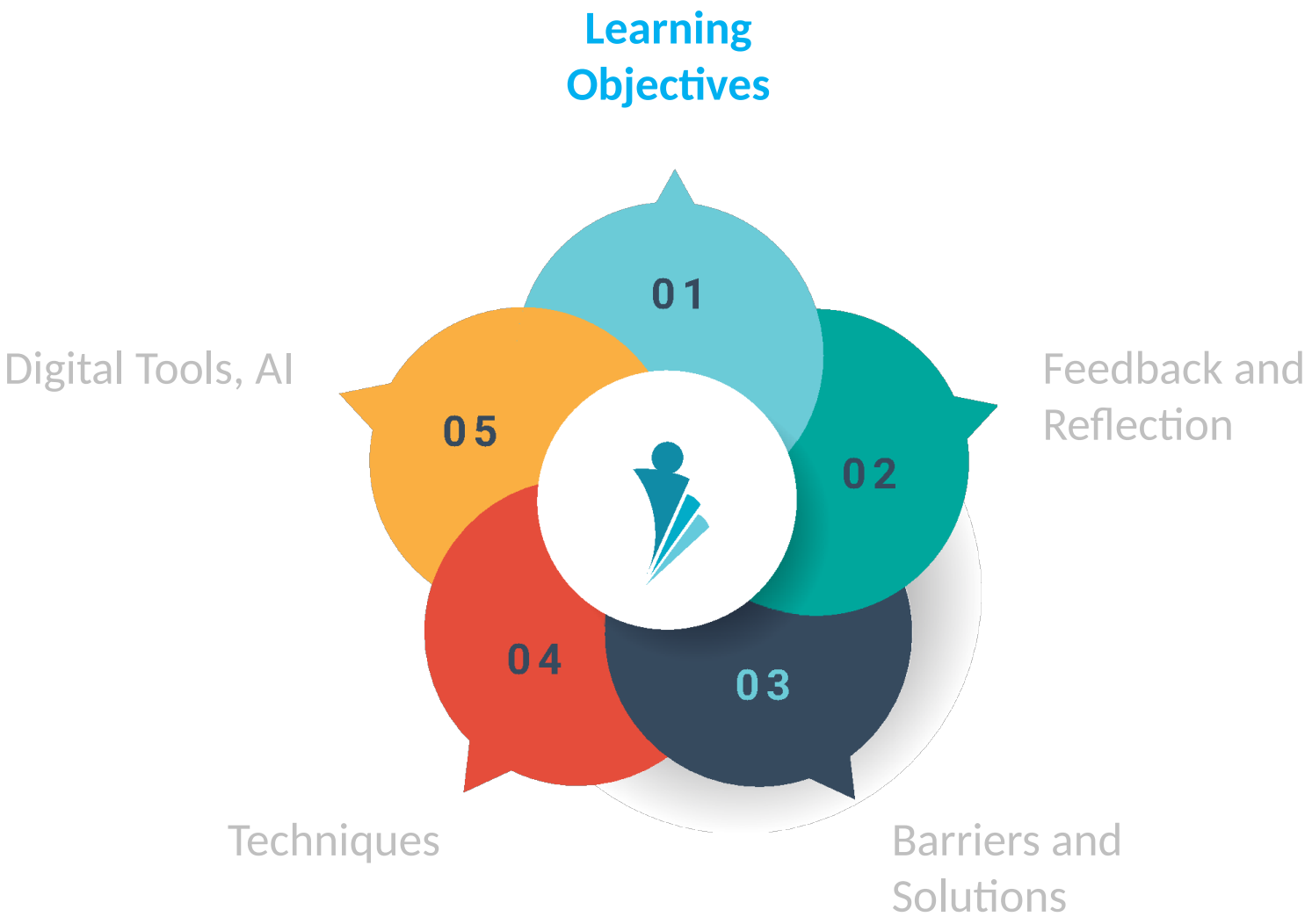
Agenda

1. Learning objectives
2. Feedback and reflection
3. Barriers and solutions
4. Feedback and reflection techniques
5. Digital tools and AI

Outline


Learning Objectives
01
02
03
04
05
Digital Tools, AI
Feedback and Reflection
Techniques
Barriers and Solutions

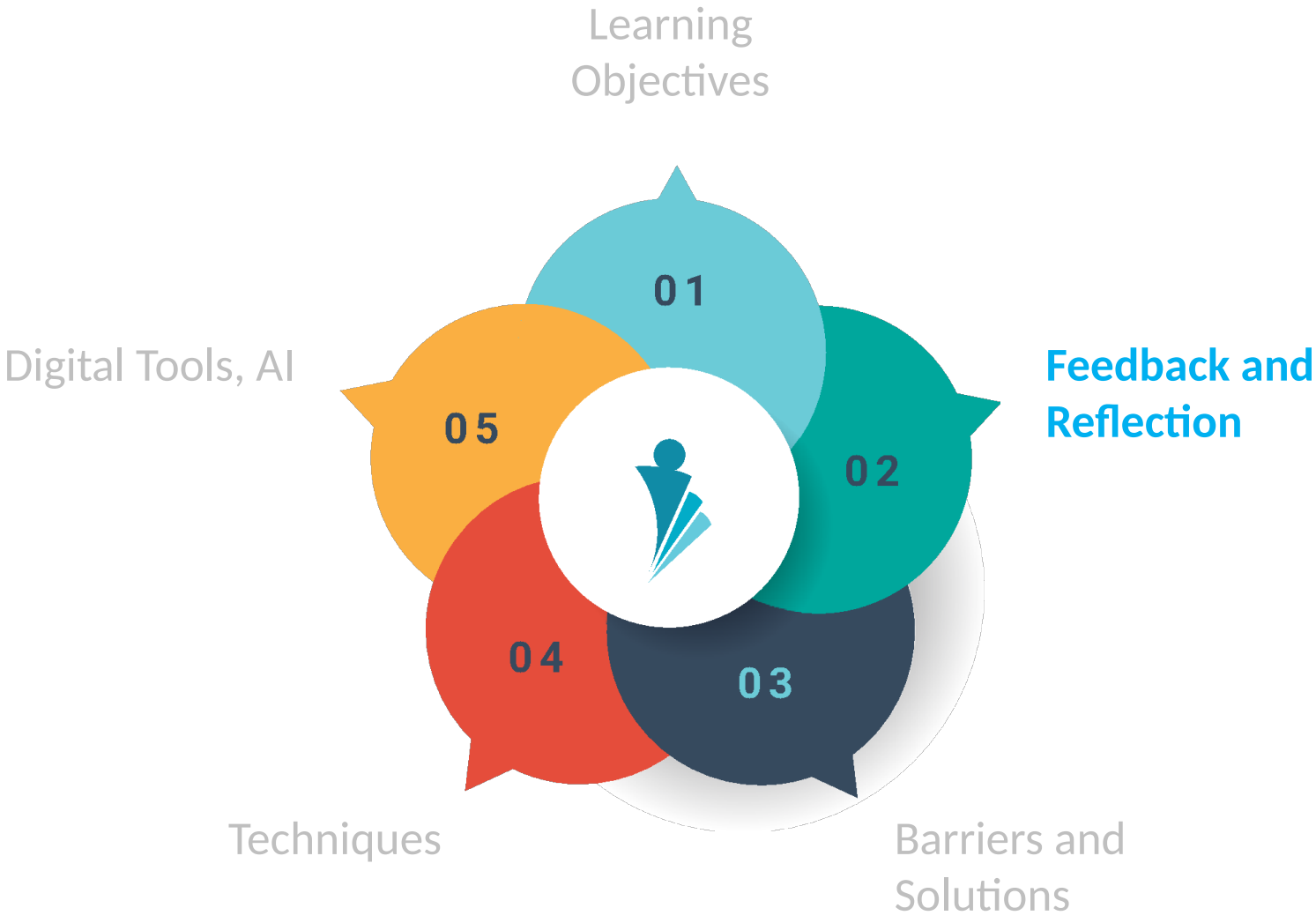
Purpose

Meaningful feedback and reflection are essential for fostering student engagement and continuous growth. This guide introduces practical **tools, techniques and strategies for promoting effective self and group feedback and reflection** that can be applicable in both physical and hybrid learning environments to transform feedback into a dynamic and empowering experience

Learning objectives

- Describe the role of feedback and reflection in education
- Organize self and group-reflection sessions in learning environments
- Integrate continuous feedback mechanisms into teaching plans and curricula
- Explore feedback tools and techniques to improve student learning achievements.

Outline


Learning Objectives
01
Feedback and Reflection
02
Barriers and Solutions
03
Techniques
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05

Why is student feedback important in STEAME/PBL?

Enhancing student learning and metacognition

- Develop self-awareness of the learning process, monitoring and controlling it: what I understand, what challenges I face, and how I can improve
- Students are encouraged for self-directed learning and take charge of their own progress
- Students strengthen problem-solving skills
- Learn about distinct ways of addressing a challenge

Improving collaboration and communication

- Peer and group reflection ensures constructive communication
- Systematic feedback helps students learn how to give and receive constructive criticism
- Building teamwork skills necessary for real-world problem-solving

Encouraging creativity and innovation

- Revisit and refine ideas, key aspect of iterative thinking in STEAME
- Stimulate creativity and innovation
- Embrace failure as a learning opportunity
- Foster innovation by promoting iteration and experimentation.

Why is student feedback important in STEAME/PBL?

Encouraging ownership and intrinsic motivation

- Student-centred feedback and reflection, shift responsibility for learning onto students
- It increases their engagement and intrinsic motivation
- Students take ownership of their projects and become active participants in their growth

Strengthening teacher-student connection

- Create a dialogu
- Teachers adjust
- Ensures student-
- Teachers addres

Why feedback and reflection matter:

- Critical for student growth and deeper learning
- Central to PBL and STEAME for continuous improvement
- Builds skills like self-regulation, collaboration, and critical thinking.

Furthering students

- Reflection and fe
- Constantly refining work based on input
- Builds professional skills like adaptability, resilience, and communication
- Prepares students for lifelong learning beyond the classroom

Bridging the gap between process and product

- Feedback ensures that students complete a project and deliver a product …
- … but also understand and grow from the experience

Benefits of feedback and reflexion in education

Benefits for teachers

Better understanding of student needs

- Real-time insights into student progress and challenges

Improved learning achievements

- Helps students refine their work and reach higher standards

Stronger classroom culture

- Promotes trust, collaboration, and openness to improvement

Reduced grading stress

- Fewer last-minute corrections due to ongoing feedback

Professional growth

- Encourages teachers to innovate and adapt.

Benefits for students

More control over learning

- Encourages self-assessment and goal-setting

Better work and performance

- Leads to polished, higher-quality outcomes

Soft skills

- Builds collaboration, communication, and adaptability

Increased motivation and engagement

- Connects learning to personal goals and interests

Resilience and growth mindset

- Teaches students to embrace feedback and see mistakes as learning opportunities.

Benefits of feedback and reflection

Teachers

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Feedback and reflection is important for STEAME and PBL activities
01
Teachers largely benefit from systematic feedback and reflection
02
Students largely benefit from systematic feedback and reflection
03
If it is so good for all, why is it so challenging to get students feedback? What obstacles hinder students from providing effective feedback?
04
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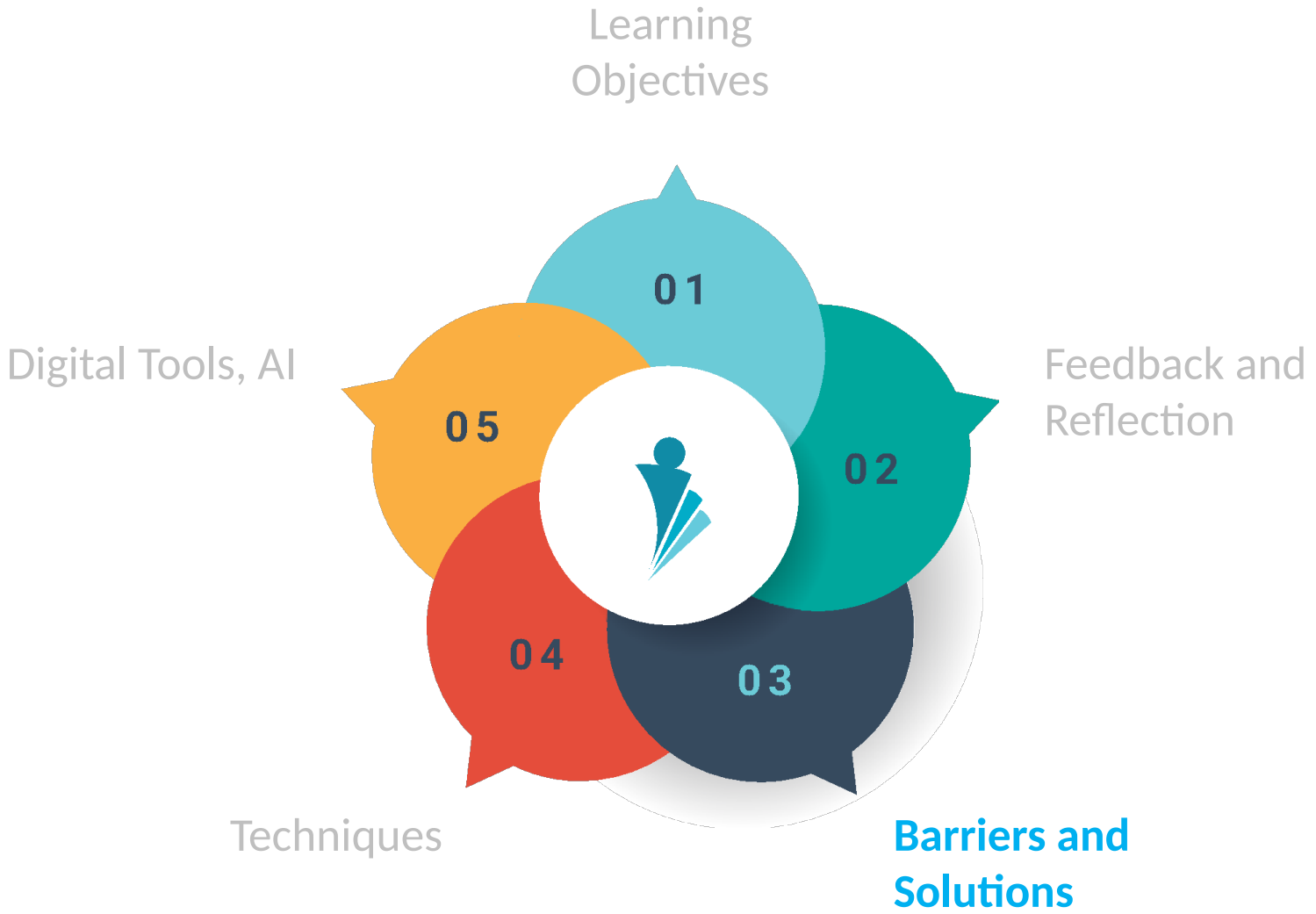
Outline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Barriers to students’ feedback

- **Lack of experience or confidence**
- **Fear of criticism, hurting others or negative consequences**
- **Feedback fatigue**
- **Misunderstanding the purpose of feedback**
- **Feeling the feedback won't be acted upon**
- **Lack of clear instructions**
- **Lack of time, space or opportunity for feedback and reflection**
- **Cultural or personal differences.**

Lack of experience or confidence

- Not know how to give effective feedback
- Feel unsure about their opinions
- Fear being judged
- Think their input does not matter
- Do not want to standout

Fixing it

- Explain the purpose of feedback and feedback skills
- Introduce scaffolded reflection questions to guide students
- Conduct role-playing exercises in simulated scenario
- Share examples of good and bad feedback

Lack of experience or confidence

Why is it difficult:

Students may not know how to give meaningful feedback or feel unsure about their opinions.

Solution: teach and model feedback skills

- Use scaffolded reflection prompts and sentence starters (e.g., “One strength of this project is…”).
- Conduct role-playing exercises to practice giving and receiving feedback.
- Share examples of both effective and ineffective feedback.

Fear of criticism, hurting others or negative consequences

- Hesitant to give honest feedback to avoid criticizing peers or facing conflict
- In group work, students might avoid saying anything negative to maintain friendships

Fixing it

- Build a safe and supportive environment by emphasizing that feedback is about growth, not judgment
- Using anonymous feedback tools, collect suggestions that you later discuss as a group
- Promote empathy in feedback by asking students to frame suggestions positively
- Start showing contributions are valued to build trust before moving into constructive feedback
- Set ground rules like “Respect others’ ideas”

Fear of criticism, hurting others or negative consequences

Why is it difficult:

Students may avoid giving honest feedback to prevent conflict or hurting others' feelings.

Solution: build a safe and supportive environment

- Emphasize that feedback is about growth, not judgment.
- Use anonymous feedback tools like Padlet or Mentimeter.
- Promote empathy in feedback by framing suggestions positively (e.g., "Have you thought about trying…?").
- Start with positive feedback (peer shout-outs) before moving to constructive suggestions.

Feedback fatigue

- When feedback requests are too frequent, overwhelming, or poorly structured
- Students get tired of repetitive questions without seeing any real impact
- Students lose motivation if they feel like their feedback doesn’t lead to change or improvement.
- When asked for the same type of feedback week after week without follow-up action, students stop taking it seriously.

Fixing it

- Keep feedback relevant and impactful.
- Do not overdo feedback requests; focus on key moments in the learning process
- Plan them in advance
- Keep feedback sessions short, structured, and interactive (e.g., small-group reflections)
- Act on the feedback students provide and show how it has impact on the results.

Feedback fatigue

Why is it difficult:

Frequent or poorly structured feedback requests can overwhelm students.

Solution: keep it relevant and impactful

- Focus feedback on key moments in the learning process.
- Act on feedback and show students how it leads to improvement.
- Keep sessions short, structured, and interactive.

Misunderstanding the purpose of feedback

- Students often see feedback as a way for teachers to assess or judge them
- Without clear communication about the purpose of reflection and feedback, students may perceive it as a task with no personal benefit
- Students might write generic answers on a feedback form because they don't see how it will help their learning process.

Fixing it

- Clearly explain why you are engaging them in feedback
- Tell students how feedback will benefit them directly – link it to their success and growth.
- Make feedback visible by mapping it to learning goals or including it in portfolios.
- Use reflection journals where students track how feedback helped improve their projects
- Introduce feedback as to tool, a superpower for improving project outcomes
- Show before-and-after examples of how feedback helped previous students succeed.

Misunderstanding the purpose of feedback

Why is it difficult:

Students may see feedback as a judgment rather than a tool for growth.

Solution: clearly explain the “why”

- Connect feedback to personal growth and learning goals.
- Make feedback visible by mapping it to learning objectives.
- Use reflection journals for students to track how feedback has improved their work.

Feeling the feedback won't be acted upon

- You ask for feedback frequently but never get back to it, never discuss it with the students
- Students don’t understand why they should bother since they never know how their feedback triggered any changes

Fixing it

- Analyse students- feedback and get back to students to discuss the observed concerns and trends
- Explain students how their feedback was or will be imprinted in the activities

Feeling the feedback won't be acted upon

Why is it difficult:

Students lose interest in providing sound feedback.

Solution: clearly explain the impact of their feedback

- Connect feedback to the class activities, class plan, evaluation, course programme, course timeline.
- Make the impact of their feedback explicit and visible.
- Come back to the students to understand if the changes were effective.

Lack of clear instructions

- Students miss the point because they did not understand the purpose
- Feedback is useless because it does not follow the needed norms/rules

Fixing it

- Make sure students understand the message and get it right
- Ask students to repeat what they are expected to do for the feedback.

Lack of clear instructions

Why is it difficult:

Students see feedback as unnecessary disturbance and don’t pay attention

Solution: clearly explain the purpose and raise awareness to the relevance of feedback for better education

- Make sure students are paying attention.
- Don’t ask for feedback when students are in a rush to leave the classroom; leave it for the next class or do it online, after classes.

Lack of time, space or opportunity for feedback and reflection

- Reflection requires dedicated time and a safe environment, often overlooked in fast-paced educational settings
- When feedback is rushed, students cannot think deeply or articulate meaningful responses
- A 5-minute feedback session at the end of a long class won't give students the chance to reflect.

Fixing it

- Plan and create dedicated time for feedback and reflection.
- Build regular feedback and reflection time into class schedules (even just 10 minutes).
- Use exit tickets to gather quick, focused reflections.
- Incorporate digital portfolio platforms where students can reflect at their own pace.

Lack of time, space or opportunity for feedback and reflection

Why is it difficult:

Reflection requires dedicated time, which can be scarce in busy classrooms.

Solution: create dedicated time for feedback and reflection

- Build regular reflection time into the class schedule.
- Use exit tickets for quick, focused reflections.
- Incorporate digital portfolio platforms like Seesaw or Google Sites for self-paced reflection.

Cultural or personal differences

- Students may come from backgrounds where giving feedback to authority figures or peers is not a common practice
- Others may be naturally more reserved
- Feedback cultures vary; what feels normal in one setting can feel uncomfortable in another
- In a multicultural classroom, some students may hesitate to provide feedback for fear of seeming disrespectful.

Fixing it

- Be culturally responsive and flexible
- Offer multiple ways to give feedback: written, verbal, visual, etc.
- Encourage group discussions to reduce pressure on individuals.
- Be mindful of cultural norms; frame feedback in ways that feel respectful and safe for all students.
- Use an interactive whiteboard app where students express feedback in ways that feel comfortable.

Cultural or personal differences

Why is it difficult:

Cultural norms and personal preferences can affect how students engage with feedback.

Solution: be culturally responsive and flexible

- Offer multiple feedback formats: written, verbal, visual.
- Encourage group discussions to reduce individual pressure.
- Be mindful of cultural norms and adapt feedback practices accordingly.

Elementary practices for effective feedback

- Teach students how to give constructive feedback, use examples and practice
- Normalize feedback as part of the learning process, showing how it leads to improvement
- Use digital tools (like anonymous surveys or reflection apps) to make it easier for students to share honest feedback
- Act on the feedback so students see that their input matters
- Make feedback fun and engaging
- Use gamified feedback sessions or reflection prompts with creative elements (e.g., ask students to write a tweet-length reflection or design a “meme” summarizing their experience)
- Co-create feedback guidelines and formats students are comfortable with
- Feedback may be short; make it simple and find innovative ways of engaging students
- Know your students and give alternative feedback modes and formats accommodating all, Universal Design for Learning (UDL).

Elementary practices for effective feedback

- **Make feedback fun**: use creative approaches like gamified feedback sessions or meme-based reflections
- **Collaborate with students**: co-create feedback guidelines and involve them in designing the feedback process
- **Follow up**: always close the loop by showing how student feedback influenced decisions or changes.
- **Plan feedback and reflection activities**: plan early, when planning your class. Consider key elements, such as, purpose, prompt, output, modality, channel, follow-up, … .

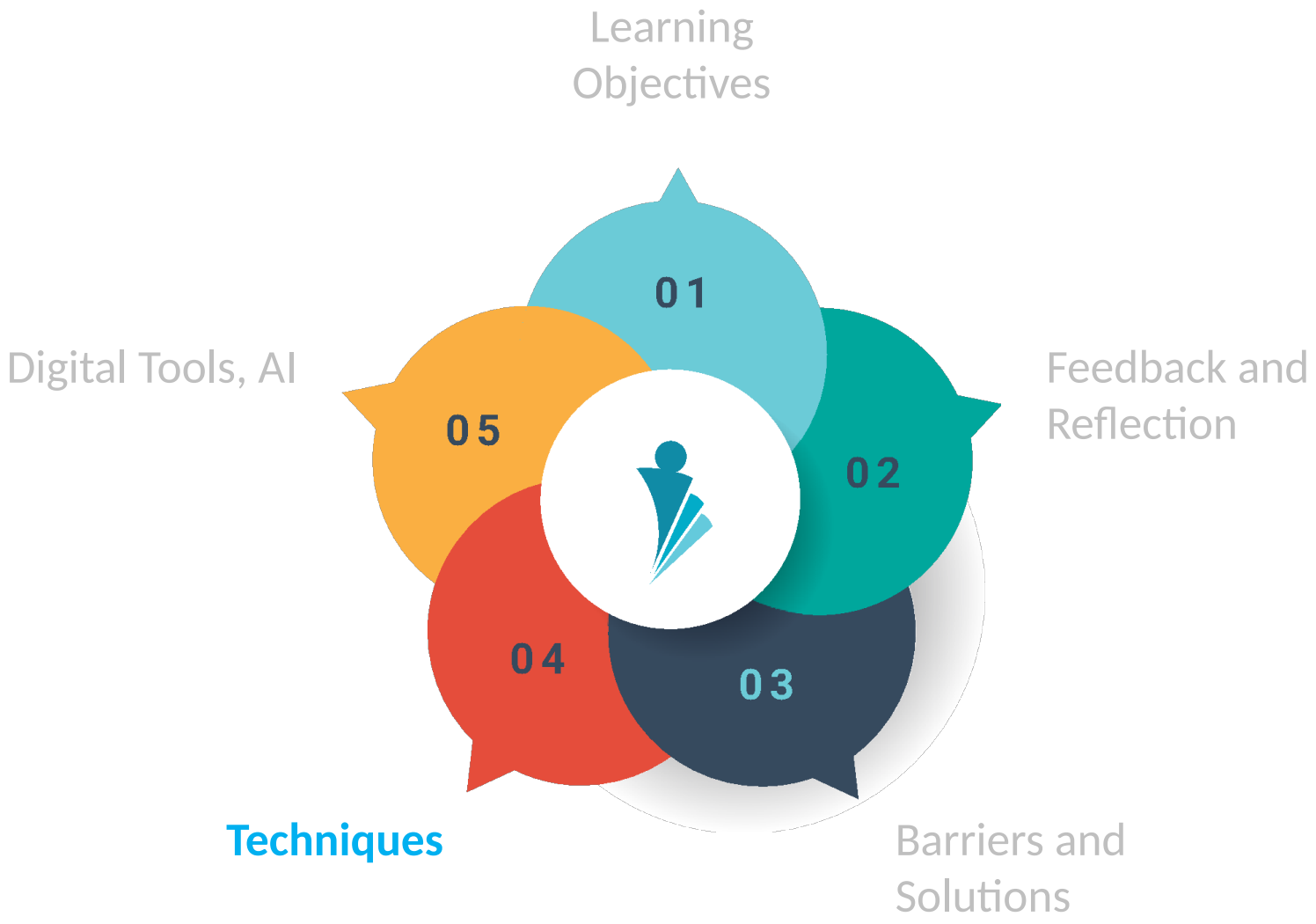
Hands-On: Elementary practices for effective feedback

- Imagine you have just given a class on “online safety”.
- Taking what we have just discussed into consideration, design a **feedback and reflection activity** for your students. Consider addressing Universal Design for Learning issues.

- Refer to core elements:
  - purpose (summarize, contextualize, compare to, criticize, build on top, …),
  - prompt, engaging students
  - expected output (content, format),
  - channel (online/offline, tool),
  - modality (self, group),
  - duration,
  - follow-up (when, what, how)

- Are you working face2face? Use paper and pencil
- Are you working online? Use miro, for instance.

Outline


Learning Objectives
01
Feedback and Reflection
02
Barriers and Solutions
03
Techniques
04
Digital Tools, AI
05

Self feedback and reflection techniques

Guided Reflection Prompts

Structured prompts help guide students' thinking about their learning experience
Focus on different aspects of learning: process, collaboration, outcomes, and emotions.

- *What was the most challenging part of this project? How did you overcome it?*
- *How has your understanding of the topic changed?*

Learning Journals, Logbook

Encourages continuous reflection and documents the learning journey.

Digital Portfolios

Allows students to see their growth over time and reflect on their progress. Ideal for project-based learning environments.

"3-2-1 Reflection"

Students write:

- 3 things they learned,
- 2 questions they still have,
- 1 thing they found interesting or surprising.

Group feedback and reflection techniques

Think-Pair-Share

Students reflect individually on a question, pair up to discuss their thoughts, and then share with the larger group. Encourages individual reflection first, followed by peer discussion. This technique fosters collaboration while allowing quieter students to participate.

Peer Review Circles

Students form small groups and provide structured feedback on each other's work. Guided by rubrics or reflective questions. Promotes collaborative learning and critical thinking, with multiple perspectives contributing to individual growth.

Fishbowl Discussion

A small group discusses a reflective question in the centre ("the fishbowl"), the rest observe and take notes. The roles are then switched. Develops listening and discussion skills while providing multiple perspectives on a reflection topic.

The Six Thinking Hats

Participants analyse a situation from six different perspectives, represented by hats of different colours: White (facts and information), Red (emotions and feelings), Black (caution and risks), Yellow (positive aspects), Green (creativity and new ideas), Blue (process control). Encourages balanced reflection, addressing both rational and emotional aspects of an experience.

World Café Method

Participants rotate through multiple small group discussions on different reflective questions or topics. Each table has a host who summarizes the conversation for the next group. Promotes large-group reflection while maintaining intimacy and depth of discussion.

Feedback and reflection in PBL/STEAME cycle

Phase	Activity
1. Launch	Introduce driving question
2. Investigation	Research and explore
3. Ideation	Brainstorm solutions
4. Creation	Develop product or solution
5. Presentation	Share final product
6. Review	Reflect and refine for the future

Common challenges and solutions

Challenge	Solution
Ensuring meaningful, not superficial, reflection	Provide structured prompts and clear rubrics.
Resistance to peer feedback	Build a classroom culture of trust and respect.
Managing feedback in large classes	Use digital tools to automate and scale feedback processes.
Time constraints	Integrate feedback and reflection into daily routines. Plan it.

Hands-On: F&R, barriers/solutions, techniques

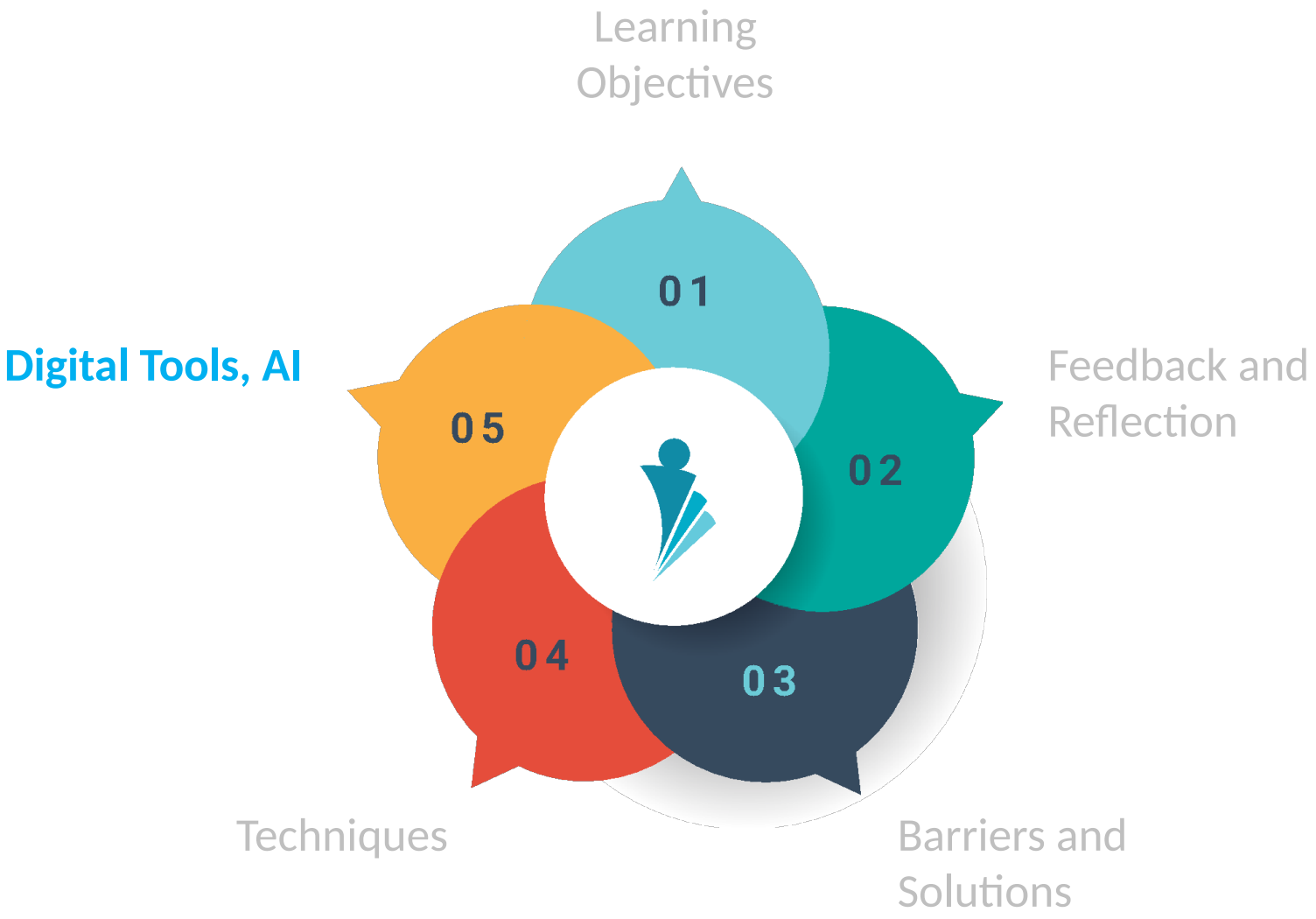
White Card: One Question You Still Have
This card should contain a question that is still unclear to you, or a topic that you would like more information on.

Be specific: Instead of a general question like "I don't understand the project," try to ask a specific question like, "What is the main goal of the new marketing strategy, and how will it be measured?"
Consider the context: If you are in a specific class or meeting, the question should relate to the topic being discussed.
Examples:
"How can I apply the principles of critical thinking to everyday problem-solving?"
"What are the potential long-term effects of climate change on our local ecosystem?"
"Can you provide more examples of how to implement the new software features effectively?“

Pink Card: One New Thing You Learned Today
This card should document a specific piece of new knowledge, a new skill, or a new way of thinking that you acquired during the workshop, so far.

Be concrete: Focus on one specific fact, idea, or skill rather than a broad concept.
Show enthusiasm: Acknowledge the value or significance of what you learned to demonstrate your engagement.
Examples:
"I learned that the term 'cognitive bias' refers to systematic patterns of deviation from norm or rationality in judgment."
Indeed
"I learned a new keyboard shortcut for copying and pasting in my design software, which will save me time."
"I learned the importance of active listening during a difficult conversation, which helped me understand the other person's perspective better."

Outline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Digital Tools, AI
05
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02
04
03
Techniques
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Digital tools to facilitate feedback and reflection

Perusall

A collaborative annotation platform that transforms reading assignments into interactive discussions. Students can highlight text, leave comments, and respond to each other's annotations in real-time.

- Collaborative text annotation
- Threaded discussions within readings
- Automated grading of participation and quality of contributions
- Teacher prompts to guide discussions

Flipgrid

Flipgrid allows students to record short video responses to teacher prompts, facilitating video-based discussions. Peers can respond with videos or comments.

- Video recording and editing tools
- Peer-to-peer video responses
- Moderation and privacy controls
- Integration with Microsoft Teams and Google Classroom

Digital tools to facilitate feedback and reflection

Mentimeter

An interactive presentation tool that enables real-time polling, quizzes, and word clouds to foster engagement and collect feedback.

- Live polling and quizzes
- Word cloud generation
- Multiple-choice and open-ended questions
- Exportable results for analysis

Padlet

A digital bulletin board that allows students to post text, images, videos, and links. It’s a versatile tool for brainstorming, group reflections, and collaborative projects.

- Customizable boards (timeline, map, grid, wall)
- Multimedia support (text, images, videos)
- Real-time collaboration
- Integration with Microsoft Teams and Google Workspace

Digital tools to facilitate feedback and reflection

EdPuzzle

EdPuzzle enables teachers to embed questions and notes into videos, turning passive video watching into an interactive learning experience.

- Embed multiple-choice and open-ended questions
- Track student progress and responses
- Integration with Google Classroom
- Library of pre-made content

PollEverywhere

PollEverywhere allows for real-time polling during lectures or discussions, with instant results displayed as charts or word clouds.

- Live multiple-choice, open-ended, and clickable image questions
- Anonymous responses
- Integration with PowerPoint and Google Slides
- Exportable reports

Find more details at:
Monitoring, Evaluation & Learning through Feedback and Reflection – Quick Reference Guide.

Using AI for feedback and reflective practice

Hands-On: The Six Thinking Hats

Using AI for Feedback and Reflection in education

- White (facts and information)
- Red (emotions and feelings)
- Black (caution and risks)
- Yellow (positive aspects)
- Green (creativity and new ideas)
- Blue (process control)

Using AI for feedback and reflective practice

Integration of artificial intelligence (AI) into educational practices is a **paradigm shift**

- AI is **not a mere replacement** for human educators but **a powerful partner** capable of fundamentally transforming the learning cycle
- It can provide **immediate, personalized, and consistent feedback**
- And **frees educators to focus on the higher-level pedagogical tasks**.

Using AI for feedback and reflective practice

AI tools enhance students' **learning achievements** by:

- **accelerating** the feedback loop
- **personalizing** instruction to meet individual student needs, tailoring feedback and reflection hints to each students learning profile
- acting as a catalyst for metacognition and reflection by **scaffolding the learning process**
- empowering students to perform **effective monitoring and control** of their learning path.

Using AI for feedback and reflective practice

The **role of AI** in the reflective process:

- is not to generate a polished reflective paper, but to **provide a scaffold for reflection** itself
- AI can act as a “tireless tutor,” **offering hints and guidance without giving the final answer**
- encourage learners to **work through their own solutions and reflect on their errors**
- **reinforce understanding** in a way that passive consumption of a finished answer cannot
- transforming feedback and reflection from a static, one-time event, into a **dynamic, continuous, and personalized process**
- help **educators save time** while providing more personalized and timely support to students
- being a supportive tool that **aids – rather than replaces – the student’s intellectual effort**.

Using AI for feedback and reflective practice

AI tools **assist students**' feedback and reflection with powerful features:

- by providing **instant, personalized, and adaptive guidance**
- identifying **learning gaps**
- offering **tailored suggestions for improvement** in writing, problem-solving, self-assessment and guided reflection
- promoting **active engagement with feedback**, enabling critical evaluation of AI-generated suggestions, **supporting metacognition** and encouraging consistent learning through **real-time support**.

AI features enhancing feedback and reflection in education

Personalized feedback at scale

- **Effective feedback is a cornerstone of learning**, but traditionally hampered by logistical and human constraints
  - overwhelming grading workloads lead to **significant delay** between submission and feedback
  - delayed feedback allows for **misconceptions to take root** before they can be addressed
  - **limited time available** for high-impact, human-centred activities, such as one-on-one student support, curriculum development, and other

- **AI can:**
  - analyse student work and performance data to prov**ide instant tailored suggestions, recommendations, corrections and resources** to address specific knowledge gaps
  - **encourage students to act immediately on feedback** while the learning is still fresh
  - **generate personalized reflective prompts** guiding students in assessing their learning processes and identifying areas for growth
  - … thus, **reducing teachers' workload**.

Facilitate self-reflection and metacognition

- **AI can:**
  - prompt students with guided reflection questions based on their work and performance ("Why did you choose this method?", "What would you do differently next time?")
  - summarize students' learning logs or reflective journals
  - help learners identify patterns of strengths and areas needing development
  - scaffold self-regulation, enabling learners to plan, monitor, and evaluate their own learning.

Enhancing peer feedback

- **AI can:**
  - frame constructive feedback, ensuring that comments are balanced, respectful, and targeted (rather than vague or purely critical)
  - such guidelines can improve the quality and usefulness of peer feedback in PBL settings.

Data-driven insights

- **AI can:**
  - analyse large datasets to find trends and patterns in student performance, offering insights that human educators might miss
  - dashboards or analytics allow both students and teachers to see where improvement has occurred and where persistent difficulties lie.

Inclusive and accessible feedback

- **AI can:**
  - provide feedback in multiple formats, such as text, audio, and video, and in a variety of languages
  - accommodate diverse learning profiles and supporting non-native speakers
  - multimodal systems make it possible for students with different accessibility needs (e.g., visual or auditory impairments) to receive guidance in the format that best suits them, fostering equitable participation
  - assist teachers in designing and implementing Universal Design for Learning.

Teacher empowerment

- **Educators lack time for meaningful student engagement**
  - Reducing administrative burdens enables a more human-centred pedagogy in which teachers can devote more energy to direct interaction and individualized guidance.
- **AI can:**
  - reduce uncons… e evaluator fatigue in grading
  - automate rout… nd rubric creation
  - … thus significantly reduce teacher workload (up to 70%)
  - free educators to inspire, mentor, and build genuine connections with students

Redefinition of the teacher's role from an administrative focus on content delivery and assessment to a **creative, relational role emphasizing higher-order guidance and personal support**.

The **technology supports** teacher expertise **rather than replacing** professional judgment.

Challenges and Pitfalls

Challenges and Pitfalls

- **Over-reliance on AI** can lead to **reduced critical thinking or student passivity**. Human oversight is needed; teachers are expected to verify, adapt, and contextualize AI output for domain relevance and appropriateness
- Feedback from **AI lacks the empathy and motivational nuances of human feedback**. The natural integration of AI tools in the classroom with teacher oversight is of critical importance
- **Practical and ethic** …nsparency, insufficient privacy, bias in AI r… …ogical safeguards with critical digital litera…
- A **clear set of instit**… …to safeguard learners and uphold ethical…

a) Human oversight is needed
b) Balanced approach combining technological safeguards with critical digital literacy
c) A clear set of institutional policies
d) Ongoing teacher training.

Designing AI-resistant assignments

- The rise of GenAI demands for a shift in assignment design.
- Simply asking for a traditional reflective paper is no longer sufficient for assessing authentic student thought, because current AI models
- Design assignment
- Assignments can b AI tools:
  - detailing the
  - the justificati
  - reflective pro ll you use it?" further support authentic self-assessment

Students and educators must **learn to use AI critically**, to question and argue with it, and to take ownership of their own words

This need for new assignment designs underscores a broader educational imperative: the **development of AI literacy** – understanding how AI works, its limitations, and how to use it ethically and effectively – should be a core component of the curriculum for students, teachers, and administrators alike.

Important considerations and best practices

Guidelines for students

- **Informed judgement**: critical evaluation of the feedback provided by AI tools
- **Engage critically**: treat AI as a tool for inquiry and scaffolding, not as a source of final answers
- **Validation**: validate AI-generated answers against other non-AI sources to ensure accuracy
- **Proofreading**: Generative AI should not be used to make material changes to work in draft, as proofreading one's own work is an essential academic skill
- **Accountability and transparency**: students are responsible for their own learning and should engage thoughtfully with AI feedback, using it as a tool to enhance their critical thinking and learning process
- **Data privacy**: input data may be used for AI training which may have privacy implications
- **Prompt crafting**: the quality of interaction with generative AI (like ChatGPT) depends heavily on the quality of the prompt.

Guidelines for educators

- **AI as a tool, not a replacement**: the most effective use of AI is to augment human teachers (empathy, context, and nuanced understanding), not replace them
- **Adopt hybrid feedback models**: educators should combine the efficiency of AI-generated feedback for low-stakes or routine tasks with human feedback for complex, higher-level assignments that require creative judgment and mentorship
- **Privacy and data security**: always check the privacy policy of any AI tool, especially concerning student data. Prefer tools that are compliant with regulations like GDPR
- **Critical evaluation**: teach students that AI feedback is not infallible. They must learn to critically evaluate the suggestions from an AI
- **Prompt crafting**: the quality of interaction with generative AI (like ChatGPT) depends heavily on the quality of the prompt. Teaching students how to craft effective prompts is a valuable skill in itself
- **Teach AI and reflective literacy**: integrate discussions on AI ethics, limitations, critical evaluation of its output. Prepares students to be both critical consumers and responsible co-creators with AI
- **Start small**: Beginning with low-stakes assessments and pilot programs before expanding to more significant evaluations allows for a controlled and measured approach to AI adoption.

Guidelines for institutions

- **Establish ethical frameworks**: form multidisciplinary oversight committees to develop clear and actionable guidelines for AI use (transparency, fairness, and accountability)
- **Ensure equitable access**: addressing the high implementation costs and resource disparities is critical to prevent AI from inflating existing inequities among students and schools
- **Mandate vendor transparency**: institutions must demand clear documentation from ed-tech vendors about their algorithms, the data used for training, and their privacy policies to ensure compliance with legal frameworks and ethical standards.

Ethical and implementation imperatives

- **Algorithmic bias and systemic inequity**: AI introduces algorithmic bias; **bias is not eliminated but rather relocated**; biases against non-native English speakers, or in adaptive learning software that systematically steers certain students toward easier material
- **Student privacy and data**: student work, which is considered **intellectual property**, and **personal information** may be used to train AI models without explicit consent – a clear breach of privacy. Dedicated, on-device processors and LLM for institutional/subject data processing offers a potential solution mitigating the risks associated with cloud-based platforms
- **Academic integrity**: AI tools challenges traditional notions of academic integrity by making it easier for students to generate **work that is not their own**. The solution is not to prohibit AI but to **re-engage with the core objectives of an assignment**. The focus must shift to fostering the **critical-thinking skills** necessary for students to assess the accuracy, source, and potential biases of AI outputs
- **Human-in-the-Loop**: AI should be a supplement, not a substitute, for the human educator. The most effective AI implementations treat the technology as a "**teacher's thought partner and assistant**" enabling educators to provide higher-level guidance while the AI handles routine tasks.

Hands-On: The Six Thinking Hats

Using AI for Feedback and Reflection in education – revisited

- White (facts and information)
- Red (emotions and feelings)
- Black (caution and risks)
- Yellow (positive aspects)
- Green (creativity and new ideas)
- Blue (process control)

AI Tools for feedback and reflection

AI Tools: general purpose

General purpose, on the cloud

- ChatGPT
- Google Gemini
- Deepseek
- Perplexity AI
- Claude
- Microsoft Copilot

General purpose, on your computer

- LM Studio
- Ollama

AI Tools: specialized education platforms

Open access

- **Riff**: Developed by the Institute of Design at Stanford University to sharpen reflective skills, Riff is an AI-powered chatbot that asks personalized and thought-provoking questions to guide students in a deeper reflection process
- **Microsoft Reflect** (in Teams for Education): A dedicated tool that uses AI to help educators create check-ins and polls to gauge students' emotional well-being and reflect on their learning process
- **Mentimeter + AI integrations**: Collects anonymous feedback and can summarize class responses for reflective discussion using some general purpose GenAI tool
- **Google's AI in Google Classroom**: Suggests personalized resources and reflection prompts based on performance
- **Brisk Teaching**: This Chrome browser extension provides AI feedback on Google Docs, using rubrics and offering "glows" (strengths) and "grows" (areas for improvement).

AI Tools: specialized education platforms

Commercial products

- **Formative with Luna**: This is an all-in-one platform for real-time instruction and assessment, with its AI assistant, Luna, at its core. Luna can generate and edit various activities, digitize static PDF worksheets, and provide AI-powered scaffolds and hints to support students. The platform offers flexible feedback options, including audio, visual, and written feedback, and features dashboards that enable ongoing collaboration among teachers and track student progress.
- **Curipod**: This platform is designed for interactive, school lessons that prioritize student engagement and voice. Its AI provides rubric-aligned, real-time feedback that enables students to get feedback, reflect, and revise in a seamless process.
- **MagicSchool.ai**: This generative AI platform primarily focuses on saving teachers time with over 80 powerful tools. Its Writing Feedback tool allows educators to provide constructive, personalized feedback based on custom criteria, which enhances assessment and supports differentiated instruction. A notable and unique feature is the "Restorative Reflection" tool, which generates assignments based on restorative practices for disciplinary incidents, demonstrating AI's potential to support social-emotional development in the classroom

AI Tools: specialized education platforms

Commercial products

- **FeedbackFruits**: This tool offers "Automated Feedback" to provide instant, personalized reviews on technical aspects of academic writing, allowing instructors to focus on content-related feedback
- **HyperWrite's Reflection AI**: A specialized tool designed to generate insightful reflections based on provided information, useful for reflective essays or journal entries
- **Gradescope** (by Turnitin): AI-assisted grading that speeds up assessment and provides consistent feedback, especially in large classes
- **Seesaw** (with AI tagging): Helps students create digital portfolios, while AI organizes reflections and highlights growth patterns
- **Grammarly**, **Paperpal**, **Jenni**: These are AI-based writing assistants that help students refine their written work. Paperpal is valued for its academic focus, providing language suggestions that meet the high standards of academic publishing, which is a feature highly regarded by students and researchers alike.

Practicing AI for feedback and reflection

Practicing examples

Icebreaker: reflection prompt generator
- Tool: ChatGPT (or similar LLM)

Feedback at scale with AI grading
- Tool: Gradescope (Turnitin) or Google Classroom with AI plugins

Differentiation: the AI feedback assistant
- Tool: ChatGPT, Google Gemini or similar

Socratic reflection
- Tool: ChatGPT, Google Gemini or similar

Rubric generation
- Tool: ChatGPT, Google Gemini or similar

Group discussion: Pedagogy and Ethics
- Group discussion

Swift group diagnostic assessment
- Tool: ChatGPT, Google Gemini or similar, and Google Forms

Swift group diagnostic assessment

Tool: ChatGPT, Google Gemini or similar, and Google Forms

Exercise (20 min):

1. Task 1 (setup): Prepare a questionnaire in Google Form, or similar online survey tool, with one single question, for instance “What is the most challenging aspect of this subject for you?”.
2. Task 2 (gather feedback): Ask students/participants to answer the questionnaire at the first time you meet them and after briefing them on the subject/work to perform.
3. Task 3 (clustering): Download the responses and ask ChatGPT, or similar tool, to group them in clusters and to label each cluster with meaningful keywords.
4. Discussion: At the next time you meet the class, discuss with them their concerns and briefly explain how they will overcome them.

Learning outcome: Performing swift group diagnostic assessment with AI.



Icebreaker: reflection prompt generator

Hands-On

Tool: ChatGPT (or similar LLM)

Exercise (10 min):

1. In pairs, teachers input a PBL scenario (e.g., “students designing a sustainable city model”).
2. Ask ChatGPT to generate 3 reflection prompts for students.
3. Each pair shares which prompt they think would be most engaging for learners.

Learning outcome: Teachers see how AI can scaffold reflective questioning tailored to specific projects.

Feedback at scale with AI grading

Tool: Gradescope (Turnitin) or Google Classroom with AI plugins

Exercise (20 min):

1. Provide participants with a set of sample student solutions (e.g., a math problem or short essay).
2. Teachers use AI-assisted grading to apply a rubric and generate feedback.
3. Discuss how automated feedback compares with human feedback.

Learning outcome: Teachers see how AI saves time while keeping consistency and fairness.

Differentiation: the AI feedback assistant

Hands-On

Tool: ChatGPT, Google Gemini or similar

Exercise (15 min): To practice using AI to generate differentiated feedback on a single piece of student work.

1. Scenario: Provide all participants with the same short, mediocre student essay (e.g., on online/hybrid learning).
2. Task 1 (Struggling Student): Prompt: “Act as an instructional coach. Provide encouraging, specific feedback on this essay for a student who struggles with writing. Focus on one strength and one area for improvement related to organizing main ideas. Use a supportive tone.”
3. Task 2 (Advanced Student): Prompt: “Act as an advanced writing tutor. Provide feedback on this essay for a high-performing student. Challenge them to improve their thesis statement to be more nuanced and to integrate a counter-argument. Be direct and analytical.”
4. Discussion: In pairs, compare the AI's feedback for the two scenarios. Was it effectively differentiated? How could you, as the teacher, use this AI-generated text as a draft for your own final feedback?

Learning outcome: Critically use generative AI to create differentiated written feedback. This outcome targets both practical AI literacy (prompting, editing, ethical use) and assessment competence (designing constructive, differentiated feedback).

Socratic reflection

Hands-On

Tool: ChatGPT, Google Gemini or similar

Exercise (20 min):

1. Scenario: A student has just solved a math problem (provide a simple algebra problem and solution).
2. Task 1 (Bad Prompt): Ask the AI: “Did the student solve this problem correctly?” (It will just say "Yes").
3. Task 2 (Good Prompt): Participants must craft a prompt that makes the AI facilitate reflection. Example: “Your role is to help students reflect on their problem-solving process. Do not give answers. Here is a math problem and a student's solution. Generate 3 questions you could ask this student to help them explain their reasoning and think about whether their method would work for all similar problems.”
4. Discussion: Share the best prompts. How does this change the student's cognitive load? Why is asking questions more powerful for learning than just verifying an answer?

Learning outcome: Crafting prompts that force AI to ask questions instead of giving answers.

Rubric generator

Tool: ChatGPT (or similar LLM)

Exercise (10 min):

1. Scenario: You are teaching a 10th-grade history class and assigning a Document-Based Question (DBQ).
2. 2. Task 1 (the rubric): Prompt: “Generate a detailed, 4-point rubric for a high school history DBQ essay. Criteria should include: Thesis Statement, Document Analysis, Argument Development, and Outside Contextualization.”
3. 3. Task 2 (the exemplar): Prompt: “Using the rubric you just created, write a short introductory paragraph for a DBQ on the Civil War that would score a ‘4’ on the Thesis Statement and Document Analysis criteria.”
4. 4. Discussion: How useful is this AI-generated rubric as a starting point? What would you need to modify? How could showing students the AI-generated exemplar and then co-creating a rubric with them be a powerful activity?

Learning outcome: Use AI to create clear success criteria, a key part of the feedback cycle

Group discussion: Pedagogy and Ethics

Use these questions to guide a full-group discussion:

1. Bias and accuracy: We know AI can hallucinate and contain bias. How do we teach students to be critical consumers of AI feedback?
2. Privacy: What student data are we comfortable putting into a third-party AI tool? Why must we read the Terms of Service?
3. Equity: How do we ensure the use of AI feedback tools doesn't widen the digital divide? What alternatives exist for students without access?
4. The Human element: Where do you, the teacher, draw the line? What feedback must always come from a human? (e.g., feedback on creativity, empathy, personal encouragement).

Output: Co-create a classroom poster titled "Our guidelines for using AI feedback”.

Feedback and reflection on AI F&R

"3-2-1 Reflection"

Access https://forms.gle/VnBwAC8Bm6iHN2M67 and type:

- 3 things you have learned,
- 2 questions you still have,
- 1 thing you found interesting or surprising.

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Staff Training – Module 9

Managing Blended Mobility

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What you should take from this module

Plan the whole journey

Coordinate preparation, kick-off, online teamwork and closure as one coherent learning experience.

Choose a workable mobility format

Balance international collaboration, face-to-face value, cost, accessibility and local conditions.

Coordinate people and tools

Clarify responsibilities, communication routines, platforms and stakeholder contact.

Manage risks and resources

Anticipate travel, funding, connectivity, inclusion and technical needs before delivery.

Monitor and adapt

Use check-ins and feedback to solve problems early and improve the next edition.

CORE PRINCIPLE

Managing mobility is designing the whole experience

Blended mobility is not simply an online course plus a trip. It is a coordinated sequence of activities that connects preparation, international teamwork and purposeful in-person interaction.

1

PURPOSE

What needs face-to-face interaction?

2

PEOPLE

Who must be involved and when?

3

PROCESS

How will work move forward?

4

CONTINGENCY

What if the plan changes?

Management goal: protect the learning outcomes while keeping participation feasible, inclusive and financially responsible.

One model, more than one mobility arrangement

Baseline BlendEd pattern

- Online collaboration over a longer project period
- Face-to-face kick-off and closing meetings
- The syllabus describes five working days for each meeting as a recommended pattern
- Physical time supports team building, challenge clarification, intensive work and final presentation

ABC BlendEd adaptation in Africa

- Pilot experience highlighted travel costs and connectivity constraints
- Mobility arrangements were adapted to local institutional conditions
- Partners can meet face-to-face within their own countries while joining international kick-off and closing activities online
- Keep the international team experience even when travel is reduced

Do not copy a mobility format automatically: select the arrangement that best fits the edition, budget, partners and intended learning.

Manage mobility as a four-stage cycle

01

Prepare

Before the course

Confirm participants, challenge, funding, access needs, tools and local arrangements.

02

Kick-off

Launch

Build the team, clarify the challenge, agree roles, communication norms and work plan.

03

Collaborate

Project period

Run regular meetings, track progress, maintain stakeholder contact and respond to barriers.

04

Close and learn

Final phase

Present outputs, reflect, assess contributions, collect feedback and record lessons.

Start planning early: travel, institutional approvals, stakeholder availability and accessibility arrangements may require lead time.

Align time, workload and academic recognition

8 weeks
African syllabus duration

6 credits
Indicative credit value

180 hours
Total student workload

Indicative distribution in D2.1

30 hours kick-off + 120 hours online project work + 30 hours closure.

Coordinate the 'ECTS budget'

Students may receive different credits and therefore have different expected workloads. Make those expectations visible to the whole team and plan tasks fairly.

Confirm local credit recognition and assessment arrangements before students commit to the course.

Make responsibilities explicit

Institutional coordinator

- Confirm academic recognition and local approvals
- Coordinate students, staff and local logistics
- Check travel, funding and accessibility arrangements
- Maintain contact with partner coordinators

Academic supervisors

- Coordinate across institutions
- Monitor progress and participation
- Provide timely guidance and feedback
- Escalate academic, wellbeing or team issues

Students and challenge providers

- Students agree roles, norms and shared deadlines
- Providers explain the problem and constraints
- Stakeholders give feedback at agreed milestones
- Everyone knows the main contact and response route

A named owner and deadline for each task reduce last-minute confusion.

Set up the collaboration environment early

Files and version control

Shared documents, file organisation and controlled versions.

Synchronous communication

Video/audio meetings and a clear meeting schedule.

Asynchronous communication

Discussion space and messaging for different schedules/connectivity.

Project management

Shared calendar, tasks, owners, milestones and deadlines.

Knowledge capture

Team page, decisions log, documentation and progress evidence.

Monitoring

Participation signals and progress checks used supportively, not punitively.

At kick-off, let teams choose suitable tools after checking institutional access, usability, privacy and connectivity.

Agree a team communication protocol

Decide together

- Which platform is used for each purpose?
- When are meetings held and how are absences handled?
- How quickly should messages be answered?
- Where are decisions and tasks recorded?

Keep work visible

- Shared task board and calendar
- Named owner and deadline for each task
- Short meeting notes and decisions log
- Regular progress update and blockers list

Support inclusion

- Use asynchronous options when bandwidth is poor
- Share materials before live meetings
- Rotate meeting times when time zones differ
- Check that every student can contribute

The best platform is not the one with the most features; it is the one the whole team can access and use reliably.

Plan travel and in-person activities around learning value

Before confirming travel

- Define purpose, dates, location and participants
- Estimate transport, accommodation, meals and local travel
- Check passport/visa lead times and institutional approvals
- Plan insurance, health, safety and emergency contacts
- Identify accessibility or additional support needs

Design the face-to-face agenda

- Prioritise activities that benefit from being together
- Include team building and challenge clarification
- Schedule stakeholder visits, field validation or prototyping where relevant
- Build in breaks, transitions and contingency time
- Share the agenda and practical information in advance

D2.1 identifies kick-off and closing meetings as the main travel-related cost centres in the baseline model.

Budget the full cost — not just transport

1	**Mobility**	Transport, accommodation, local transfers and meals.
2	**Administration**	Visa applications, approvals and required documentation.
3	**Inclusion**	Reasonable accommodations or extra support where needed.
4	**Project delivery**	Materials, lab resources, servers, hardware or software licences.
5	**Contingency**	Price changes, delays or unexpected logistical needs.

D2.1 points to EU, institutional and external company/association/foundation funding as possible sources; verify current eligibility and rules locally.

Make mobility inclusive and sustainable

Reduce barriers

- Transparent selection and clear expectations
- Accessible platforms and low-bandwidth options
- Schedule around work and family responsibilities
- Plan support for disability, health or mobility constraints

Use physical time purposefully

- Keep online meetings, supervision and peer review online where effective
- Use in-person time for activities where it adds clear value
- Consider local or regional clustering
- Avoid unnecessary travel and printing

Keep participation equitable

- Consider visa and travel restrictions
- Share resources and key information with all partners
- Provide alternatives if a student cannot travel
- Ensure remote participants can contribute to core activities

A blended format should widen access to international learning, not create a two-tier experience for students who can and cannot travel.

Use a simple risk register before launch

Risk	Possible effect	Preventive / response action
Travel / visa delay	Participant misses key activity	Start early; check requirements; define remote participation option.
Connectivity failure	Unequal access to teamwork	Low-bandwidth tools; asynchronous tasks; campus access and backups.
Funding shortfall	Reduced mobility or participation	Cost early; confirm commitments; prioritise high-value activities; plan hybrid alternatives.
Stakeholder unavailable	Weak challenge feedback	Agree dates and named contacts early; identify a backup contact.
Uneven contribution	Conflict or missed outputs	Clarify roles and workload; check progress; use peer feedback and mediation.
Accessibility need unmet	Student cannot participate fully	Ask confidentially in advance; plan reasonable support and alternatives.

For each risk: assign an owner, a trigger/early warning sign and a contingency action.

Monitor delivery while there is still time to act

1	**Before start**	Are access, roles, tools, workload and schedules clear?
2	**At kick-off**	Does everyone understand the challenge and how the team will work?
3	**During project**	Are tasks progressing? Who is disconnected, overloaded or blocked?
4	**Before closure**	Are deliverables, stakeholder attendance and presentations ready?
5	**After closure**	What did students and staff learn? What should change next time?

Combine student feedback, peer assessment, project outputs and stakeholder feedback; use evidence to improve the next edition.

STAFF TRAINING · GROUP ACTIVITY

Build a mobility plan for your next edition

In groups, sketch a practical plan for an ABC BlendEd course:

1. Which activities genuinely require face-to-face interaction?
2. What can be done online, asynchronously or locally in each country?
3. What are your three biggest risks — and who owns each response?
4. How will you ensure students who cannot travel can still contribute meaningfully?
5. What costs, approvals and accessibility needs must be confirmed first?

Output: a one-page timeline, responsibility list and risk register.

Five principles for managing blended mobility

01 **Plan the whole journey — preparation, kick-off, online work and closure.**

02 Choose mobility arrangements to fit learning goals, local context and available resources.

03 Agree roles, communication tools, workload and decision-making before project work accelerates.

04 Anticipate funding, travel, access, connectivity and stakeholder risks.

05 Use check-ins and evidence to keep participation equitable and improve future editions.

Key message: manage mobility around the learning experience — not the other way around.

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Staff Training – Module 10

Funding, Sustainability and Institutional Implementation

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Learning Objectives: From a funded pilot to a permanent course

After this module, staff should be able to make the next edition happen

1 Institutionalise

Secure academic recognition, a host unit, teaching time and annual decision-making.

2 Mobilise resources

Find and cost financial, people, digital, physical and partner contributions.

3 Sustain quality

Keep staff trained, hybrid facilities useful, challenges authentic and inclusive.

Training deliverable

One costed, owner-led 12-month institutional continuation plan

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Sustainability Theory: Three pillars of continuity

The model survives when course continuity, university ownership and network expansion reinforce one another.

01

Course Continuity

At least one credible course edition each year; scale may vary with available resources.

02

Institutional Ownership

Academic recognition, staff workload, infrastructure, budget line and a responsible host unit

03

Network Expansion

Active CoP, RUFORUM–ATHENA linkages, challenge providers and new universities

Continuity test: AFFORDABLE • VALUED • INSTITUTIONALISED • ADAPTABLE

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What must continue?

Keep the learning model intact before expanding optional activities

Learning experience

Real farmer/company challenges; international multidisciplinary teams; online and short physical interaction

People and academic systems

Named supervisors, assessment and QA, academic ownership, accessible student participation

Infrastructure and partners

H-PBL rooms, affordable tools, mentor networks, test sites and a functioning CoP

Results and iteration

End-user handover, 3–6 month adoption follow-up, annual syllabus review and impact reporting

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Six decisions institutionalise the course

Use existing university systems rather than creating a temporary grant-only structure

1 Host unit

Identify an accountable faculty, centre or department

2 Recognition

Map to capstone, internship, elective or approved short course

3 Academic approval

Obtain faculty, curriculum and QA decisions as required

4 Workload and calendar

Assign team, supervisors, ICT, semester timetable

5 Budget and assets

Create an annual cost centre and H-PBL maintenance plan

6 Annual review

Evaluate results, improve course and renew commitment

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From pilot to approved course delivery as institutional adoption

Build decisions into the normal academic and financial approval systems of the university

01 MAP	02 DESIGN	03 ENDORSE	04 RESOURCE	05 RENEW
Identify an existing course, capstone, internship or credited learning pathway.	Match BlendEd outcomes, student workload, assessment and academic calendar.	Obtain department, faculty, curriculum and QA clearance as applicable	Approve supervisor workload, the host unit, ICT support and budget needs	Review delivery evidence and reconfirm the next edition annually

EVIDENCE TO FILE: approval minute • course outline • teaching allocation • annual budget request

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Who keeps ABC BlendEd alive?

A light governance system with clear accountability and practical reporting cadence

UNIVERSITY FOCAL TEAM	Course, students, finance, ICT, local challenge pipeline	**Monthly during delivery**
COMMUNITY OF PRACTICE	Peer learning, guidance, repository, expansion	**Quarterly**
SUSTAINABILITY STEERING GROUP	Risk, partnerships, financing and strategy	**Twice yearly**
RUFORUM–ATHENA LIAISON	Continental visibility, technical collaboration	**Twice yearly**

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Budget the entire annual course cycle

Every implementation stage has a resource trigger and a lower-cost delivery option

01 PLAN

Approvals; scope challenges

02 PREPARE

Students; mentors; ICT

03 KICK OFF

Hybrid induction

04 COLLABORATE

Online team work

05 TEST

Field validation and prototypes

06 CLOSE

Assess and hand over

Cost first: shared rooms + virtual meetings + local/regional travel + fit-for-purpose tools

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Map four resource portfolios

Staff should start with an inventory of what the university and partners

FINANCIAL

Operating funds, mobility, local travel, field materials, access support, maintenance.

HUMAN

Teachers, ICT, finance, mentors, farmer coaches, alumni, administrators.

INFRASTRUCTURAL

H-PBL cells, classrooms, connectivity, devices, labs, farms, software.

PARTNERSHIP / KNOWLEDGE

Challenges, data, networks, implementation approval, IP and community access.

EXERCISE: List 3 existing assets • 3 gaps • 2 potential in-kind

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Convert assets and gaps into commitments of resources mobilized

Use an asset ledger; distinguish confirmed institutional resources from

RESOURCE / NEED	CURRENT ASSET	GAP OR RISK	NEXT ACTION / OWNER
Academic staff	Assigned course supervisor	Time not in workload	Dean: approve workload
Hybrid teaching	H-PBL cell; ICT officer	Maintenance and data	ICT: cost recurring needs
Field challenge	Farmer/industry partner	Test materials / transport	Liaison: obtain written offer
Student inclusion	Existing student services	Connectivity / accessibility	Student office: budget access

CHECK: Availability • Custodian • Cash cost • Condition • Written confirmation • Backup

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Diversify the funding and contribution mix for financial sustainability

Match each contributor to the type of input they can reasonably provide

UNIVERSITY

Staff time • H-PBL • internet • coordination

PRIVATE SECTOR

Challenge sponsorship • mentoring • prototyping

RUFORUM NETWORK

Partnerships • dissemination • scaling opportunities

LOCAL AUTHORITIES

Community testing • local support • adoption

DEVELOPMENT PARTNERS

Inclusion • digital learning • innovation grants

FARMER GROUPS / NGOs

Challenges • field access • knowledge • in-kind

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Costing and risk: Cost → reduce → assign → confirm

Make spending decisions from costed requirements and documented contributions

1

COST

One edition by activity and unit.

2

CUT

Remove avoidable expense.

3

COVER

Assign cash vs in-kind support.

4

CONFIRM

Obtain written or budget approval.

FALLBACK SCENARIO Replace long-distance travel with local in-person work + international virtual collaboration.

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Worked example: one annual edition

Hypothetical training scenario — figures are not approved project budgets or partner commitments

RESOURCE REQUIREMENT	
Staff time + H-PBL (in-kind)	$5,200
Connectivity + field travel	$3,200
Short mobility + testing	$5,400
Inclusion + QA / follow-up	$1,600
TOTAL ECONOMIC VALUE	**$15,400**

ILLUSTRATIVE CASH FINANCING	
University cash (to seek)	$3,200
Company sponsor (to seek)	$3,500
Local authority (to seek)	$1,000
Grant / partner (to seek)	$2,500
CASH NEEDED / PLANNED	**$10,200**

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Make the course viable under two budgets

Worked training scenario only — amounts are illustrative, not partner commitments

STANDARD EDITION	
Connectivity + field travel	**$3,200**
Short mobility + testing	**$5,400**
Inclusion + QA / follow-up	**$1,600**
INCREMENTAL CASH NEED	**$10,200**

Preserves: authentic projects and a blended experience

LEAN EDITION: FUNDING SHORTFALL	
Connectivity + field travel	**$3,200**
Short mobility + testing	**$1,900**
Inclusion + QA / follow-up	**$1,600**
INCREMENTAL CASH NEED	**$6,700**

Replace costly travel with local validation + online teams

DECISION GATE: approve a funded, feasible edition; never commit expenditure

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Pitch a measurable, credible partnership

A contribution should unlock a clearly defined activity and useful value for the partner

PROBLEM

Real, feasible farmer/company challenge

OUTPUT

Learning + testable community solution

RESOURCE ASK

Defined support, amount and decision date

EVIDENCE

Mentor participation, learning and adoption report

90-SECOND SPONSOR PITCH

"We seek [input] for [activity] by [date], creating [credible result] for [target users]."

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Protect the people, H-PBL cells and know-how

Turn project investments into regular university resources with named custodians

TRAIN THE TRAINERS

Target at least five active facilitators per university, with deputies, annual refreshers and recognised workload.

MAINTAIN H-PBL

Assign ICT custodian; book facilities; track equipment, connectivity, maintenance, support and replacement.

REUSE AND SHARE

Share hybrid facilities for research, teaching and internships; keep guides, challenge briefs and rubrics updated.

For each essential resource: OWNER • DEPUTY • RECURRING COST • BACKUP

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CoP + challenge providers = long-term value

Sustainable partners remain engaged because learners create relevant, transferable outcomes

ACTIVE COMMUNITY OF PRACTICE

Quarterly peer clinics and webinars; challenge marketplace; joint showcases; repository; new university onboarding.

END-USER VALUE AND INCLUSION

Relevant farmer/company problems; mentor feedback; usable output handover; 3–6 month adoption check; inclusive access.

QUALITY GATE

Authentic challenge • fair participation • student supervision • useful output • real follow-up

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A 12-month cycle with owners and proof

Use the university academic calendar; the quarters shown are an adaptable planning example

Q1	Q2	Q3	Q4
AUTHORISE	**MOBILISE**	**DELIVER**	**PROVE & RENEW**
Host unit; approvals; annual cohort and costed resource plan	Confirm cash/in-kind; train staff; service digital facilities; enlist challenges	Run teams, coach students, supervise field tests; maintain quality and inclusion	Verify handovers; follow up adoption; report KPIs; renew next budget
LEAD **Dean + academic lead**	**LEAD** **Finance + ICT + liaison**	**LEAD** **Course coordinator + QA**	**LEAD** **MEL + management**

CHECKPOINTS: written approvals • resource commitments • course delivery • evidence and renewal

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Leave with a 90-day institutional plan

Exercise: name who acts, what approval is needed and which measurable outcome demonstrates progress.

DAYS 1–30

Confirm host, focal team, recognition route and resource audit.

DAYS 31–60

Cost edition, build sponsor pipeline and inspect H-PBL assets.

DAYS 61–90

Obtain decisions, confirm feasible delivery and report remaining gaps.

MEASURE SUCCESS AFTER FUNDING

- ≥1 edition per academic year
- ≥5 active facilitators per university
- ≥2 adopted outputs per edition
- CoP active, expanding and reporting results

FINAL GROUP COMMITMENT

One owner + one approved calendar + one costed edition + one funding fallback

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Staff Training – Module 11

Roles, Responsibilities and Quality Assurance

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What you should take from this module

MODULE OVERVIEW

Clarify accountability

Know who owns decisions, tasks, communication and follow-up.

Protect the learning process

Support fair participation, useful supervision and individual learning.

Work responsibly with stakeholders

Align student work with company needs, constraints and expectations.

Assure quality continuously

Use evidence during the course to identify issues and improve delivery.

Key principle: a strong prototype matters — but so do the process, the people and the responsibilities behind it.

ABC BlendEd is a real project — and a learning experience

THE CORE IDEA

International, multidisciplinary student teams work with supervisor teachers and a real challenge provider to develop a proof of concept or prototype.

REAL NEED

A company or stakeholder brings a genuine problem, context and constraints.

STUDENT OWNERSHIP

The team plans, researches, builds, tests and explains its proposed solution.

ACADEMIC GUIDANCE

Supervisors coach, monitor and assess learning without taking over the work.

SHARED ACCOUNTABILITY

Quality, communication, ethics and realistic expectations concern everyone.

The prototype is not a promise of a finished commercial product: it is an evidence-based, feasible demonstration of a proposed solution.

A stakeholder ecosystem with different responsibilities

ROLES AND RELATIONSHIPS

Students

Own the project work, collaboration and deliverables.

Supervisor teachers

Coach the team, monitor learning and intervene when needed.

Challenge provider

Defines the problem and provides context and practical feedback.

Institutional coordinators

Enable academic recognition, coordination and local support.

International partners also share responsibility for consistent expectations, communication and quality improvement.

Students own the work and the way the team works

ROLES AND RESPONSIBILITIES

Project delivery

- Clarify the problem and user needs
- Research options and justify choices
- Build and test the proof of concept
- Document decisions, assumptions and limitations

Team accountability

- Agree roles, milestones and norms
- Share workload transparently
- Communicate reliably across disciplines
- Raise blockers and resolve disagreements early

Professional conduct

- Respect people, data and intellectual property
- Be honest about evidence and progress
- Keep stakeholder commitments
- Reflect on individual contribution and learning

A team agreement should name roles, meeting routines, response expectations, decision rules and how concerns will be escalated.

Supervisors guide the process — they do not take over

ROLES AND RESPONSIBILITIES

Coach learning

Ask questions; help students connect disciplines; encourage evidence-based choices and reflection.

Monitor progress

Review milestones, participation, workload, team dynamics and the quality of project documentation.

Act when needed

Give timely feedback, address inequity or conflict, identify risks and refer issues through agreed channels.

Supervisors should align expectations across institutions and keep feedback constructive, specific and actionable.

The challenge provider brings reality into the project

ROLES AND RESPONSIBILITIES

At the start

Explain the business or operational context, users, needs, constraints, success criteria and what is out of scope.

During the project

Be available at agreed checkpoints; answer questions; react to interim ideas; clarify changing assumptions.

At the end

Assess relevance and feasibility; comment on value and limitations; identify possible next steps without promising adoption.

Agree early what the provider can contribute, how often they can engage, what information can be shared and who owns which decisions.

Institutions make the collaboration possible and accountable

ROLES AND RESPONSIBILITIES

Academic arrangements

Clarify course integration, credits or recognition, assessment rules and deadlines.

People and support

Coordinate local supervisors, student access, inclusion support and escalation routes.

Partnership coordination

Maintain contact across institutions; align milestones, communication and expectations.

Operational readiness

Check digital access, mobility arrangements, safety requirements and local approvals.

A named owner and a clear deadline should accompany every important coordination task.

Make ownership visible: who does what?

SHARED ACCOUNTABILITY

Activity / decision	Primary owner	Support / check
Team plan, task board and meeting notes	Students	Supervisor checks
Challenge brief and stakeholder access	Provider	Coordinator confirms arrangements
Academic guidance and formative feedback	Supervisor	Partner supervisors align
Course recognition and local logistics	Institution	Coordinator confirms
Quality data and improvement actions	Course team / institutions	Partners review together
Final prototype and evidence of contribution	Students	Supervisor assesses; provider comments

Use this as a starting point: adapt it to the edition, partner structure and challenge — then communicate it to everyone.

Quality is more than a good final prototype

QUALITY ASSURANCE

INCLUSION

Students feel respected and have equitable opportunities to contribute.

ACCESS

Digital tools, materials and support are usable despite constraints.

TEAMWORK

Roles, communication and workload are managed effectively.

SUPERVISION

Guidance and feedback are timely and constructive.

RELEVANCE

The challenge is authentic; stakeholder engagement is meaningful.

LEARNING

Students develop teamwork, intercultural and employability skills.

A high-quality experience combines a relevant outcome with meaningful participation, learning and responsible stakeholder engagement.

Use a small set of indicators that reveal what matters

QUALITY ASSURANCE

Participation

Equitable contribution; access barriers identified and addressed.

Team functioning

Roles clear; communication effective; workload reasonably distributed.

Supervision

Feedback timely and useful; concerns followed up.

Challenge relevance

Authentic problem; provider engaged; solution responds to real constraints.

Learning and employability

Interdisciplinary application, project management, teamwork and problem-solving gains.

Satisfaction

Students value the experience and would recommend it.

D2.1 recommends 12 core indicators; these six groups summarise them for practical staff monitoring.

Quality assurance is a cycle, not a final survey

QUALITY ASSURANCE

1

T0 · Before / start

Set expectations; baseline access, confidence and team readiness.

2

T1 · During

Check participation, workload, supervision, challenge fit and emerging risks.

3

T2 · Completion

Review learning, satisfaction, project output and stakeholder feedback.

4

Between editions

Agree corrective actions, owners and deadlines; check whether changes worked.

Triangulate evidence

Combine student feedback with peer assessment, project deliverables, supervisor observations and company feedback.

Assess the process, the product and the individual

ASSESSMENT AND EVIDENCE

40%	**Team project report**	Reasoning, method, evidence, feasibility and limitations.
20%	**Final presentation and defence**	Clear communication, response to questions and stakeholder relevance.
20%	**Individual reflection portfolio**	Learning, decisions, challenges and individual contribution.
10%	**Peer evaluation**	Contribution, collaboration and reliability within the team.
10%	**Supervisor appraisal**	Engagement, professionalism, progress and demonstrated competencies.

These weights follow the assessment structure presented in the ABC BlendEd staff-training baseline; confirm local implementation.

Protect trust: responsible project practice

ETHICS AND RISK

Honesty

Do not overstate results, hide failures or present assumptions as validated facts.

Confidentiality

Agree what company information, data, images and documents may be shared.

Intellectual property

Clarify ownership, attribution, reuse and any restrictions before development.

Feasibility and safety

Respect technical, financial, environmental, user and operational constraints.

Respect and inclusion

Challenge ideas constructively; prevent exclusion, harassment or one-person dominance.

Scope and expectations

Document what the prototype can and cannot demonstrate; avoid promising implementation.

If a concern affects safety, integrity, inclusion or stakeholder trust, raise it early through the agreed channel.

Group activity: diagnose and improve accountability

STAFF TRAINING · ACTIVITY

Scenario: a team is behind schedule. One student is doing most of the coding, another has poor connectivity, the company contact has not replied, and the prototype is being described as “ready for deployment”.

1 · Map the issue

Which responsibilities are unclear or not being met?

2 · Assign action

Who should act first, who needs to be involved and by when?

3 · Protect quality

What evidence is needed before the prototype can be presented responsibly?

4 · Prevent recurrence

What team agreement, checkpoint or QA indicator would help next time?

Output: a short action plan with an owner, a next step and evidence that the issue has been addressed.

Five principles to carry into every edition

MODULE RECAP

01	**Make responsibilities explicit**	Name owners, deadlines, communication routes and escalation paths.
02	**Keep students in the lead**	Supervisors coach and support; teams own the work and decisions.
03	**Respect the challenge provider**	Agree expectations, contact points, constraints and feedback milestones.
04	**Check quality throughout**	Use evidence at the start, during delivery, at completion and between editions.
05	**Improve the whole experience**	Value the prototype, fair participation, learning and responsible conduct.

Take-away: accountability creates the conditions for credible project outcomes and meaningful learning.

BlendED

Thank you!

African BlendEd Course: novel pedagogies boosting employability and socio-economic prosperity

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