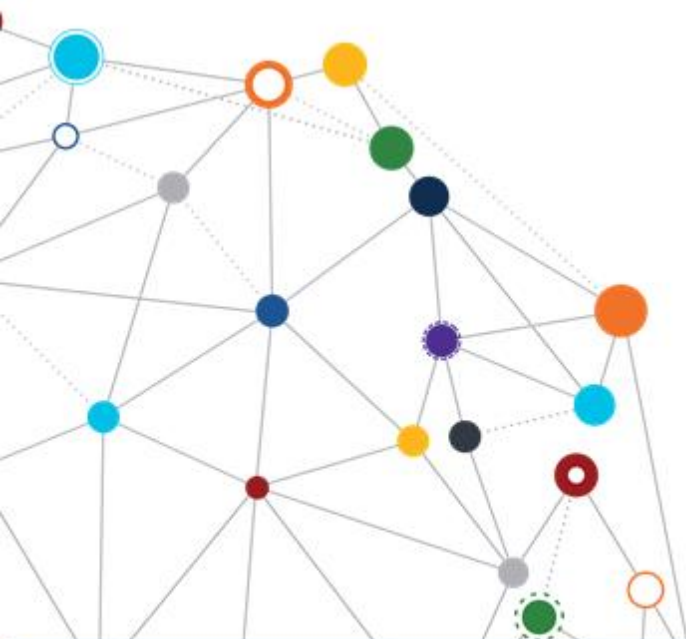# WP3 – Development of training content to increase capacity in internationalisation

D3.1 – Developing training content

INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western **BA**lkans

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INTERBA

Version	Revision	Date	Author	Modification
1	0	05/02/2021	Georgios Dafoulas	
2	1	25/11/2021	Georgios Dafoulas	Revisions
3	2	31/07/2022	Georgios Dafoulas	Finalisation
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1. Suggesting a suitable pedagogic model for content development

MUHEC has vast experience in the field of e-learning, including the design of bespoke pedagogic models for a range of projects. The University developed its Global Campus since the 1990s delivering e-learning across three continents. MUHEC developed a pedagogic model that integrates all key aspects of e-learning content, while being suitable for blended learning and face-to-face delivery.

Initially, MUHEC adopted the I CARE pedagogical model, which was distilled from basic instructional design practice, adapting five steps of instruction: Introduction, Connect, Apply, Reflect and Extend, as illustrated below.
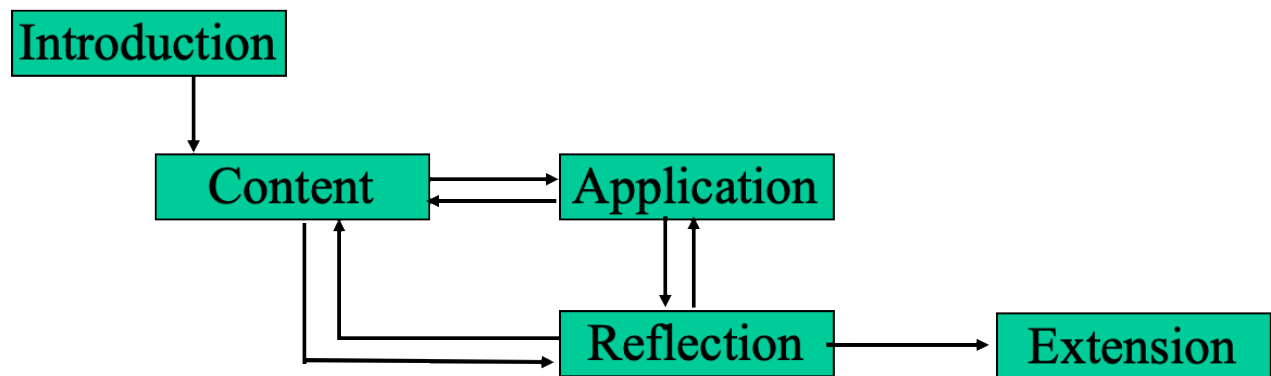

Figure 1: The I-CARE pedagogic model

The components of the I-CARE model are:

- **I** – To place the unit in context of course, and enliven learner's prior knowledge

- **C** – To present new information in context

- **A** – To put new knowledge into practice

- **R** – To reflect on newly acquired skills and knowledge

- **E** – To provide closure, prompt further exploration and learning

MUHEC adapted I-CARE to SCATE in order to make it more relevant to Global Campus provision. The shift from I-CARE to SCATE is illustrated below.

I-CARE	SCATE
Introduction	Scope
Connect	Content
Apply	Activity
Review	Thinking
Extend	Extra

The typical structure of the created e-learning material adheres to the five SCATE components:

- The **Scope** section places every unit in the context of the course, and clearly states the specific objectives.

- The **Content** section contextualises new information. It may either be online notes or graphical representations of content.

- The **Activity** section is where newly acquired skills and knowledge are put into practice. It might involve writing a short paper, conducting a group activity or responding to a given case scenario.

- The **Think** section gives students an opportunity to reflect on their newly acquired skills and knowledge. This might take the form of a thoughtful response to a carefully crafted question from the instructor, or a peer exchange about lessons learned.

- The **Extra** section provides closure, prompts further exploration and learning, and assessment.

The 'Scope' section of the SCATE pedagogic model is illustrated below. The figure illustrates how the SCATE model begins with a detailed introduction that also includes learning outcomes and topics for every module.

Figure 1: The 'Scope' section of the SCATE pedagogic model

The next figure shows the 'Content' section of the SCATE pedagogic model. This typically includes a list of the topics that are discussed in the module. The 'Content' section is directly linked to the 'Activity' section that includes review, research and reflection. Furthermore, the 'Content' section is also liked to the 'Think' section that includes brief assessment opportunities such as Multiple Choice Questions.

∨ 1.1 Digital Forensics: An Overview

∨ 1.2 Goals of Forensic Analysis

∨ 1.3 The Digital Forensics Process

∨ 1.4 Challenges for Digital Forensics Investigation

∨ 1.5 Chapter Summary

← back to Learning Object

Figure 2: The 'Content' section of the SCATE pedagogic model

Learners can use the SCATE model in a number of different patterns according to their learning needs or their dominant learning style. The following figure illustrates how the SCATE components can be visited according to the preferred learning approach individual learners have. The different types of learners are described in more detail in the appendix.
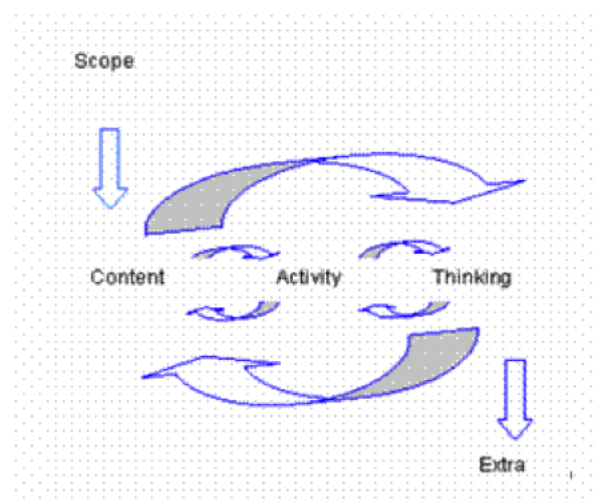

Figure 3: using the SCATE pedagogic model

Following the workshop held on 5th of February 2021, and subsequent discussion the SCATE pedagogic model and its supporting platform were accepted to be used for the development of supporting training content that can complement presentation slides used for delivery of training by all PCIs.

2. Creating training content

MUHEC has an extensive record of preparing training content for Erasmus Plus programme, and in particular Capacity Building in Higher Education projects. MUHEC has a key role in INTERBA for developing training content.

MUHEC coordinated the partners in creating sample training content in the field of 'Internationalisation at Home'. The sample topics were developed during the Train the Trainers workshop held in London, as well as the online training session on SCATE. These activities were reviewed by Oracle TES as a sub-contracting partner identified at the proposal stage after confirmation and agreement of the supplier by the INTERBA consortium. The topics covered in this training sample will include (but not limited to) the following:

- Defining 'Internationalisation at Home'
- Determining knowledge transfer needs
- Selecting project outputs to integrate in training sessions
- Delivering knowledge transfer sessions

The training sample produced by the INTERBA partners under the coordination of MUHEC and Oracle TES was used as a reference point for INTERBA partners when preparing training content for their sessions on knowledge possessed by their previous projects. The SCATE platform is available at http://scate.mdx.ac.uk accessible after log in credentials are sent to partner staff.

The Internationalisation at Home (IaH) theme is defined in a concept note provided by UC as WP1 leader. More specifically, the INTERBA project was designed with the aim to strengthen international, intercultural and global dimension via IaH implementation at partner HEIs in order to enhance the quality of education and to make a meaningful contribution to the society. More specifically it aims:

1. to formulate a coherent and detailed IaH concept that could be mainstreamed into the partner HEIs Roadmaps following on from their specific exigencies
2. to level up the scope and viability of IaH activities implemented in partner HEIs
3. to train expert pool capable of developing and integrating IaH into HEI environment
4. to launch an online platform as a tool for IaH implementation
5. to establish/modernize the existing structure/entities responsible for IaH at HEIs

Following the contextualisation of IaH in the concept note against definitions provided in the relevant literature, the INTERBA consortium has agreed that IaH for West Balkan countries is closely linked to prior areas of international collaboration, as these are likely to benefit INTERBA partners. Indicative fields of international expertise include:

- New innovative curricula/educational methods/development of training courses
- ICT – new technologies - digital competences
- Regional dimension and cooperation

- Cooperation between educational institutions and business
- Quality Improvement Institutions and/or methods (incl. school development)
- Research and innovation
- Labor market and skills mismatches

After the initial analysis conducted in WP1, the INTERBA consortium identified certain areas in which participating Higher Education Institutions (HEIs) have had initiatives of cooperation but the level of cooperation still remains lower, arguing that with greater participation in joint international projects, HEIs have begun to identify new areas of cooperation from which all parties involved can benefit. These areas include:

- Addressing human rights in education
- Quality assurance in Higher Education
- Social development of students
- Political education and civic engagement
- Economic and entrepreneurial education
- Cultural development of students

The areas helped to contextualise the training offered in specific topics by INTERBA partners. It became evident that IaH could take place both in EU countries, locally in West Balkan countries or virtually. The host institutions were decided to be the INTERBA PCIs supported by EU partners. MUHEC led the Train the Trainers workshop offering a sample event for all partners to use as future reference.

IaH stakeholders for the INTERBA projects were defined as follows:

- Current students, potential students, and alumni
- Academic staff of HEIs
- Managerial staff of HEIs
- Technical and administrative staff of HEIs
- Collaborators from public institutions, industry, media and other stakeholders

Furthermore, the INTERBA working definition of IaH was agreed as follows:

"The purposeful integration of international and intercultural dimensions into the formal and informal curriculum and curriculum delivery, managerial and administrative processes, industry cooperation, and social, political and cultural engagement for all students, staff and collaborators within domestic environments at HEIs"

The sample training was planned for delivery by March 2021. The training sessions were originally planned to be delivered online, due to the COVID-19 restrictions affecting its original planning for delivery at the MUHEC campus in Hendon, London. Following changes in project coordination the training programme shifted for end of November 2021 and due to issues with visa issuing the Train the Trainers programme was held in February 7-10, 2022. An online 2-hour training session on the

SCATE pedagogical model and the supporting platform were held in December 2021. The consortium agreed the dates of the Train the Trainers programme and MUHEC sent invitation letters to all partners. The consortium also agreed delivery of the SCATE training in January 2022.

Knowledge repository

MUHEC liaised with the leading institutions of WP1 and WP2 to determine the training themes of the INTERBA project. WP1 is based on alignment of prior experience from each partner institution to a list of 53 topics, widely accepted in the EU training domain. Key aspects of this task are:

- Identifying prior projects offering the knowledge base of each INTERBA partner.
- Justifying the selection of topics of the knowledge base.
- Determining topics without any expertise within the INTERBA consortium.
- Ensuring that the are no information gaps in any of the project and training topics included in the project repository.

After the workshop held on February 5th 2021, the INTERBA steering committee decided to use the WP1 list of expertise as the project's official knowledge repository. The repository included projects from all PCIs and was used to decide which training topics would be offered for the IaH training workshops. Universum College identified the following training topics that determine the IaH focus themes as mentioned earlier in this report. These are shown in the following table, prioritised according to the times they appear in previous projects of INTERBA partners.

Nr.	Topics	Times mentioned
1	New innovative curricula/educational methods/development of training courses	31
2	ICT - new technologies - digital competences	20
3	Regional dimension and cooperation	16
4	Cooperation between educational institutions and business	15
5	International cooperation, international relations, development cooperation	11
6	Quality Improvement Institutions and/or methods (incl. school development)	10

The full list of topics confirmed at the time of the training workshop planning is provided below:

1. New innovative curricula/educational methods/development of training courses
2. ICT - new technologies - digital competences
3. Regional dimension and cooperation
4. Cooperation between educational institutions and business
5. International cooperation, international relations, development cooperation

6. Quality Improvement Institutions and/or methods (incl. school development)
7. Agriculture, forestry and fisheries
8. Research and innovation
9. Labour market issues incl. career guidance / youth unemployment
10. Environment and climate change
11. Key Competences (incl. mathematics and literacy) - basic skills
12. Overcoming skills mismatches (basic/transversal)
13. Pedagogy and didactics
14. Quality and Relevance of Higher Education in Partner Countries
15. Disabilities - special needs
16. Home and justice affairs (human rights and rule of law)
17. Reaching the policy level/dialogue with decision makers
18. Rural development and urbanisation
19. Recognition, transparency, certification
20. Entrepreneurial learning - entrepreneurship education
21. Cultural heritage / European Year of Cultural Heritage
22. Cooperation with least developed countries
23. Early School Leaving / combating failure in education
24. Gender equality / equal opportunities
25. Quality Assurance
26. Participation of European social partners and/or national social partners
27. Social/environmental responsibility of educational institutions
28. Creativity and culture
29. Economic and financial affairs (incl. funding issues)
30. Social dialogue
31. Enterprise, industry and SMEs (incl. entrepreneurship)
32. Health and wellbeing
33. Inclusion – equity Intercultural/intergenerational education and (lifelong) learning
34. Romas and/or other minorities
35. Open and distance learning
36. Promote education in and through sport with special focus on skills development
37. Migrants' issues
38. Graduate tracking systems
39. Access for disadvantaged
40. Energy and resources
41. Ethics, religion and philosophy (incl. Inter-religious dialogue)
42. Natural sciences
43. Recognition (non-formal and informal learning/credits)
44. Teaching and learning of foreign languages
45. Transport and mobility
46. Youth (Participation, Youth Work, Youth Policy)
47. Post-conflict/post-disaster rehabilitation
48. Integration of refugees
49. Digital skills
50. Green skills
51. Civic engagement / responsible citizenship
52. Social entrepreneurship / social innovation
53. Universities in more remote areas

The INTERBA consortium decided after several meetings in 2021 to select certain topics from the above using the RfK toolkit presented in the WP3-D3 report. The courses were selected based on the ability of PCIs to provide full training to the rest of the INTERBA partners, as well as being high in the priority list of training needs across the consortium. It was also important to demonstrate that the selected topics were in line with the project's IaH priorities.

Training needs

As mentioned earlier, MUHEC coordinated the creation of the supporting documentation for the training of the INTERBA partners. The training content was created so it would meet the needs of the consortium partners to organise their own training content. All training content needs to be aligned to specific identified training needs. This is based on the following:

- Identifying those topics that lack expertise from prior projects in any of the INTERBA partners.
- Conducting a training needs analysis to determine and prioritise topics needed by the INTERBA consortium.
- Determining a set of criteria for identifying the training needs of each partner institution.

Following the INTERBA partner inputs from the workshop held on 5th of February 2021, the University of Cagliari identified the following needs, after conducting a thorough analysis of the PCI inputs for WP2. The 'International Standard Classification of Education: Fields of Education and Training 2013' (ISCED) was used as a reference point for field descriptions. The following figure illustrates part of the analysis conducted and in particular how each PCI demonstrated expertise in specific ISCED categories.

ISCED CODE	ISCED DESCRIPTION	PARTNER						TOT
		P1	P6	P7	P8	P9	P10	
								0
01	Education	1	2	2	1		4	10
02	Arts and Humanities		2	1				3
03	Social Sciences, Journalism and Information	4	4				2	10
04	Business, Administration and Law		5	7			1	13
06	Information and Communication Technologies	1	5	1	2	1	1	11
07	Engineering, Manufacturing and Construction	1				2		3
08	Agriculture, Forestry, Fisheries and Veterinary						1	1
09	Health and Welfare					1		1
	TOT	7	18	11	3	4	9	52

Figure 4: ISCED categories in INTERBA (main level in the ISCED hierarchy)

Further analysis of the ISCED categories in lower levels provided the full break down of INTERBA training experience but also identified training needs and knowledge gaps. This analysis combined

with the RfK toolkit helped the INTERBA consortium to determine training needs and align them to training experts across PCIs.

Network of experts

All INTERBA trainings were delivered by expert staff of participating institutions. The term Subject Matter Expert (SME) was used to describe the experience of an individual member of staff in a specific topic based on previous involvement with a past project. Within the scope of this WP, a Network of Experts (NoE) was created to provide the necessary training staff for the INTERBA training sessions. The creation of the network required input from WP2 and was based on:

- Providing a detailed profile for each expert associated with previous projects of partner institutions.
- Listing the range of skills available between INTERBA partners with specific reference to staff possessing these skills.
- Using the list of projects provided by WP1 and the profiling templates developed in WP2 to maintain an accurate repository of expert profiles.

The University of Cagliari performed a detailed analysis of training experts for all INTERBA PCIs based on (i) the repository of all available courses and their full description, with experts and ISCED keywords, (ii) courses and related experts with the ESCO keywords on two levels including ISCED description and ISCED description (detail), as well as (iii) keywords only (duplicates removed) related to experts and courses. This analysis has resulted in the following keywords (ISCED description):

- Education
- Agriculture, Forestry, Fisheries and Veterinary
- Arts and Humanities
- Business, Administration and Law
- Engineering, Manufacturing and Construction
- Health and Welfare
- Information and Communication Technologies
- Information and communication technologies (ICTS)
- Social Sciences, Journalism and Information

3. Providing training materials

MUHEC developed the training materials in the form of presentation slides to be used in the delivery of the sample training. These templates were used for the delivery of the Training the Trainers workshops and served as a reference for all subsequent trainings. The format of these slides was based on the following:

- Cover slide with clear title
- Agenda slide with an outline for the training topics to be covered in the specific session
- Content slides to cover the session topic (note: it is proposed that training sessions should last 90 minutes and cover three related topics)
- Conclusion slide to summarise the session topics

It was agreed that a consistent structure and format would be used for all INTERBA training materials. Training content was a combination of (i) session slides, (ii) training content on SCATE and (iii) video recording of training delivery.

Following the workshop held on February 5 2021, the INTERBA consortium suggested to divide the training in morning and afternoon sessions, ideally structured as a series of 60 or 90-minute delivery slots. The start date was decided to be 09:00 GMT / 10:00 CET for all training days.

All training materials are uploaded on the corresponding sections for each training and re-training workshop of the website and the Moodle platform of the project.