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ERASMUS-EDU-2023-CBHE

Project number: 101128376

MOBILITY RECOGNITION

FOR INTEGRATION

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WP2
Mobility Recognition Via Learning Outcomes

D2.6
Webinars on mobility recognition via learning outcomes

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MORIN

PROJECT DESCRIPTION

Project title: Mobility recognition for integration

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WP2. Mobility recognition via learning outcomes
WP3. Mobility recognition in practice
WP4. Impact and dissemination of MORIN

DELIVERABLE DESCRIPTION

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Deliverable: Webinars on mobility recognition via learning outcomes

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Table of content

1. Introduction

The activities within WP2, led by UP, a HEI acknowledged as a good practice for "flexibility in recognition procedure" in the EMQT Tools' Box, chapter "Suggestions for Good Practices" (p. 70), largely build on the needs analysis conducted during the writing of this proposal and aim at paving the way for improving institutional recognition practices. The focus was on LOs, for the recognition of skills, which aimed to improve recognition practices. The visit consisted of observing the good practices employed at UP, how students and academic coordinators prepare for the learning agreement, how the whole process is handled electronically from beginning to end, and most importantly, how courses are organized. To this end, in this WP, the following activities were carried out:

- Developing a self-assessment tool for mobility recognition. For this deliverable, project partners did the following:

a) Grey literature review, that is, they looked into grey literature on the impact of student mobility (surveys, reports, results from previous/recent projects, various recent studies), to identify aspects pertinent to the impact of mobility recognition on the student beneficiaries to be included in the self-assessment questionnaire. Grey literature research was already carried out during the writing of the project proposal for the purposes of needs analysis and for outlining the project's action areas. In this activity, the aim was to expand the scope of grey literature review to cover more recent studies/reports/surveys, especially those published during 2023, as well as, to include in the picture, literature that covers the whole WB6 area. In the end, a literature review report was produced and published open access on the project website.

b) Revise and upgrade the questionnaire "Mobility for regional integration - Institutional approaches, policies and practices" (https://forms.gle/bEZvcsGnUzzFbcqBA) that was used by partners for the needs analysis as the basis for building "Mobility recognition: A self-assessment tool".

A work group was set up for the self-assessment tool. Each partner was represented by two academics from two different subject areas and a student. They worked closely together to build the tool. Then representatives from UV, UET, KPT, AAB, BC, UKLO and UNI administered the questionnaire at their own university and reached out to other universities in the region. In this activity, ESN Albania and ESN Serbia, Nis was involved for external feedback on the validity, reliability and usability of the tool as well as for helping with reaching out as many responses as possible for the survey. The tools would serve a two-fold purpose:

1. Conduct a thorough assessment of internal recognition practices WB HEIs to highlight areas to work on when preparing the project deliverables. The aim was to develop a self-assessment methodology to encourage WB partners to reflect on their recognition practices in a self-guided, formative and sustainable way. The tool could be used by WB partners repetitively to constantly monitor the progress on the improvement of recognition practices and as an instrument for quality assurance. In this sense, the tool was used twice during the project lifetime: once for producing a state-of-the-art review before intervention, that is, before rewriting LOs and improving recognition practices, and twice, after intervention (improved LOs, regulation on recognition in place, increased awareness among academic staff about the recognition approach), to check the progress made and its degree.

Two reports were produced for these purposes: A 'state-of-the-art' review report on mobility recognition; 2. A Progress report on mobility recognition, both made available online, open access.

2. Conduct a mapping survey across the region. The tool was distributed beyond the consortium to reach out other HEIs in the WB6 to map the situation across the region and write a regional mapping report on recognition practices ("WB6 mobility recognition practices: A mapping report" – available online, open access), thus ensuring multiplier effect, since other HEIs beyond the consortium used the tool to assess their own recognition practices. Student participation was sought for the tool to get their viewpoints and integrate them into the questionnaire. Collaboration with ESN Albania and ESN Serbia, Nis is crucial for this survey, not only with providing feedback on the items in the questionnaire but also with publishing the mapping survey open access on their platforms and communicating it via other channels used by them, which ensured more multiplier effect for the project.

- Exchange visits to EU and 3rd country associated to the programme partners integrated two different types of activities: 1. to observe best practices and 2. training on academic recognition procedures and learning outcomes. The training content of the workshops highlighted intervention areas for improvement identified in the 'state-of-the- art' review report related to recognition via LOs for curriculum transparency and comparability. Targeted participants are academic staff who sit on recognition committees. Two visits were organized for this purpose, one to UP and the other to UKLO. The visit to UP was thematically structured on the topic of academic recognition of study periods abroad. A training workshop on academic recognition via LOs was combined with the visit. Four academic staff members from WB partners participated in this event. The training workshops interactively engaged both host and guest participants. Concrete examples were discussed to make sessions more practical and concrete, based on real scenarios.

The second visit, organized by UKLO, was thematically structured on the topic of LOs for student-centered learning for a skills-oriented approach as benefitting the recognition of study periods abroad and impacting on student participants long-term and combined exchange of practices with the training workshop. Four academic staff members from Albanian and Kosovo partners participated in this event. A link to satisfaction survey was sent to participating WB academic staff to provide response and feedback, useful to improve the content for the upcoming webinars.

- Capacity-building webinars on various aspects of mobility recognition via LOs were also planned in this WP, to be organized as a collaboration between EU and 3rd country associated to the program experts and WB HEI academic staff trained at UP and UKLO, intended as knowledge transfer activities targeting a larger population at each WB HEI partner. They were to be thematic, providing training activities on specific recognition-related topics. Academic staff from WB partners were to be paired with the EU and 3rd country associated with the programme experts, based on joint shared expertise, to run the webinars. Two webinars were planned: 1. One with focus on LOs for skills-oriented learning; 2. The other on mobility recognition via LOs. UP was to be in charge to provide technical support for all partners by allowing the use of its zoom license and enabling live streaming via YouTube (prior consent was to be obtained for recording). At least 15 WB HEI academic staff were foreseen to attend live from big monitors (smartboards) located in sizable rooms at their home institutions to ensure, or from individual computers.

The link to the activity was also to be sent to all WB HEI academic staff members interested in recognition-related topics for more participation outside the targeted number. YouTube uploads would make them available any time to other interested WB academics within and beyond the consortium. Links to online satisfaction surveys were to be sent out to participants at the end of each webinar, integrating a 'questions and answers section. The consortium experts would later step in to answer the

questions received from satisfaction surveys, which forms part of the "Q & A in academic recognition" section that would later be added under heading "Webinars on mobility recognition via LOs", a dedicated link on the project website. This collection forms part of the mobility repository that will be created in WP3.

2. Description of the deliverable

As planned, two capacity-building webinars focusing on various aspects of mobility recognition through Learning Outcomes (LOs) were organized via Zoom, streamed live, and later made available on YouTube. The webinars featured collaboration between experts from EU countries and associated third countries, along with trained staff from Western Balkans Higher Education Institutions (HEIs). These experts jointly delivered specialized content tailored to the thematic focus of each webinar. To enhance accessibility, a dedicated section titled "Webinars on Mobility Recognition via LOs" was created on the project website, forming an integral part of the mobility repository established under Project Repository: Mobility Repository - Morin Project.

Deliverable D2.6 - The webinars were organized collaboratively by project partners, with UP zoom hosting and technically supporting all three and UNI offering and leading the additional webinar. The initiative was designed to provide practical insights into the processes, tools, and methods for aligning academic expectations across borders, contributing to more seamless academic transitions for students studying internationally.

The webinars were organized collaboratively by project partners, with UP zoom hosting and technically supporting all three and UNI offering and leading the additional webinar. The first session opened with a presentation from the project coordinator, addressing the core theme of "Recognition of the Study Period Abroad."

2.1 Webinar series overview

The series of webinars covered three main topics, each building on the concept of enhancing academic recognition through learning outcomes. The choice of content for the D2.6 webinar series was carefully curated to address the core challenges and practicalities of student mobility recognition through the lens of structured and skills-oriented learning outcomes. Recognizing the growing importance of international academic exchange, the content was designed to equip participants, academic and non-academic staff from WB HEIs with specific, actionable knowledge that aligns with both local and global standards.

Each topic was selected to build a cohesive framework for understanding and implementing learning outcomes that support the recognition of diverse study periods abroad. The progression from foundational concepts of skills-oriented education (Webinar 1) to the complexities of adapting learning outcomes for mobility recognition (Webinar 2), and finally to the technical aspects of writing effective outcomes (Webinar 3), provided participants with a comprehensive toolkit. This sequence ensured that participants could first understand the purpose of learning outcomes, then explore how these can be applied to recognize academic achievements across borders, and finally gain practical skills for writing outcomes that are clear, measurable, and adaptable.

This strategic selection of content not only reflects the consortium's commitment to addressing immediate needs in international education but also underscores the broader goal of fostering consistency and transparency in academic practices. By focusing on these targeted areas, the webinars empowered participants to implement meaningful changes in their institutions, contributing to a more interconnected and student-centered global academic community.

All three webinars have been recorded and uploaded to YouTube, providing an enduring resource for academics, non-academics, students from WB HEIs, and other stakeholders interested in advancing student mobility recognition. This online availability allows viewers to revisit and reflect on the content at their own pace, making it a versatile tool for professional development and institutional training. The recordings can be easily accessed via You Tube, inviting a global audience to engage with the insights and methodologies shared. This accessible format ensures that the webinars' rich content continues to support educational institutions worldwide in aligning learning outcomes with international standards, fostering a collective understanding of best practices in mobility recognition.

2.1.1 Summary of the three webinars:

Webinar 1: Learning outcomes for skills-oriented education

Organized by: UKLO

Date: October 10th, 2024

Objectives and Content: this webinar started with a presentation by the project coordinator – UV, that outlined the importance of flexibility in recognition approaches and set the foundation for deeper discussions on aligning learning outcomes, course compatibility, and academic expectations to better support students' academic pathways across institutions. The webinar continued with the main topic focusing on developing skills-oriented learning outcomes. The focus was on equipping participants with strategies to define learning outcomes that are measurable, observable, and practical, fostering a student-centered approach to course design. Key discussions included understanding how to set specific goals that reflect both cognitive skills and hands-on competencies, an essential aspect for ensuring students gain transferable skills that align with their academic and career aspirations.

Key Topics:

- Distinguishing learning objectives and outcomes - Presenters clarified the difference between broad learning objectives and specific, assessable outcomes. Outcomes were defined as statements detailing what a student can demonstrate in terms of skills, knowledge, and competencies upon completing a learning process.
- Writing measurable outcomes - Attendees were guided through techniques to ensure learning outcomes are observable and measurable. The session emphasized using precise verbs and structured language to make outcomes assessable, following best practices that allow for clear evaluation.
- Bloom's taxonomy for skills - The webinar introduced Bloom's taxonomy as a framework for developing cognitive and skills-based outcomes. Participants learned how to structure outcomes at different levels of complexity—from basic knowledge and comprehension to application and analysis—ensuring students achieve proficiency in progressively complex skills.

Impact - Participants were provided with techniques to create and implement learning outcomes that align with students' skills and competences, thereby supporting their recognition within and across institutions. This alignment is crucial to upholding standards that ensure student learning is relevant and applicable to various educational and professional contexts.

Webinar 2: Mobility recognition via learning outcomes

Organized by: UKLO

Date: October 10th, 2024

Objectives and Content: This webinar addressed the challenges and strategies for improving mobility recognition by refining the use of learning outcomes. Participantsexplored how learning outcomes could be adapted to improve transparency and support students moving between institutions. Topics included practical approaches to writing learning outcomes that not only fit institutional standards but also enhance the portability of student qualifications.

Key Topics:

- Principles of mobility recognition - Participants explored the importance of well-defined learning outcomes to ensure that students' competencies are acknowledged consistently across different institutions. This principle underpins academic mobility by providing a common language for skills and knowledge. In this webinar, examples of good) practices currently followed were shared.
- Frameworks and models - The webinar introduced practical frameworks, such as the ABCD model (audience, behavior, condition, degree), to standardize outcomes. Each element of the ABCD model was explained in detail, with examples provided to illustrate how each part contributes to comprehensive and clear outcome definitions.
- Adaptability and flexibility in outcome design - The session emphasized the need for adaptable learning outcomes that align with diverse academic standards without sacrificing rigor. Practical strategies were shared for writing outcomes that meet both home and host institutions' expectations, supporting the goal of academic mobility.

Impact - By focusing on mobility recognition, the webinar helped participants understand the relationship between clear learning outcomes and international transferability of skills. This approach facilitates smoother academic transitions and reinforces the reliability of the academic credit transfer process across institutions.

Webinar 3: Writing learning outcomes

Organized by: UNI

Date: October 29th, 2024

Objectives and core content: This session provided a comprehensive guide to formulating learning outcomes, emphasizing structured approaches like Bloom's taxonomy and the ABCD framework. The goal was to equip participants with practical tools for designing outcomes that address both cognitive and applied skills necessary for academic recognition.

Key Topics:

- Bloom's taxonomy revised - Participants were introduced to the revised version of Bloom's taxonomy, which organizes skills into a cognitive hierarchy—from lower-order skills like remembering and understanding to higher-order skills such as analyzing and creating. The taxonomy was presented as a roadmap for setting clear, progressive learning goals.
- ABCD Model for writing outcomes - This model was elaborated on in terms of its four components:
    - Audience - Defining who the learners are and what background they bring.
    - Behavior - Clearly specifying the actions or tasks students should be able to perform.

- Condition - Describing the circumstances under which students demonstrate their skills, such as timed assessments or specific settings.
- Degree - Outlining the level of proficiency expected, such as accuracy percentages or qualitative benchmarks.

Practical examples and exercises - The session incorporated examples across academic disciplines to help participants practice writing outcomes, using scenarios that addressed both foundational and advanced cognitive and practical skills. Sample exercises involved drafting outcomes for different academic levels and contexts, from undergraduate general education to advanced graduate research projects.

Impact - This session reinforced educators' ability to create outcomes that support a standardized understanding of learning achievements. By using structured models, educators are better positioned to define and assess student progress in ways that meet international standards, supporting seamless mobility and recognition.

1. 2.2 Attendance and engagement for the three webinars

Each webinar attracted substantial attendance, underscoring the importance and resonance of these discussions within the academic community. Across all three sessions, the total number of participants reached 128 participants for all three webinars, while it was planned to have at least 79 (15 per partner country university), representing a diverse mix of attendees from all partner country universities, program country universities and other external stakeholders, highlighting the collaborative spirit of the initiative. This strong turnout illustrated a clear demand for insights into student mobility recognition processes and demonstrated the shared commitment across institutions to enhance academic compatibility internationally.

Engagement remained high throughout each webinar, as attendees actively participated in presentations, discussions, and dedicated Q&A segments. The interactive format allowed participants to delve deeply into each topic, raising questions about challenges unique to their institutions and sharing strategies they found effective in aligning learning outcomes with mobility recognition goals. This dialogue created a collaborative environment, fostering the exchange of best practices and building a network of academic professionals committed to enhancing cross-border educational mobility. The enthusiastic involvement in these sessions highlighted the community's collective eagerness to adopt effective methods for recognizing study periods abroad, reflecting a shared dedication to refining practices that ultimately benefit both students and institutions in the global academic landscape.

2. 2.3 Purpose and long - term impact

The primary aim of this webinar series was to empower educators and administrators by equipping them with essential skills in creating and applying learning outcomes that facilitate the recognition of student mobility experiences. As student mobility gains momentum worldwide, the capacity to design learning outcomes aligned with institutional and international standards has become a critical competency for educators, ensuring that students' academic achievements are recognized equitably across different universities and countries. This alignment is particularly important as it enables

institutions to evaluate and credit students' overseas learning experiences in a way that respects both academic rigor and practical skills.

By emphasizing the creation of robust, transferable learning outcomes, the webinars laid the groundwork for a shared framework that institutions can adopt to recognize students' qualifications obtained abroad. This framework, designed to be both adaptable and comprehensive, supports harmonizing with global educational standards while remaining responsive to the diverse requirements of different academic systems and disciplines. Such adaptability allows institutions to uphold academic excellence while catering to students' unique educational journeys, promoting a smooth transition as they move between institutions.

Moreover, the impact of these webinars extends well beyond the direct participants. The recordings are accessible online, transforming these sessions into a lasting resource for educators and institutions worldwide. This online availability not only allows for continuous professional development but also fosters an inclusive environment for knowledge-sharing and institutional growth. Educators can revisit these sessions to refine their approach to learning outcome formulation, and institutions can incorporate these insights into their policies and practices, ultimately contributing to a more consistent and supportive global framework for student mobility recognition. This initiative thus serves as a critical step toward building a networked, adaptable educational community that values and acknowledges the full breadth of students' international academic achievements

3. 2.4 Online access and further resources

All three webinars have been recorded and uploaded to YouTube, providing an enduring resource for educators, administrators, and other stakeholders interested in advancing student mobility recognition. This online availability allows viewers to revisit and reflect on the content at their own pace, making it a versatile tool for professional development and institutional training. The series is structured in three parts: 1. Webinar, Exploring Skills-Oriented Learning and Mobility Recognition in Higher Education. (Part 1) - YouTube; 2. Webinar, Exploring Skills-Oriented Learning and Mobility Recognition in Higher Education. (part 2) and 3. Webinar 3 - Writing LEarning Outcomes.

These recordings can be easily accessed via You Tube inviting a global audience to engage with the insights and methodologies shared. This accessible format ensures that the webinars' rich content continues to support educational institutions worldwide in aligning learning outcomes with international standards, fostering a collective understanding of best practices in mobility recognition.
This also promotes knowledge-sharing across institutions, allowing educators and administrators to adopt and implement approaches that support a consistent, quality-driven framework for recognizing students' academic achievements across borders. Through this resource, the webinar series not only impacts current participants but also serves as a foundational tool for future initiatives in academic mobility and learning outcomes.

3. Q&A summary and discussion

Webinar 1: **Learning outcomes for skills-oriented learning**

This session saw active engagement from participants who asked questions on the complexities of formulating clear, measurable LOs. Key topics discussed included:

- Best practices for writing LOs - Participants sought guidance on using specific language, action verbs, and incorporating content, context, and criteria. The webinar emphasized creating LOs that reflect observable, measurable behaviors to improve clarity for students and instructors.
- Managing LO limitations - Attendees showed interest in maintaining flexibility of LOs, ensuring they support exploratory learning without being overly prescriptive. Educators were cautioned against making LOs too rigid, which can limit intellectual curiosity.
- Continuous training for WB HE academic staff - Continuous training for WB HE academic staff - Participants discussed the benefits of ongoing training to maintain the quality and consistency of LOs. This session impacted educators by providing insights on the alignment of course design and assessment with institutional goals, emphasizing the importance of regular workshops and peer collaboration

Webinar 2: Mobility recognition via learning outcomes

The second webinar addressed challenges in student mobility, focusing on recognition of credits, academic compatibility, and inclusion for students with special needs. This session attracted considerable participant interest in practical solutions to these issues:

- Credit recognition and compatibility - Questions centered on the difficulties in transferring credits across institutions with different academic calendars and qualification frameworks, especially between European and non-European systems. Solutions included setting clear agreements during the preparatory stage and adhering to established credit transfer methodologies.
- Language and cultural barriers - The session highlighted participants' concerns over language challenges and the need for preparatory courses. Institutions were encouraged to offer language support and intercultural training before mobility.
- Support for students with special needs - Attendees demonstrated strong interest in inclusivity by discussing funding options for students with disabilities (e.g., Erasmus+ grants) and advocating comprehensive accessibility information. The impact of this session was evident in the suggestions for tailored support, staff training, and collaboration between home and host institutions to create an inclusive environment.

Webinar 3: Writing learning outcomes

The final webinar concentrated on the nuances of implementing LOs in different educational contexts, sparking interest in understanding how LOs apply to both theoretical and professional studies:

- Balancing knowledge, skills, and competence - Participants were curious about balancing the components within LOs based on the course type. For professional courses, the discussion suggested focusing more on practical skills, while theoretical courses might emphasize knowledge.
- Use of Bloom's taxonomy - Questions explored the application of Bloom's taxonomy in structuring LOs, with participants seeking clarity on how accreditation bodies evaluate LOs without explicitly referencing taxonomies. This exchange provided participants with a better grasp of using taxonomies as an internal guide.
- Syllabi evaluation for accreditation - Attendees were keen to understand how accrediting bodies review syllabi and ensure alignment with institutional and program-level outcomes. This

segment influenced educators by offering a clearer framework for preparing LOs that meet quality standards.

4. Conclusion

In conclusion, the D2.6 webinar series has been instrumental in advancing effective strategies for recognizing study periods abroad by focusing on structured, skills-oriented learning outcomes. As higher education institutions increasingly embrace international mobility, the complexities associated with recognizing diverse academic experiences and qualifications across borders have also grown. This series directly addressed these challenges by offering practical insights and actionable tools that educators can apply to ensure that learning outcomes align with international standards. By prioritizing measurable, transferable skills within the learning outcomes framework, the webinars underscored the importance of consistency in academic recognition, creating a foundation that benefits students, educators, and institutions alike.

The webinars also played a crucial role in empowering educators to adapt their academic practices to meet global expectations. As students embark on academic exchanges, having a clear and standardized approach to recognizing the skills they acquire abroad is essential to a seamless educational experience. The sessions provided a supportive environment for participants to explore best practices and fostered a shared understanding of how learning outcomes can enhance mobility recognition. This alignment helps institutions recognize students' academic achievements fairly and accurately, ultimately strengthening students' academic and professional futures.

Beyond equipping individual educators with tools and knowledge, the webinar series contributed to broader project goals by facilitating collaboration and shared understanding in international education. The discussions and exchanges during the webinars paved the way for future partnerships among participating institutions, encouraging a unified approach to mobility recognition that transcends borders. As institutions continue to adapt to global standards, the insights from these webinars will support a culture of trust, transparency, and academic integrity across international academic communities.

Overall, the D2.6 webinars have paved a solid way for ongoing improvements in mobility recognition practices, fostering a network of engaged professionals dedicated to enhancing the quality and consistency of international education. This initiative not only supports students in their global learning journeys but also strengthens the framework for international academic cooperation, ensuring that study periods abroad are recognized in ways that reflect both academic rigor and practical applicability.

5. Annexes

To provide a comprehensive understanding of the content covered in each webinar and related activities, six detailed annexes are attached to this report, offering valuable reference materials and examples for participants and stakeholders.

- **Annex 1. Manual: Writing learning outcomes in higher education syllabi**
  This sample manual, prepared by the University of Niš (UNI), serves as a best-practice guide for crafting effective learning outcomes tailored to higher education syllabi. It has been shared across the consortium to standardize and enhance the quality of learning outcome writing practices, providing educators with clear, structured guidelines to ensure that outcomes are measurable, transferable, and aligned with international standards.

- **Annex 2. Recognition of study period abroad – Introduction and practice sharing by project coordinator (UV)**
  This annex includes the introductory presentation given by the project coordinator from the University of Vlore (UV), offering an overview of study abroad recognition and practical insights into managing mobility recognition effectively.
- **Annex 3. Learning outcomes for skills-oriented learning – Webinar 1**
  This annex provides detailed presentation materials from the first webinar, which focused on developing skills-oriented learning outcomes.
- **Annex 4. Mobility recognition via learning outcomes – Webinar 2**
  In this annex, the second webinar's presentation materials explore methods for improving mobility recognition through learning outcomes.
- **Annex 5. Writing learning outcomes – Webinar 3**
  This annex covers the content of the presentation from the third webinar, focused on guiding educators in the technical aspects of writing effective learning outcomes.
- **Annex 6. Symposium invitation – Invitation for the webinar events**
  This final annex includes the formal invitation distributed for the webinar series, detailing the objectives, topics, and scheduling of each event.
- **Annex 7. Q&A sessions -** This annex consists of the questions and answers from each webinar's interactive Q&A sessions.

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ANNEX 1

WP3. Mobility recognition in practice

Manual
Writing learning outcomes in higher education course syllabi

Jasmina Đorđević

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Contents

Introduction

The key element of student mobility is the academic recognition of a student's achievement upon returning to their home institution from a mobility (physical, virtual or blended). Learning outcomes are one of the most crucial constituents of the recognition procedure.

Based on the Erasmus+ Programme Guide (2024), the definition of learning outcomes is straightforward and simple stating that they are:

> "Statements of what a participant knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence." (Erasmus+ Programme Guide, 2024, p. 453)

Both the home and the host institution must ensure clearly stated learning outcomes in the learning agreement, so the recognition procedure is straightforward providing the student with a smoothly completed recognition of their achievement.

This manual is an output produced within the **MORIN – Mobility Recognition for Integration ERASMUS-EDU-2023-CBHE 101128376** project. It accompanies the deliverable D3.1 *Guidelines for academic recognition via learning outcomes*, a key project output within the third work package in MORIN. The authors compiled this manual in the form of suggestions based on three major resources, Anderson and Krathwohl (2001), the Erasmus+ Programme Guide (2024) and Mager (1984). However, conclusions and resources presented in other deliverables from MORIN, particularly the deliverable D2.2 Literature review report on mobility recognition practices from the second work package in the project, have also been used for this manual.

The manual presents examples of learning outcomes in four different scientific fields most common at the partner institutions participating in MORIN:

1) Mathematics and natural sciences,
2) Social sciences and humanities,
3) Medical sciences and
4) Technical and technological sciences.

Each scientific field is illustrated by five different courses for which the learning outcomes are presented as allocated to three key elements:

- Knowledge,
- Skills and
- Competences.

The research included in the Literature review report on mobility recognition practices shows that study programmes in the context of European higher education are structured around a clearly defined curriculum, and the individual courses included in the curriculum are outlined in carefully planned

syllabi. The learning outcomes (LOs) are an integral part of a course syllabus which is why during the planning, designing and writing phases, the key is to ensure that learning outcomes are:

- **Aligned with course objectives**

  LOs should directly support the goals of the course. If the goal is that students acquire certain knowledge, skills and/or competences, the LOs must predict what the student will have learned, achieved and/or mastered by the end of the course.

- **Clear and measurable**

  LOs should use specific language and quantify expectations. If the students are expected to memorize certain content or master how to perform a specific procedure, the LOs must predict a scale or any other instrument providing data that can quantify the level of mastery or performance.

- **Balanced**

  LOs should equally cover and include the three fundamental elements that the LOs, as suggested in the *Guidelines for academic recognition via learning outcomes*, are based on, i.e. knowledge, skills and competences.

- **Specific and relevant**

  LOs should be tailored to the course and students' needs. If the course expects the students to acquire certain knowledge, master a skill or develop a specific competence, the LOs have to align with that expectation.

- **Challenging**:

  LOs should promote higher-order thinking. At the level of higher education, students are expected to employ higher-order thinking skills which include analysis, synthesis and evaluation. LOs have to include these.

- **Applied**

  LOs should connect to real-world situations. Contemporary higher education study programmes are designed to equip students with knowledge, skills and competences they will be able to use in their future workplace. The LOs must include this expectation.

Bloom's taxonomy

Bloom's Taxonomy and Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) are key tools for both teachers and instructional designers as they provide the major guidelines to follow when planning an education procedure. Bloom's taxonomy aimed at providing Educational Objectives based on a set of learning objectives is still considered essential in structuring and understanding a learning process.

In his taxonomy, Bloom focused on the cognitive domain. He categorized and ordered six different categories of thinking skills seen as a continuum from lower-order to higher-order thinking skills.

- **Lower-order thinking skills**
  Knowledge > Comprehension > Application

- **Higher-order thinking skills**
  Analysis > Synthesis > Evaluation

Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) suggests verbs instead of nouns for each category as they describe the activities, actions and processes teachers undertake in their daily routines. In addition, the knowledge category was renamed as remembering because knowledge is an outcome or product of thinking. Comprehension and synthesis were renamed as understanding and creating respectively because these two verbs reflect the nature of the thinking skill defined in each category, and creativity was identified as the highest thinking skill in the order. Each level includes a certain set of skills which are categorized as follows:

Order	Bloom's taxonomic levels	Revised taxonomic levels	Skills
Lower-order thinking	Knowledge	Remembering	*recognising, listing, describing, identifying, retrieving, naming, locating, finding*
	Comprehension	Understanding	*interpreting, summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying*
	Application	Applying	*implementing, carrying out, using, executing*
Higher-order thinking	Analysis	Analysing	*comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating*
	Evaluation	Evaluating	*checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring*
	Synthesis	Creating	*designing, constructing, planning, producing, inventing, devising, making*

Whether Bloom's nouns or the verbs from the revised taxonomy are used, LOs should include the suggested **vocabulary** as it targets those aspects of knowledge, skills and competences that students are expected to have at the end of a learning process.

How to write learning outcomes

The most confusing element in a syllabus is the difference between objectives and outcomes. The former are the results **planned** to be achieved while the latter are the results **projected** to be achieved.

An excellent tool that can aid the writing of LOs is the ABCD model (Mager, 1984), an acronym standing for the following:

- A: Audience or who you are teaching.
- B: Behaviour or what you want them to be able to do.
- C: Conditions or under what circumstances they are expected to perform the behaviour.
- D: Degree or to what extent they have mastered the performance.

When applying the ABCD model for LOs, the A corresponds to the target learners implying that it is essential to consider the students' specific needs, interests and prior knowledge. The B directly aligns with the skills component of LOs. It specifies the observable actions or behaviours that students should be able to demonstrate after completing the course. The C relates to the context or circumstances in which students will apply their knowledge or skills.

The LOs should specify under what conditions students will be expected to perform the desired behaviour. Thus the D corresponds to the level of performance or degree of mastery expected of students. The LOs must indicate the extent to which students are able to achieve the specified behaviour expected of them.

Guidelines for writing learning outcomes

When writing LOs, the following principles are recommended:

- **Align with course objectives:**
  - Ensure that LOs directly support the overall goals and objectives of the course.
  - Consider the specific knowledge, skills and competences that students should acquire by the end of the course.

- **Use clear and measurable language:**
  - Use action verbs (e.g. analyse, apply, demonstrate, evaluate, create) to indicate what students will be able to do.
  - Specify the conditions under which students will perform the task.
  - Define the level of performance expected.
  - Use measurable terms (e.g., "with 80% accuracy") to quantify the expected outcome.
  - Rely on the ABCD model for clearly structured LOs.

- **Balance knowledge, skills and competences:**
  - Ensure that LOs cover all three domains of learning: cognitive (knowledge), psychomotor (skills) and affective (competences).
  - Strike a balance between theoretical knowledge and practical application.

- **Be specific and relevant:**
  - Avoid vague or overly broad statements.
  - Tailor LOs to the specific needs and interests of the students.
  - Consider the context of the course.

- **Consider Bloom's taxonomy and/or Bloom's revised taxonomy:**
  - Use Bloom's taxonomy to ensure that LOs are challenging and promote higher-order thinking skills.
  - Start with lower-order thinking skills and gradually progress to higher-order thinking skills.

- **Incorporate real-world applications:**
  - Connect LOs to real-world situations and problems.
  - Help students understand the relevance of their learning to their future careers or research.

- **Review and revise:**
  - Regularly review and revise LOs to ensure that they remain relevant and effective.
  - Seek feedback from students and colleagues to identify areas for improvement.

Examples

In the examples presented in this manual, the A – audience – component from the ABCD model is not repeated as it is always students attending the specific course illustrated. Bold letters highlight the verbs, i.e. synonyms of the verbs from Bloom's revised taxonomy which refer to the B – behaviour – component in the ABCD model. Underlined phrases refer to the C – condition – and D – degree – components in the ABCD model. Not all phrases referring to C and D are marked in the illustrated learning outcomes. The main idea is to present models and examples that can easily be adapted to different courses.

Depending on the scientific field, the degree can be expressed either qualitatively or quantitatively. Certain courses, such as those in the humanities, are more frequently expressed qualitatively, while courses from other scientific fields may be expressed numerically or based on a particular scale. The manual illustrates both cases.

In the examples presented here, each behaviour, condition and degree component is allocated to the separate elements of knowledge, skills and competences aligned with the students' needs in a certain course focusing on the most general aspects.

All examples are meant to serve as illustrations only and are not related to any course in particular. The choice of verbs and nouns used in the examples do not exclusively relate to the scientific field that the example belongs to. On the contrary, Bloom's taxonomy and Bloom's revised taxonomy apply to all scientific fields, and the collocations in the examples can be used in various fields as long as they are combined with the terminology relevant to the course that the LOs are written for. As stated at the beginning of this manual, the examples are meant to be suggestions and illustrations demonstrating how to write LOs, so they can easily be related to courses among different higher education institutions.

Mathematics and Natural Sciences

BA Course: Organic Chemistry

Knowledge

Demonstrate a deep understanding of the fundamental principles of organic chemistry, including the structure, properties and reactions of organic compounds.
Accurately **differentiate** between various functional groups and their characteristic reactions.
Critically **analyse** existing research in organic chemistry, identifying strengths, weaknesses and potential research gaps.

Skills

Independently **design and conduct** original organic chemistry experiments, demonstrating the ability to formulate hypotheses, select appropriate experimental techniques and analyse data with precision.
Communicate effectively complex organic chemistry concepts both orally and in writing, through academic publications, conference presentations and teaching materials, achieving a 90% accuracy rate in conveying information to diverse audiences.
Collaborate effectively with researchers from other disciplines to address complex problems in organic chemistry, such as drug design or materials science, contributing significantly to interdisciplinary research projects.

Competences

Consistently **apply** critical thinking skills to analyse and evaluate organic reactions, mechanisms and spectroscopic data, achieving a 95% accuracy rate in problem-solving and decision-making.
Demonstrate creativity and innovation in developing new synthetic strategies and solving complex organic chemistry problems, resulting in at least 5 original research papers or patents during their academic career.
Conduct research ethically by following laboratory safety protocols, adhering to ethical guidelines and reporting research findings accurately and honestly, maintaining a 100% compliance rate with institutional and professional standards.

BA course: Introductory Physics

Knowledge

Demonstrate a deep understanding of the fundamental principles of classical mechanics, including Newton's laws of motion, energy conservation and momentum conservation.
Accurately **apply** mathematical concepts, such as calculus and vectors, to solve physics problems.
Critically **analyse** experimental data and interpret results using appropriate statistical methods.

Skills

Independently **design and conduct** physics experiments, demonstrating the ability to formulate hypotheses, select appropriate experimental techniques and collect accurate data.
Communicate effectively complex physics concepts both orally and in writing, through academic presentations, lab reports and problem-solving demonstrations, achieving a 90% accuracy rate in conveying information to diverse audiences.
Collaborate effectively with other students and researchers to solve physics problems and conduct experiments, contributing significantly to group projects and research initiatives.

Competences

Consistently **apply** critical thinking skills to analyse and solve physics problems, achieving a 95% accuracy rate in problem-solving and decision-making.
Demonstrate creativity and innovation in developing new approaches to solving physics problems and designing experiments, resulting in at least 5 original solutions or experiment designs during the course.
Conduct research ethically by following laboratory safety protocols, adhering to ethical guidelines and reporting research findings accurately and honestly, maintaining a 100% compliance rate with institutional and professional standards.

MA course: Advanced Microbiology

Knowledge

Gain a comprehensive understanding of advanced concepts from microbiology, including microbial genomics, metagenomics and microbial ecology.
Acquire proficiency in specialized techniques and methodologies used in advanced microbiology research.
Develop a critical perspective on current research trends and emerging technologies in the field of microbiology.

Skills

Independently **design and execute** advanced microbiology experiments, demonstrating the ability to formulate research questions, select appropriate experimental techniques and analyse complex data sets.
Communicate effectively complex microbiological concepts both orally and in writing, through academic publications, conference presentations and grant proposals, achieving a 90% accuracy rate in conveying information to diverse audiences.
Collaborate effectively with researchers from other disciplines to address interdisciplinary research questions in microbiology, contributing significantly to collaborative projects and publications.

Competences

Consistently **apply** critical thinking skills to analyse and interpret complex microbiological data, achieving a 95% accuracy rate in problem-solving and decision-making.
Demonstrate creativity and innovation in developing new research approaches and methodologies in microbiology, resulting in at least 3 original research publications in peer-reviewed journals.
Conduct research ethically by following laboratory safety protocols, adhering to ethical guidelines and reporting research findings accurately and honestly, **maintaining a 100% compliance rate** with institutional and professional standards.
Demonstrate the ability to effectively manage research projects, completing projects within deadlines and adhering to budgets.

PhD Course: Linear Algebra

Knowledge

Demonstrate a comprehensive and structured understanding of advanced linear algebra concepts, including abstract vector spaces, linear transformations and spectral theory.
Accurately **apply** specialized techniques and methodologies used in linear algebra research, such as numerical linear algebra and computational algebra.
Critically **analyse** cutting-edge research in linear algebra, identifying emerging trends and potential research directions.

Skills

Independently **design and conduct** original linear algebra research projects, demonstrating the ability to formulate research questions, select appropriate methodologies and analyse complex data sets.
Communicate effectively complex linear algebra concepts both orally and in writing, through academic publications, conference presentations and grant proposals, achieving a 95% accuracy rate in conveying information to diverse audiences.
Collaborate effectively with researchers from other disciplines to address interdisciplinary research questions involving linear algebra, contributing significantly to collaborative projects and publications.

Competences

Consistently **apply** advanced critical thinking skills to analyse and interpret complex linear algebra problems, achieving a 98% accuracy rate in problem-solving and decision-making.
Demonstrate exceptional creativity and innovation in developing new theoretical frameworks and applications of linear algebra, resulting in at least 3 original research publications in top-tier journals in the field.
Demonstrate a high level of proficiency in using advanced mathematical software and programming tools, achieving a 95% accuracy rate in technical skills assessments.

PhD course: Advanced Anthropogeography

Knowledge

Demonstrate a broad understanding of advanced anthropogeographic concepts, including critical theory, postcolonialism and feminist geography.
Accurately **apply** specialized methodologies and techniques used in advanced anthropogeographic research, such as qualitative research, spatial analysis and mixed methods.
Critically **analyse** cutting-edge research in anthropogeography, identifying emerging trends and potential research directions.

Skills

Independently **design and conduct** original anthropogeographic research projects, demonstrating the ability to formulate research questions, select appropriate methodologies and analyse complex qualitative and quantitative data.
Communicate effectively complex anthropogeographic concepts both orally and in writing, through academic publications, conference presentations and grant proposals, achieving a 95% accuracy rate in conveying information to diverse audiences.
Collaborate effectively with researchers from other disciplines to address interdisciplinary research questions in anthropogeography, contributing significantly to collaborative projects and publications.

Competences

Demonstrate exceptional creativity and innovation in developing new theoretical frameworks and applications of anthropogeography, resulting in at least 3 original research publications in top-tier journals in the field.
Conduct research ethically by following academic integrity guidelines, adhering to ethical principles and reporting research findings accurately and honestly, maintaining a 100% compliance rate with institutional and professional standards.
Demonstrate the ability to effectively manage research projects, completing projects within deadlines and adhering to budgets.

Social Sciences and Humanities

BA course: Introduction to Sociology

Knowledge

Demonstrate a comprehensive understanding of the fundamental concepts and theories of sociology, including structural functionalism, symbolic interactionism and conflict theory.
Accurately **identify** key sociological concepts and their relevance to social phenomena.
Critically **analyse** sociological research, evaluating the strengths, weaknesses,and potential biases of different methodologies.

Skills

Independently **research** sociological topics, demonstrating the ability to gather and analyse relevant information from various sources.
Communicate effectively sociological concepts both orally and in writing, through essays, presentations and class discussions, achieving a 90% accuracy rate in conveying information to diverse audiences.
Collaborate effectively with peers in group projects, contributing significantly to discussions and teamwork.

Competences

Consistently **apply critical thinking skills** to analyse and evaluate sociological data, achieving a 95% accuracy rate in problem-solving and decision-making.
Demonstrate creativity and innovation in applying sociological concepts to real-world issues, resulting in at least 5 original insights or analyses during the course.
Demonstrate the ability to engage in respectful and productive discussions with peers, contributing positively to class discussions and group projects.

MA course: Advanced Political Theory

Knowledge

Explain in detail the core debates and arguments within contemporary political theory, including their historical context and key thinkers.
Accurately **differentiate** between various schools of thought within political theory, such as liberalism, republicanism, Marxism, feminism and post-structuralism.
Critically **evaluate** the strengths and weaknesses of different theoretical approaches to contemporary political issues.
Illustrate complex theoretical concepts using relevant real-world examples and case studies.

Skills

Independently **analyse** complex political texts and extract key arguments and underlying assumptions.
Construct with 90% clarity well-reasoned and persuasive arguments, both orally and in writing, demonstrating logical coherence and clarity of expression.
Conduct independent research on political theory topics using a variety of scholarly sources, including academic journals, books and online databases.
Effectively **communicate** research findings clearly and concisely, using appropriate academic conventions and citation styles.

Competences

Critically **engage** with diverse perspectives and arguments, demonstrating respect for differing viewpoints and a willingness to challenge one's own assumptions.
Consistently **apply** theoretical frameworks to analyse and interpret current political events and challenges.
Demonstrate intellectual curiosity and a commitment to lifelong learning in the field of political theory.
Formulate original and insightful contributions to ongoing debates in political theory.

MA course: Cultural Anthropology

Knowledge

Explain in detail the history of anthropological thought, including key figures, schools of thought and their contributions to understanding human culture and society.
Analyse thoroughly the relationship between culture and key concepts such as kinship, religion, gender, power and globalization.
Compare the advantages of different ethnographic methods, including participant observation, interviews and archival research and evaluate their strengths and limitations.
Illustrate in a diagram the impact of cultural diversity and change on human societies using relevant case studies.

Skills

Conduct independent ethnographic research, including formulating research questions, collecting and analysing data and writing ethnographic accounts.
Interpret cultural phenomena using appropriate anthropological theories and concepts.
Communicate research findings effectively in written and oral formats, adhering to academic conventions.
Critically **evaluate** anthropological texts and engage in scholarly debates.

Competences

Consistently **apply** anthropological knowledge and skills to address contemporary social issues.
Demonstrate cultural sensitivity and ethical awareness in research and professional practice.
Engage in collaborative learning and intercultural dialogue.
Synthesize by using infographic presentations of diverse perspectives and contribute to the advancement of anthropological knowledge.

PhD course: Applied Linguistics

Knowledge

Explain in depth the major theoretical approaches within applied linguistics, including sociolinguistics, second language acquisition, discourse analysis and pragmatics.
Differentiate with certainty between various quantitative and qualitative research methods, demonstrating a sophisticated understanding of experimental design, corpus analysis and ethnography.
Critically **evaluate** existing research in applied linguistics, identifying strengths, weaknesses and potential research gaps.

Skills

Independently **design and execute** original research projects, demonstrating the ability to formulate research questions, select and implement appropriate research methods, analyse and interpret data.
Effectively **communicate** complex research findings both orally and in writing, through academic publications, conference presentations and teaching materials.
Collaborate effectively with researchers from other disciplines to address complex applied linguistics problems.

Competences

Consistently **apply** critical thinking skills to analyse and evaluate linguistic data, theoretical frameworks and research methodologies.
Continuously **demonstrate** creativity and innovation in developing and implementing solutions to complex problems in applied linguistics.
Consistently **conduct** research ethically, adhering to professional standards and guidelines.

PhD course: Research Methods in History

Knowledge

Explain in detail the core principles, theories and debates in historical research methodology, including their evolution and key proponents.
Accurately **differentiate** between various research approaches in history, such as quantitative and qualitative methods, oral history, archival research and digital humanities.
Critically **evaluate** the strengths, weaknesses and ethical implications of different research methods and sources used in historical inquiry.
Illustrate with an infographic presentation the application of various research methods through analysing specific historical case studies and examples.

Skills

Independently **design** and **conduct** original research projects in history, formulating clear research questions and hypotheses.
Effectively **collect, organize and analyse** historical data from diverse primary and secondary sources, including archival materials, oral testimonies and digital databases.
Critically **assess** the reliability, validity and biases of historical sources and evidence.
Construct with 90% clarity well-structured and persuasive historical narratives and arguments, both orally and in writing, demonstrating analytical rigour and clarity of expression.
Effectively **communicate** research findings to diverse audiences through scholarly publications, conference presentations and public engagement activities.

Competences

Critically **engage** with diverse historiographical perspectives and debates, demonstrating intellectual honesty and openness to alternative interpretations.
Apply appropriate research methods and ethical considerations to address complex historical questions and problems.
Demonstrate a commitment to ongoing professional development and innovation in historical research methodology.
Formulate original and insightful contributions to historical knowledge through rigorous research and scholarly dissemination.

Medical sciences

BA course: Biomedical Sciences

Knowledge

Explain in detail the structure and function of human cells and organs, including their molecular, biochemical and physiological processes.
Describe the major human diseases and their underlying pathophysiological mechanisms, including genetic, environmental and lifestyle factors.
Summarize the principles of pharmacology and toxicology, including drug mechanisms of action, pharmacokinetics and adverse effects.
Explain the key concepts in immunology, microbiology and genetics and their relevance to human health and disease.
Identify the ethical and legal considerations in biomedical research and healthcare practice.

Skills

Independently **perform** common laboratory techniques used in biomedical science, such as microscopy, cell culture and molecular biology techniques, with 90% accuracy.
Analyse thoroughly **and interpret** experimental data using appropriate statistical methods and software.
Communicate scientific findings effectively in written reports and oral presentations, using appropriate scientific terminology and visual aids.
Critically **evaluate** scientific literature and identify reliable sources of information.
Work effectively in a team and contribute to collaborative projects.

Competences

Apply scientific knowledge and critical thinking skills to solve problems in biomedical science.
Demonstrate intellectual curiosity and a commitment to lifelong learning in the field of biomedical science.
Adapt to new developments and technologies in biomedical science and healthcare.
Communicate effectively scientific information to diverse audiences, including the general public.
Consistently **adhere** to ethical principles and professional standards in biomedical research and practice.

BA course: Medical Anthropology

Knowledge

Define precisely the key concepts and theories in medical anthropology, including ethnomedicine, bioculturalism and health disparities.
Explain in written and oral presentations the relationship between culture, health and illness in diverse societies.
Accurately **describe** the social, cultural and political factors that influence health beliefs and practices.
Precisely **identify** the major global health challenges and the role of medical anthropology in addressing them.

Skills

Conduct thorough ethnographic research on health-related topics, including participant observation, interviews and focus groups.
Analyse qualitative data using anthropological methods and interpret findings in a culturally sensitive manner.
Critically **evaluate** different perspectives on health and illness, including those of patients, healers and healthcare providers.
Collaborate closely with communities and healthcare professionals to address health issues and promote well-being.

Competences

Apply anthropological theories and methods to **analyse and interpret** health-related issues in real-world settings.
Demonstrate cultural sensitivity and respect for diverse health beliefs and practices.
Think critically about the social, cultural and political dimensions of health and illness.
Contribute effectively to the development of culturally appropriate health interventions and policies.

MA course: Public Health

Knowledge

Explain the core functions and principles of public health practice, including health promotion, disease prevention and health equity.
Accurately **describe** the social, environmental and economic determinants of health and their impact on population health outcomes.
Analyse qualitatively the epidemiological principles and methods used to investigate patterns of disease and injury in populations.
Evaluate on a precise scale the role of health policy and healthcare systems in shaping public health outcomes.

Skills

Critically **appraise** public health research literature, including study design, data analysis and interpretation of findings.
Apply quantitative and qualitative research methods to collect and analyse public health data.
Develop precise evidence-based public health interventions and programs to address specific health issues.
Communicate public health information effectively to diverse audiences, including policymakers, community members and healthcare professionals.

Competences

Advocate for policies and practices that promote population health and reduce health disparities.
Critically **evaluate** the effectiveness of public health interventions and programs.
Demonstrate leadership skills in public health settings.
Apply ethical reasoning and professional judgment in public health decision-making.

MA course: Bioethics

Knowledge

Explain in detail the core principles and concepts of bioethics, including major ethical theories and their application to healthcare and biomedical research.
Describe in written and oral presentations the ethical dilemmas and challenges arising in various areas of biomedicine, such as genetic engineering, reproductive technologies, organ transplantation, end-of-life care and public health.
Analyse the social, cultural and legal contexts that shape bioethical decision-making.

Skills

Critically **analyse** complex bioethical cases and apply ethical frameworks to formulate reasoned solutions.
Construct well-supported arguments on bioethical issues, both orally and in writing.
Communicate effectively about bioethical concepts and dilemmas with diverse audiences, including healthcare professionals, policymakers and the public.
Conduct detailed research on bioethical topics using a variety of sources, including academic journals, legal documents and policy reports.

Competences

Independently **apply** ethical reasoning and critical thinking skills to address bioethical challenges in healthcare and research.
Engage in respectful and constructive dialogue with individuals holding diverse perspectives on bioethical issues.
Advocate for ethically sound policies and practices in healthcare and research.

PhD course: Neuroscience

Knowledge

Explain thoroughly the fundamental principles of neuroscience, including cellular and molecular mechanisms, neural circuits and systems-level organization of the brain.
Describe with precision the major research methodologies used in neuroscience, including neuroimaging, electrophysiology and behavioural techniques.
Independently **analyse** the relationship between brain function and behaviour, including cognition, emotion and perception.
Evaluate qualitatively current research and literature in specialized areas of neuroscience, such as cognitive neuroscience, developmental neuroscience or neurobiology of disease.

Skills

Critically **evaluate** primary research articles and **synthesize** findings from multiple sources.
Design and **conduct** neuroscience experiments, including data acquisition, analysis and interpretation.
Communicate research findings effectively in written and oral formats, including presentations and publications.
Independently **apply** computational and statistical methods to analyse and model neural data.

Competences

Independently **formulate** research questions and develop innovative experimental approaches.
Collaborate effectively with other researchers and contribute to interdisciplinary research projects.
Consistently **demonstrate** ethical conduct in research and adhere to responsible research practices.
Contribute to the advancement of knowledge in neuroscience through original research and scholarly activities.

Technical and Technological Sciences

BA course: Computer Science

Knowledge

Differentiate with precision between various programming languages, their syntax, semantics and applications.
Analyse thoroughly existing research in computer science, identifying strengths, weaknesses and potential research gaps.
Understand and critically **evaluate** software engineering principles, including requirements analysis, design methodologies, testing strategies and quality assurance.

Skills

Design and **implement** efficient and well-structured computer programs in multiple programming languages.
Communicate complex programming concepts effectively both orally and in writing.
Collaborate effectively with other programmers to develop large-scale software systems.
Independently **apply** programming concepts in specific settings.

Competences

Apply critical thinking skills to analyse and evaluate computational problems, algorithm designs and software implementations.
Demonstrate creativity and innovation in developing new algorithms, data structures and software systems.
Consistently **conduct** research ethically by following ethical guidelines, adhering to intellectual property rights and reporting research findings accurately and honestly.
Contribute professionally when collaborating with colleagues and clients.

BA course: Information Systems

Knowledge

Thoroughly **understand** fundamental principles of information systems, including hardware, software, networks and databases.
Identify with 90%-accuracy key components of information systems and their functions.
Explain in detail the role of information systems in organizations and present the differences using diagrams and illustrations.
Critically **evaluate** the impact of information systems on society and business.

Skills

Design very detailed information systems to meet specific organizational needs.
Independently **develop** software applications using appropriate programming languages and tools.
Implement self-sustaining information systems in various environments.
Effectively **troubleshoot** and **resolve** technical problems related to information systems.
Communicate effectively about information systems concepts to technical and non-technical audiences.

Competences

Apply problem-solving skills to analyse, evaluate and address complex information systems challenges.
Think critically to evaluate the effectiveness of information systems solutions and suggest applicable solutions.
Collaborate effectively with colleagues and stakeholders to develop information systems.
Demonstrate ethical behaviour in the use and development of information systems.

MA course: Electrical Engineering

Knowledge

Fully **comprehend** fundamental principles of electrical engineering, including circuit analysis, electromagnetic fields and power systems.
Distinguish with 90%-accuracy between different types of electrical components and their applications.
Critically **analyse** and **evaluate** existing research in electrical engineering, identifying key contributions and potential areas for improvement.

Skills

Independently **design** and **implement** electrical engineering systems, demonstrating proficiency in circuit design, simulation and testing.
Communicate complex electrical engineering concepts effectively, both orally and in writing, to diverse audiences.
Collaborate efficiently with other engineers and researchers to solve complex problems in electrical engineering, such as renewable energy systems or smart grids.

Competences

Apply critical thinking skills to analyse and solve electrical engineering problems, demonstrating a high level of accuracy and efficiency.
Consistently **demonstrate** creativity and innovation in developing new electrical engineering solutions and technologies.
Conduct independent and collaborative research ethically, adhering to professional standards and guidelines.

MA course: Transportation Design

Knowledge

Fully **understand** and **identify** the historical development of transportation design, key trends and innovations in transportation design.
Critically **analyse** the impact of transportation design on society, economy and environment while considering the role of technology in shaping future transportation systems.
Compare and **evaluate** based on charts and diagrams different transportation modes and their characteristics.

Skills

Independently **design** and **implement** innovative and sustainable transportation solutions in various environments and settings.
Collaborate effectively with interdisciplinary teams to develop transportation projects adhering to clearly developed standards.
Conduct detailed research on transportation-related topics using various methodologies.
Communicate transportation design concepts effectively through presentations, reports and publications.

Competences

Apply critical thinking skills to solve complex transportation design problems in various settings.
Demonstrate creativity and innovation in developing transportation concepts while adhering to ethical principles in transportation design practice.
Contribute to the advancement of the transportation design field through research and practice with the outcomes presented in a research paper.

PhD course: Material Science and Engineering

Knowledge

Understand thoroughly the fundamental principles of materials science and engineering, including atomic structure, bonding, crystallography and phase diagrams.
Differentiate with 90%-accuracy between various materials (metal, ceramics, polymers, composites) and their properties.
Critically **analyse** existing research in materials science and engineering, identifying strengths, weaknesses and potential research gaps.
Evaluate the impact of materials science on various industries and societal challenges.

Skills

Independently **design** and **conduct** original materials science experiments, demonstrating the ability to formulate hypotheses, select appropriate experimental techniques and analyse data with precision.
Communicate complex materials science concepts effectively both orally and in writing, through academic publications, conference presentations and teaching materials.
Collaborate with researchers from other disciplines to address complex materials science problems, such as materials for energy, electronics,or healthcare.
Independently **apply** advanced computational modelling and simulation techniques to study materials properties and behaviour.

Competences

Think critically to analyse and evaluate experimental results, materials characterization data and theoretical models.
Demonstrate creativity and innovation in developing new materials and processes.
Conduct research ethically by following laboratory safety protocols, adhering to ethical guidelines and reporting research findings accurately and honestly.
Contribute to the development of the next generation of materials scientists and engineers.

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ANNEX 2

Recognition of study period abroad

Practices - Department of Foreig

Assoc. prof. Armela Panajoti, UV

Olomouc, 10 October 2024

Supporting Academics to Become International Educators

through Professional Learning Communities

Palacký University Olomouc

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Recognition of the study period – *General remarks*

- Each partnership - constructive and instructive in its own way;
- **IMPORTANT!** – a flexible approach to recognition (understanding it and implementing it);
- Apply general rules but treat each case separately and differently; one case does not resemble the other;
- Recognition begins before the student goes on mobility.

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Steps to follow

- Follow each step of the process very closely: before, during, after;
- LA – before mobility: selection of courses; availability; compatibility;
- No 100% level of compatibility should be expected;
- LA - during mobility: changes of courses; finding new courses, not always easy;
- LA – after mobility: studies recognized as soon as the student is back home and the docs reach his/her home institution.

What we consider

- If the course titles do not tell much, ask for more information (course description; course syllabi);
- Advise students as closely as possible;
- Keep in touch with the academic coordinator of the host institution;
- Make the student take a couple of more credits than he/she would have had to take at UV (to be on the safe side).

What if you do not find similar courses?

- think in terms of learning outcomes;
- ***If a course is not offered, or no other similar course is available, consider another one under this prospect***

➢ what would work towards the learning outcomes of the programme?

➢ How much would this course contribute towards the student's formation as such?

Example

Emri, mbiemri	Lëndët që ka marrë në UD	Kredite	Nota/Vlerësimi	Njësimi i vlerësimit nga UV	Njësimi nga UV	Kredite	Nota
...	BTAN40026 BA Advanced Topics in Language Studies	3 (tre)	Satisfactory 3 (tre)	7 (shtatë)	ENG 470 Kërkim në edukim	8 (tetë)	9 (nëntë)
	BTAN40025BA-K3 Topics in Language Research	3 (tre)	5 (pesë)	10 (dhjetë)			
	DESSHUN001 Hungarian Language Course (beginner)	4 (katër)	Excellent 5 (pesë)	10 (dhjetë)	ENG 453 Komunikim ndërkulturor	4 (katër)	10 (dhjetë)
	BTAN37010BA Verbal and Visual Communication	3 (tre)	Good 4 (katër)	9 (nëntë)			
	BTAN22001BA Introduction to Literature and Culture	3 (tre)	Good 4 (katër)	9 (nëntë)	ENG 456 Didaktikë e letërsisë dhe kulturës	4 (katër)	9 (nëntë)
	BTAN25002BA-K3 A multimedia course in Business English	3 (tre)	Excellent 5 (pesë)	10 (dhjetë)	ENG 463 Mësimdhënie e gjuhës së huaj në/për kontekste evropiane	6 (gjashtë)	8 (tetë)
	BTAN25016BA An Introduction to the World of Business	5 (pesë)	Pass 2 (dy)	6 (gjashtë)			
	BTAN35002BA-K3 The Internet for Business	3 (tre)	Excellent 5 (pesë)	10 (dhjetë)	CSE 446 Komunikim dhe teknologji e informacionit në edukim	3 (tre)	10 (dhjetë)
	BTAN5105OMA Language Technology and the Classroom	3 (tre)	Good 4 (katër)	9 (nëntë)	ENG 462 TIK në mësimdhënien e gjuhës së huaj	3 (tre)	9 (nëntë)
	BTAN10002BA-K3 Skills Development: Speaking and listening	3 (tre)	Excellent 5 (pesë)	10 (dhjetë)	ENG 455 Didaktikë e gjuhës angleze	8 (tetë)	10 (dhjetë)
	BTAN5303OMA The Social and Discourse Aspects of Language	3 (tre)	Excellent 5 (pesë)	10 (dhjetë)			
	BTAN11010BA-K2 Vocabulary Building	2 (dy)	Good 4 (katër)	9 (nëntë)			
	Total kredite të marra në UD		41 kredite		**Total kredite të njohura nga UV**	36 kredite	
	Shënim: Për të mbyllur programin e studimit, studentja ... ka për të shlyer këto detyrime akademike: 1. ENG 490 *Praktikë profesionale*; 2. ENG 499 *Provim përfundimtar/Punim diplome.*						

What else to consider

- The Recognition Committee (who should sit on the committee?)
- The documents to consider for recognition (originals? scanned?)
- Trusting partners/the collaboration

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Questions?

For any queries

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MORIN

Thank you very much for your attention!

Universiteti Europian i Tiranës

QAA

Kolegji AAB
CILËSI. LIDERSHIP. SUKSES!

KOLEGJI - COLLEGE BIZNESI

Palacký University Olomouc

ANNEX 3

Learning Outcomes for Skills-Oriented Learning: Enhancing Educational Experiences

Welcome to our transformative workshop on Learning Outcomes for Skills-Oriented Learning. This engaging session is designed to empower educators and trainers with the knowledge and tools necessary to create impactful, measurable learning outcomes that drive skills development. Throughout this workshop, we'll explore the nuances of crafting effective learning outcomes, their integration into curriculum design, and their role in fostering student engagement and accountability.

By bringing together EU and non-EU participants, we aim to create a rich, diverse learning environment that encourages the exchange of ideas and best practices from various educational contexts. Get ready to dive into interactive discussions, practical exercises, and collaborative activities that will revolutionise your approach to teaching and learning.

Understanding Learning Objectives vs. Outcomes

Learning Objectives

Learning objectives are instructor-focused statements that outline what the teacher intends to cover in a course or lesson. They typically describe the content and skills the instructor plans to teach.

- Teacher-centered
- Focus on course content
- Often use verbs like 'understand' or 'know'

Learning Outcomes

Learning outcomes are student-centered statements that describe what learners should be able to do, know, or value by the end of a learning experience. They focus on observable and measurable skills or knowledge.

- Student-centered
- Emphasise demonstrable skills
- Use action verbs like 'apply' or 'analyse'

Relevance in Skills-Oriented Education

In skills-oriented learning, well-crafted learning outcomes are crucial. They provide clear expectations for students, guide assessment strategies, and ensure that educational experiences directly contribute to skill development. This approach aligns education more closely with real-world competencies and career readiness.

Crafting Effective Learning Outcomes

1. **Specific**

   Clearly define the skill or knowledge to be demonstrated. For example, instead of 'Understand project management', use 'Design a project timeline using Gantt charts'.

2. **Measurable**

   Ensure the outcome can be assessed or observed. Include criteria for success, such as 'Present a 5-minute oral summary of a scientific article to peers, addressing key findings and methodology'.

3. **Achievable**

   Set realistic expectations within the scope of the course. Consider the learners' prior knowledge and the time available. For instance, 'Develop a basic Android app that utilises at least three different UI elements'.

4. **Relevant**

   Align outcomes with broader educational goals and real-world applications. Example: 'Conduct a mock client consultation demonstrating active listening and solution-focused communication techniques'.

5. **Time-bound**

   Specify when the skill should be demonstrated. This could be by the end of a module, course, or programme. For example, 'By the end of the term, write a 2000-word research paper using APA formatting and at least 10 peer-reviewed sources'.

Integrating Learning Outcomes into Curriculum Design

1

Needs Assessment

Begin by conducting a thorough analysis of student, industry, and societal needs. This involves surveying stakeholders, reviewing current trends in the field, and identifying skills gaps. Use this information to inform the development of relevant learning outcomes that address real-world requirements.

2

Outcome Mapping

Create a curriculum map that aligns learning outcomes with specific courses, modules, and activities. Ensure there's a clear progression of skills throughout the programme. This visual representation helps identify any gaps or overlaps in skill development and ensures comprehensive coverage of all intended outcomes.

3

Assessment Alignment

Design assessment strategies that directly measure the achievement of learning outcomes. This might include practical demonstrations, project-based assignments, or portfolios that showcase skill application. Ensure assessments are varied and provide opportunities for students to demonstrate their competencies in authentic contexts.

4

Continuous Improvement

Implement a system for regularly reviewing and updating learning outcomes based on assessment results, student feedback, and evolving industry needs. This iterative process ensures that the curriculum remains relevant and effective in developing the skills students need for success.

ANNEX 4

Enhancing Mobility Recognition through Learning Outcomes

Welcome to our innovative workshop on the pivotal role of learning outcomes in recognising skills and qualifications acquired through international mobility experiences. This session is designed for educators and professionals deeply involved in mobility programs, particularly within the European context. Together, we'll explore how well-crafted learning outcomes can significantly enhance the transferability of skills across borders, fostering a more interconnected and mutually recognisant educational landscape in Europe and beyond.

Throughout this workshop, we'll delve into practical strategies, engage in collaborative discussions, and participate in hands-on activities. Our goal is to equip you with the knowledge and tools necessary to leverage learning outcomes effectively, ensuring that the valuable skills gained during mobility experiences are properly acknowledged and valued in diverse educational and professional settings.

Understanding Learning Outcomes and Competency Recognition

Learning Outcomes Defined

Learning outcomes are clear statements of what a learner is expected to know, understand, and be able to demonstrate after completing a learning process. They focus on the application of knowledge and skills, rather than just the acquisition of information.

Competency Recognition

Competency recognition involves the formal acknowledgement of skills, knowledge, and abilities gained through various learning experiences, including international mobility programs. It's crucial for ensuring that learning translates into tangible benefits for learners' academic and professional journeys.

The Critical Link

Well-defined learning outcomes serve as a common language between different educational systems and employers. They provide a clear framework for assessing and recognising competencies, facilitating smoother transitions between countries and institutions.

Crafting Effective Learning Outcomes

1. **Specificity**

   Develop learning outcomes that are precise and unambiguous. For example, instead of "Improve language skills," use "Demonstrate B2 level proficiency in spoken and written German according to the Common European Framework of Reference for Languages (CEFR)."

2. **Measurability**

   Ensure outcomes are quantifiable or observable. For instance, "Complete a 3000-word research paper in the host country's language, adhering to local academic standards" provides a clear, measurable goal.

3. **Relevance**

   Align outcomes with broader educational or professional standards. For example, "Apply project management methodologies consistent with the Project Management Institute's global standards in a cross-cultural team environment."

4. **Time-bound**

   Include a realistic timeframe for achievement. "By the end of the semester abroad, demonstrate the ability to navigate complex bureaucratic processes in the host country, such as visa renewals or housing contracts."

Implementing Learning Outcomes in Diverse Settings

Higher Education Institutions

Integrate mobility-related learning outcomes into course curricula and degree programs. Establish clear assessment criteria that align with international standards, facilitating credit transfer and recognition across European universities.

Vocational Education and Training

Develop sector-specific learning outcomes that reflect industry needs across different European countries. Utilise tools like the European Credit System for Vocational Education and Training (ECVET) to ensure consistency and recognition.

Non-formal Education

Create flexible learning outcomes that capture the diverse skills gained through volunteering, internships, or cultural exchange programs. Implement digital badging or micro-credentialing systems to recognise these achievements formally.

Workplace Learning

Collaborate with employers to define learning outcomes that reflect real-world competencies valued in the international job market. Develop assessment methods that simulate authentic work scenarios to demonstrate skills acquisition.

Fostering a Culture of Recognition

1

Stakeholder Engagement

Actively involve educational institutions, employers, and policymakers in the development and refinement of learning outcomes. This collaborative approach ensures that outcomes remain relevant and aligned with evolving needs across sectors and borders.

2

Continuous Professional Development

Provide ongoing training for educators and mobility coordinators on crafting and assessing learning outcomes. This ensures consistency and quality in implementation across different programs and institutions throughout Europe.

3

Digital Tools and Platforms

Leverage technology to create centralised systems for documenting and verifying learning outcomes. Explore blockchain-based credentialing to enhance the security and portability of qualifications across European borders.

4

Policy Advocacy

Work towards harmonising recognition practices at the European level. Advocate for policies that support the automatic recognition of well-defined learning outcomes, reducing bureaucratic barriers and enhancing mobility opportunities for learners and professionals alike.

ANNEX 5

Webinar: Writing learning outcomes

MORIN MOBILITY RECOGNITION FOR INTEGRATION

ERASMUS-EDU-2023-CBHE Project number: 101128376

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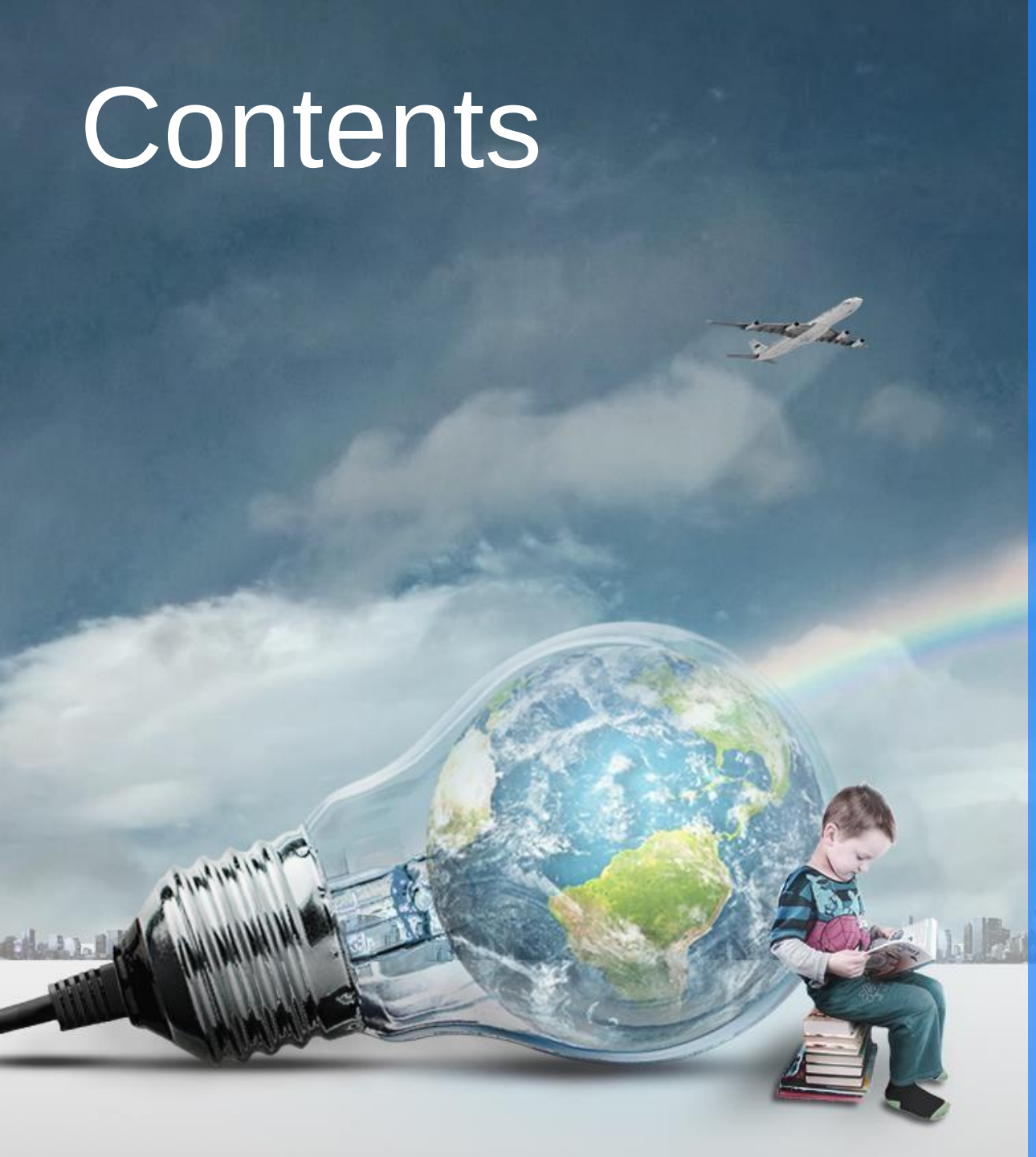
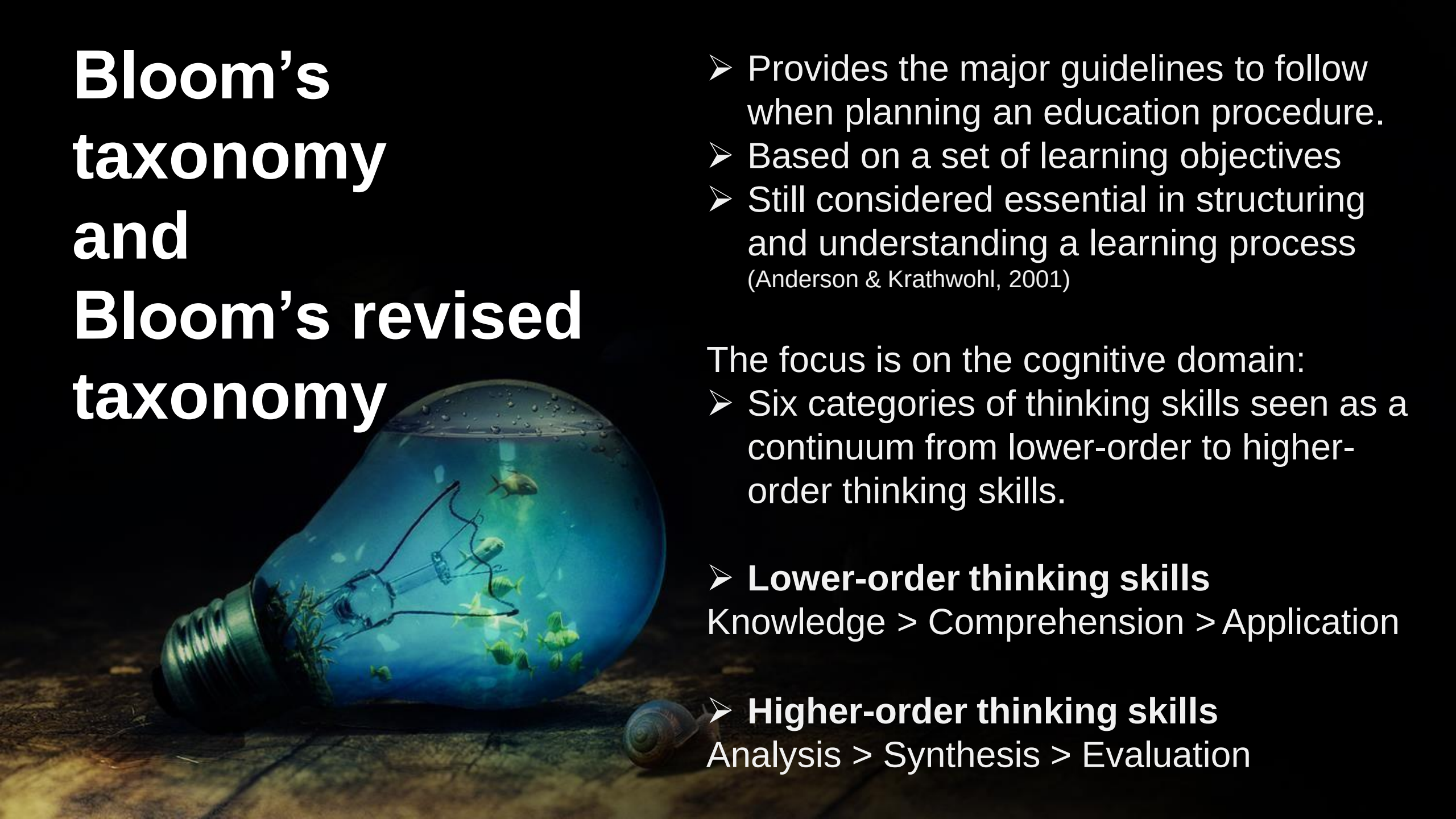
Co-funded by the European Union

Contents



Introduction

Bloom's taxonomy and Bloom's revised taxonomy



- Provides the major guidelines to follow when planning an education procedure.
- Based on a set of learning objectives
- Still considered essential in structuring and understanding a learning process (Anderson & Krathwohl, 2001)

The focus is on the cognitive domain:

- Six categories of thinking skills seen as a continuum from lower-order to higher-order thinking skills.

- **Lower-order thinking skills**

Knowledge > Comprehension > Application

- **Higher-order thinking skills**

Analysis > Synthesis > Evaluation

Taxonomic levels vs. skills

Order	Bloom's taxonomic levels	Revised taxonomic levels	Skills
Lower-order thinking	Knowledge	Remembering	*recognising, listing, describing, identifying, retrieving, naming, locating, finding*
	Comprehension	Understanding	*interpreting, summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying*
	Application	Applying	*implementing, carrying out, using, executing*
Higher-order thinking	Analysis	Analysing	*comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating*
	Evaluation	Evaluating	*checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring*
	Synthesis	Creating	*designing, constructing, planning, producing, inventing, devising, making*

Whether Bloom’s nouns or the verbs from the revised taxonomy are used,

LOs **should include the suggested vocabulary**

as it targets those aspects of knowledge, skills and competences that students are expected to have at the end of a learning process.

Learning outcomes

What are learning outcomes?

“Statements of what a participant knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.”
(Erasmus+ Programme Guide, 2024, p. 453)

The difference between objectives and outcomes:

Objectives

- The results **planned** to be achieved

Outcomes

- The results **projected** to be achieved.

How to write learning outcomes?

A tool that can aid the writing of LOs is the ABCD model
(Mager, 1984)

ABCD stands for:

- A: Audience or who you are teaching.
- B: Behaviour or what you want them to be able to do.
- C: Conditions or under what circumstances they are expected to perform the behaviour.
- D: Degree or to what extent they have mastered the performance.

Guidelines for writing LOs

- Align with course objectives
- Use clear and measurable language
- Balance knowledge, skills and competences
- Be specific and relevant
- Consider Bloom’s taxonomy and/or Blooms’s revised taxonomy
- Incorporate real-world applications
- Review and revise

Examples

ABCD

- **Audience** or who you are teaching:
  first-year students, MA students, PhD students, etc.
- **Behaviour** or what you want them to be able to do:
  general: write, read, speak, listen to
  specific: analyse, remember, apply, create, compose, replicate
- **Conditions** or under what circumstances they are expected to perform the behaviour:
  in thirty minutes, in a lab, in an experiment, with a hammer, etc.
- **Degree** or to what extent they have mastered the performance:
  with 90% accuracy, on a scale from 5 to 10, at least 51% correct replies, etc.

Thinking skills

The focus on specific thinking skills depends on the projected learning outcome.

Projected outcome: Students remember and understand certain knowledge or apply certain skills
Focus is on: **Lower-order thinking skills**

Projected outcome: Students analyse and evaluate their knowledge, apply their skills and create competently
Focus is on: **Higher-order thinking skills**

Example 1: BA Biology course with focus on knowledge and comprehension

- **Audience**
  First-year BA Biology students
- **Behaviour**
  identify and **define** the fundamental concepts of cellular biology, genetics and evolution
- **Conditions**
  in an exam setting, given a diagrammatic question
- **Degree**
  with at least 70% accuracy.

Example 2: BA Biology course with focus on application and analysis

- **Audience**
  First-year BA Biology students
- **Behaviour**
  apply the scientific method to design, **conduct** basic biological experiments, including data collection and analysis and **draw** valid conclusions
- **Conditions**
  in a laboratory setting, given laboratory materials and instructions
- **Degree**
  accurately and with appropriate controls and variables.

Example 3: BA Biology course with focus on evaluation and synthesis

- **Audience**

  First-year BA Biology students

- **Behaviour**

  evaluate and **synthesize** information from various sources (e.g., textbooks, scientific articles, online resources) to **form a coherent understanding** of a biological topic

- **Conditions**

  given a research assignment with access to library and online resources

- **Degree**

  to produce a well-organized written report that accurately summarizes and critically evaluates the chosen topic.

Example 4: MA course in Advanced Political Theory

Knowledge

Explain in detail the core debates and arguments within contemporary political theory, including their historical context and key thinkers.

Accurately **differentiate** between various schools of thought within political theory, such as liberalism, republicanism, Marxism, feminism and post-structuralism.

Critically **evaluate** the strengths and weaknesses of different theoretical approaches to contemporary political issues.

Illustrate complex theoretical concepts using relevant real-world examples and case studies.

Skills

Independently **analyse** complex political texts and extract key arguments and underlying assumptions.

Construct with 90% clarity well-reasoned and persuasive arguments, both orally and in writing, demonstrating logical coherence and clarity of expression.

Conduct independent research on political theory topics using a variety of scholarly sources, including academic journals, books and online databases.

Effectively **communicate** research findings clearly and concisely, using appropriate academic conventions and citation styles.

Competences

Critically **engage** with diverse perspectives and arguments, demonstrating respect for differing viewpoints and a willingness to challenge one's own assumptions.

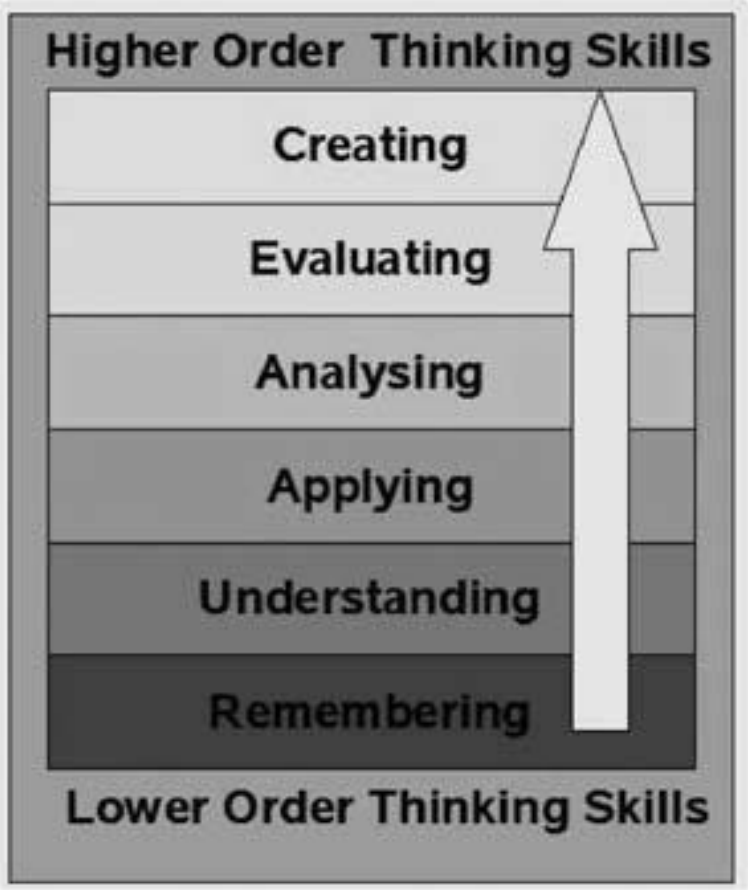
Consistently **apply** theoretical frameworks to analyse and interpret current political events and challenges.

Demonstrate intellectual curiosity and a commitment to lifelong learning in the field of political theory.

Formulate original and insightful contributions to ongoing debates in political theory.

Conclusion

Concluding remarks



Every learning process starts with goals and expectations.

The goals are objectives and the expectations are outcomes.

The objective is to teach, work with students in a particular way, demonstrate examples and show them how to do something.

The outcome is that they **know and understand** what they have been told, **are able to do** what they have been shown and **are capable of** achieving a more or less similar level of efficiency and proficiency that most people in a certain profession achieve.

Resources

Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York.

European Commission. (2024). Erasmus+ Programme Guide, Version 1, 28 November 2023. https://erasmus-plus.ec.europa.eu/erasmus-programme-guide

Mager, R. F. (1984). *Preparing instructional objectives*. (2nd ed.). David S. Lake.

Q&A

ANNEX 6

Symposium Invitation

Supporting Academics to Become International Educators through Professional Learning Communities

We are excited to announce the call for papers for the upcoming Symposium on Supporting Academics to Become International Educators through Professional Learning Communities, scheduled to be held on **October 10, 2024, Palacký University, Olomouc, Czech Republic.**

A Professional Learning Community (PLC) on internationalisation as a learning method can appropriately develop educators' skills in designing and delivering international courses. A PLC can also help curriculum designers understand how to design curricula for courses with international students and what not to overlook when designing, implementing and evaluating them. PLCs typically consist of teachers, administrators, and sometimes other university staff members who come together to engage in ongoing professional development, reflective dialogue, data analysis, and collaborative problem-solving. PLC members share a common vision of high-quality education and set specific goals to guide their collaborative efforts. PLCs foster a culture of trust, respect, and collaboration among members, where they freely exchange ideas, resources, and feedback. PLCs are committed to ongoing learning and improvement, seeking out strategies and best practices to enhance the internationalisation of teaching and learning. PLC members recognize that their collaborative efforts have a direct impact on student outcomes, and they engage in regular reflection on their teaching practices, curriculum, and assessment strategies, seeking to identify strengths and areas for growth. PLCs can take various forms, including grade-level or subject-area teams, interdisciplinary teams, or university-wide teams or even cross-institutional PLCs.

The session will present how a Professional Learning Community can be used in developing academics as international educators in a cross-institutional and even cross-national setting. They may meet regularly during scheduled planning periods and/or professional development days. Professional learning communities play a vital role in fostering teacher collaboration, improving instructional practices, and ultimately enhancing student achievement. By working together towards common goals, educators can create a supportive environment where all students have the opportunity to succeed.

The symposium aims to provide a platform for academics, educators, administrators, and practitioners to share knowledge, exchange ideas, and explore best practices in internationalization through PLCs.

The symposium is primarily intended for:

- teachers and academic staff in domestic degree programmes that want to internationalise teaching and learning,
- academic staff preparing international degree programmes,

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- faculty and university managers interested in unpacking and embedding an international dimension,
- university staff from international relations departments,
- researchers focusing on research on the internationalisation of higher education.

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Symposium Day

<table>
<tr><th colspan="3">Thursday 10. 10. 2024</th></tr>
<tr><td>8:30-9:30</td><td colspan="2">Registration</td></tr>
<tr><td>9:30-9:45</td><td colspan="2">Welcome - Introduction</td></tr>
<tr><td>9:45-10:15</td><td colspan="2">Action Research Tool Kit
Christopher Johnstone, Barbara Kappler: University of Minnesota
for virtual participants:
https://cesnet.zoom.us/j/98775567362</td></tr>
<tr><td>10:20-10:50</td><td colspan="2">GUIDE to PLCs as an Interactive Road Map
Eveke de Louw, Claudia Bulnes, Jos Beelen, Jolanda van der Toorn – Werges: The Hague University of Applied Sciences
for virtual participants:
https://cesnet.zoom.us/j/98775567362</td></tr>
<tr><td>10:55-11:25</td><td colspan="2">Case Study Patchwork
Leona Stašová, Lenka Badinská: University of Hradec Králové
for virtual participants:
https://cesnet.zoom.us/j/98775567362</td></tr>
<tr><td>11:30-12.00</td><td colspan="2">Recommendations for Building Institutional Cultures for Diversity Excellence-Inclusion
Monika Šmídlová, Lucie Bártová Vopravilová: University of Ostrava
for virtual participants:
https://cesnet.zoom.us/j/98775567362</td></tr>
<tr><td>12:00-13:45</td><td colspan="2">Lunch</td></tr>
<tr><td>13:45-14:45</td><td colspan="2">Workshops for academics, staff of international office, managers in HEI – round 1
Facilitators organizing committee members</td></tr>
<tr><td></td><td>Workshop 1
Wondering what fika could be? A smart way of learning & relaxing in one
(Zuzana Hurtová, Lucie Bártová Vopravilová and Marek Václavík, University of Ostrava)
for virtual participants:
https://cesnet.zoom.us/j/96766746344

Annotation:
Join us to learn about Professional Learning Communities, get involved hands on in action, and find inspiration for new collaborations in and across teams and cultures in tips for activities in teaching and learning, opening</td><td>Workshop 2

Making your Class Internationalisation-Ready

for virtual participants:
https://cesnet.zoom.us/j/93146150864

Annotation:
Creating equal opportunities for international and intercultural learning for all our students through an internationalised home curriculum is what internationalisation at home (IaH) is aiming for. More and more</td></tr>
</table>

	new perspectives, breaking ice and building teams.	international educators as well as higher education institutions realise that we have to change our perspective and move from gaining international experience through mobility to designing an internationalised curriculum and from output-based to outcome-oriented internationalisation for all students. This hands-on workshop will provide participants with a practical tool that allows them to explore perspectives and possibilities of internationalising teaching and learning. The main features of an internationalised class or module will be addressed and participants will apply the programme logic model to their course design. Participants will walk away with a suite of IaH interventions that can be instantly applied to their own subject domain. Learning outcomes: At the end of this workshop participants can: ● List what IaH interventions can be used in teaching and learning arrangements; ● Incorporate different international perspectives and activities into a standard module applying the programme logic model; ● Apply constructive alignment in course design in the context of Internationalisation.
14:45-15:15	Coffee break	
15:15-16:15 (16:45)	**Workshops for academics, staff of internationalization office, managers in HEI – round 2** Facilitators organizing committee members	

	Workshop 3 **Digital Resources for International Classrooms** **(Encarnación Almazán Ruiz, University of Jaén)** *for virtual participants:* **https://cesnet.zoom.us/j/99506719376** **Annotation:** Join our workshop on 'Digital Resources for International Classrooms,' designed to empower educators with the tools to facilitate internationalisation and effectively engage 21st-century students. In this session, you'll explore cutting-edge digital materials and tools to enhance collaboration and foster fantastic learning experiences in your classroom. Equip yourself with the skills to connect with students and make your teaching more dynamic and inclusive.	**Workshop 4 (15:15-16:00)** **Learning Outcomes for Skills-Oriented Learning** **(prof. Armela Panajoti; University of Vlore, Albania and her team)** *for virtual participants:* **https://cesnet.zoom.us/j/95596487079** **Annotation:** The MORIN (Mobility Recognition for Integration) consortium team works as a multi-country initiative under the CBHE framework, aimed at addressing the integration of migrants as a regional priority. This workshop focuses on **Learning Outcomes for Skills-Oriented Learning**, emphasizing the importance of clearly defined outcomes in fostering effective educational experiences. Participants will engage in a collaborative exploration of how to formulate measurable and student-centered learning outcomes that align with skills development across various contexts. **Objectives:** 1/ Understand the distinction between learning objectives and outcomes, and their relevance in skills-oriented education. 2/Develop skills in writing specific, observable, and assessable learning outcomes that enhance student engagement and accountability. 3/Explore methods for integrating learning outcomes into curriculum design to ensure alignment with

		broader educational goals and competencies. **Format:** The workshop will include interactive discussions where EU and non-EU participants will be paired, practical exercises, and group activities aimed at applying theoretical concepts to real-world scenarios. Participants will leave with actionable strategies for implementing effective learning outcomes in their own teaching practices. It will be followed by Q and A time and questionnaire. **Workshop 5 (16:00-16:45)** **Mobility Recognition via Learning Outcomes** **(prof. Armela Panajoti; University of Vlore, Albania and her team)** *for virtual participants:* **https://cesnet.zoom.us/j/95596487079** This workshop aims to explore the critical role of learning outcomes in facilitating the recognition of skills and qualifications gained through mobility experiences. Participants will engage in discussions and activities designed to understand how well-defined learning outcomes can enhance the transferability of skills across borders, particularly within the European context. **Objectives:** 1/ To analyze the relationship between learning outcomes and the recognition of competencies acquired during mobility programs. 2/To develop practical strategies for creating specific, measurable, and relevant learning outcomes

		that align with international standards. 3/ To share best practices for implementing these outcomes in various educational settings to ensure that skills gained abroad are acknowledged and valued. **Format:** The workshop will feature interactive sessions, including group discussions pairing EU and non-EU participants, case studies, and hands-on activities that allow participants to draft and refine their own learning outcomes. By the end of the session, attendees will have a clearer understanding of how to leverage learning outcomes for effective mobility recognition. It will be followed by Q and A time and questionnaire.
17:00	Dinner	

Registration:

Registration until **7th October 2024 (please indicate if your participation will be via zoom)**
Registration form is available at this link.
There is no registration fee.

Organising Committee:

Miroslav Dopita, Pavlína Flajšarová, Vít Dočekal: Palacký University, Olomouc, Czech Republic
Renáta Tomášková, Monika Šmídlová, Lucie Bártová Vopravilová, Petra Schneidrová: Ostrava University, Czech Republic
Leona Stašová, Lenka Badinská: University of Hradec Králové, Czech Republic
Christopher Johnstone, Barbara Kappler: University of Minnesota, Minneapolis, Minnesota, USA
María Luisa Pérez Cañado, Encarnación Almazán Ruiz: Universidad de Jaén, Kingdom of Spain
Eveke de Louw, Claudia Bulnes, Jos Beelen, Jolanda van der Toorn – Werges: The Hague University of Applied Sciences, Netherlands
Ida Andersson-Norrie, Helen Stockhult: Örebro University, Kingdom of Sweden
Jana Ter-Akopow Čemusová: University of New York in Prague, Czech Republic

Contact person:

Miroslav Dopita: miroslav.dopita@upol.cz

Co-funded by the Erasmus+ Programme of the European Union

Annex 7. QUESTIONS AND ANSWERS – Learning outcomes

Webinar 1.

/ How shall we best formulate learning outcomes (LO)?

Here are some key guidelines for formulating effective learning outcomes:

a/ Use Clear, Specific Language

Learning outcomes should be written in clear, precise language that describes observable and measurable behaviors. Avoid vague or ambiguous terms.

For example: Instead of: "Students will understand calculus"
Use: "Students will be able to solve differential equations"

b/ Start with an Action Verb

Begin each learning outcome with an action verb that specifies the depth of learning expected

Use Bloom's Taxonomy to select appropriate verbs for the desired cognitive level.

For example:

Remember/Understand: define, identify, describe

Apply/Analyze: calculate, compare, differentiate

Evaluate/Create: design, develop, formulate

Include Content, Context and Criteria

c/ A well-formulated learning outcome contains three key components

Action: The verb describing what the student will be able to do

Content: The specific subject matter or skills involved

Context: The situation or conditions under which the learning will be demonstrated

Criteria: The level of performance expected

d/ Use Student-Centered Language

Frame outcomes from the student's perspective, using phrases like "Students will be able to...". This clarifies expectations for learners.

Example:

By the end of the course, the student will (formulate it with active and action verbs) …. by (insert date and resources). In that way students can identify the long-terms goals, the tools and the process.

2/ What should be the limits LOs?

a/ Avoid Oversimplification

Learning outcomes can give a false impression of precision and simplicity, when in reality, learning is often complex and nuanced. There's a risk of oversimplifying knowledge and skills, especially in disciplines with complex conceptual frameworks.

b/ Don't Restrict Open-Ended Learning

LOs shouldn't be so narrowly defined that they limit intellectual challenge or restrict open-ended academic inquiry. They should allow for exploratory and experimental teaching approaches.

c/ Be Wary of Overemphasis on Measurement

Focusing too heavily on measurable outcomes may cause educators to lose sight of valuable learning that is difficult to measure quantitatively. Not all important educational goals can be easily expressed as LOs.

d/ Consider Disciplinary Differences

The appropriateness and formulation of LOs can vary significantly between disciplines. A one-size-fits-all approach may not work across different fields of study.

e/ Avoid Excessive Detail

Having too many highly specific LOs can make a curriculum overly rigid and leave little room for flexibility or variation in teaching and learning

f/ The number of LOs should be manageable.

g/ Ensure Realistic Scope

LOs must be achievable within the timeframe of a course and assessable with available methods. They shouldn't describe skills for future careers beyond the course.

h/ Allow for Unplanned Learning

Not all valuable learning can be predetermined and governed by Los. There should be space for unexpected learning outcomes to emerge.

i/ Don't Neglect Implementation

Simply having well-written LOs doesn't guarantee their effective use. Careful implementation and alignment with teaching activities and assessment is crucial. By being mindful of these limitations, educators can formulate more effective learning outcomes that enhance rather than constrain the educational process.

3/ How should staff be trained regarding LO?

To effectively train staff on learning outcomes (LOs):

a/ Provide Clear Explanations

Start by clearly explaining what learning outcomes are and why they are important. Staff should understand that Los define specific, measurable goals for student learning.

b/ Guide course design, teaching methods, and assessment – provide training and manuals

c/ Help align curriculum with broader program and institutional objectives

d/ Offer Practical Workshops

Conduct hands-on workshops where staff can practice writing and refining learning outcomes. Taxonomy

e/ Use Real Examples

Provide examples of well-written learning outcomes from various disciplines. Analyze these examples to demonstrate best practices and common pitfalls.

f/ Train staff on how to align learning outcomes with:

Course activities and materials

Assessment methods

Program-level outcomes

Institutional goals

This alignment ensures coherence in curriculum design and delivery.

g/ Teach Assessment Techniques

Instruct staff on how to assess whether learning outcomes have been achieved.

This includes:

Designing appropriate assessment tasks

Using rubrics and criteria

Collecting and analyzing evidence of student learning

h/ Encourage Collaboration

Promote collaborative approaches to developing and refining learning outcomes. This can involve:

i/ Peer review sessions

j/ Departmental discussions on program-level outcomes

k/ Cross-disciplinary sharing of best practices

l/ Provide Ongoing Support

Offer continuous support through:

Individual consultations

Follow-up workshops

Resources and guidelines

Regular review and feedback on LOs

Address Common Challenges

Prepare staff to handle common issues such as:

4/ Should there be a continuous training regarding LOs to the already hired staff?

a/ Adapting to Changes

As curricula, teaching methods, and educational goals evolve, staff need to stay updated on how to effectively use and formulate LOs. Continuous training ensures that all staff members are aligned with current best practices.

b/ Skill Enhancement

Regular training helps staff refine their skills in writing, implementing, and assessing LOs. This leads to more effective course design and improved student learning experiences.

c/ Maintaining Consistency

Ongoing training promotes a consistent approach to LOs across departments and programs, ensuring that all courses within an institution maintain a similar standard and structure.

d/ Benefits of Continuous LO Training

Improved Teaching Quality

As staff become more proficient in using LOs, the overall quality of teaching and course design is likely to improve.

Enhanced Student Experience

Well-crafted and consistently applied LOs can lead to clearer expectations for students and more focused learning experiences.

Institutional Alignment

Regular training helps ensure that all staff members are aligned with the institution's educational goals and standards.

5/ How should Los be measured and monitored?

Learning outcomes (LOs) should be measured using a variety of methods to ensure comprehensive and accurate assessment.

A/ Use Direct and Indirect Measures

a/ Direct Measures

These assess actual student performance or behavior:

- Exams and quizzes

- Essays and research papers

- Presentations

- Projects and portfolios

- Lab reports

- Clinical evaluations

b/ Indirect Measures

These assess perceptions or reflections on learning:

- Surveys
- Reflective discussions
- Journals
- Self-assessments
- Alumni feedback

B/ Employ Quantitative and Qualitative Methods

a/ Quantitative Methods

- Rubrics with numeric scores
- Grading scales
- Standardized tests

b/ Qualitative Methods

- Narrative feedback
- Peer evaluations
- Observational assessments

C/ Measure LOs throughout the course, not just at the end.

This allows for:

- Tracking progress over time
- Identifying areas needing improvement
- Adjusting teaching methods as needed

D/ Utilize Technology

Leverage learning management systems and assessment software to:

- Streamline data collection
- Analyze results efficiently
- Generate reports on LO achievement

E/ Involve Multiple Assessors

When possible, have multiple instructors or external evaluators assess student work to enhance reliability and reduce bias.

F/ Consider Long-Term Impact

Assess the long-term achievement of LOs through:

- Follow-up surveys with graduates
- Employer feedback
- Professional certification rates

By implementing a comprehensive and varied approach to measuring learning outcomes, institutions can gain a more accurate picture of student achievement and use this information to continuously improve their educational programs.

6/ How should we implement the quality assurance of LOs?

a/ Establish a Systematic Review Process

b/ Implement a regular cycle for reviewing and refining LOs:

Annual reviews within departments

Comprehensive program-wide reviews every 3-5 years

Involve faculty, administrators, and external stakeholders

c/ Ensure that LOs are:

Reflected in course content and activities

Directly linked to assessment methods

Mapped to program and institutional goals

d/ Use SMART Criteria

Evaluate LOs against SMART criteria:

Specific

Measurable

Achievable

Relevant

Time-bound

e/ Implement Continuous Assessment

Use both direct and indirect measures to assess LO achievement:

Direct: exams, projects, presentations

Indirect: surveys, reflective discussions, alumni feedback

Collect data throughout the course, not just at the end

f/ Involve Multiple Stakeholders

g/ Engage various groups in the quality assurance process:

Faculty peers for review and feedback

Students for input on clarity and relevance

h/ Use assessment results to:

Identify areas for improvement

Modify course content or teaching methods

Update LOs as needed

Document these changes to demonstrate continuous improvement.

7/ How should we ensure the quality and feasibility of Los during the mobility and after the mobility?

A/ During Mobility

a/ Regular Check-ins

b/ Implement a system of regular check-ins with mobile students to:

c/ Assess progress towards LOs

d/ Identify any challenges or obstacles

e/ Provide support and guidance as needed

f/ Continuous Assessment

g/ Use formative assessment methods to track student progress:

Short quizzes or assignments

Reflective journals

Progress reports

Flexibility and Adaptation

h/ Be prepared to adjust LOs if necessary:

i/ Respond to unexpected learning opportunities

j/ Address any misalignments between expectations and reality

k/ Host Institution Collaboration

Work closely with the host institution to:

Ensure alignment of teaching methods with LOs

Address any cultural or academic differences that may impact LO achievement

B/ After Mobility

a/ Comprehensive Evaluation

Conduct a thorough assessment of LO achievement:

Use a mix of quantitative and qualitative measures

b/ Include self-assessment by students

c/ Gather feedback from host institution instructors

d/ Recognition and Integration

e/ Ensure that achieved LOs are:

Properly recognized and credited at the home institution

Integrated into the student's overall academic record

Reflection and Application

f/ Encourage students to reflect on their learning:

g/ Organize debriefing sessions

h/ Assign reflective essays or presentations

i/ Discuss how to apply new knowledge and skills in their home context

j/ Long-term Impact Assessment

k/ Implement measures to evaluate the long-term impact of mobility on LOs:

l/ Follow-up surveys several months after return

m/ Track academic performance in subsequent courses

n/ Assess career outcomes related to mobility experience

Quality Assurance Measures:

a/ Feedback Loop

b/ Create a feedback mechanism to use insights from returned students to improve future mobility programs and LO formulation

c/ Data Analysis

Analyze data on LO achievement to identify trends, best practices, and areas for improvement in mobility programs

Engage various stakeholders in the quality assurance process:

Students

Faculty from both home and host institutions

Mobility program coordinators

Employers (for career-related LOs)

8/ LOs and Accreditation – what are the standards for LOs for study programme?

key standards for learning outcomes (LOs) in relation to accreditation of study programs:

a/ Alignment with Qualifications Frameworks

b/ LOs should be aligned with relevant qualifications frameworks:

European Qualifications Framework (EQF)

National qualifications frameworks

Discipline-specific frameworks (e.g., for medical education)

Specificity and Measurability

c/ LOs must be:

Specific and clearly described

Measurable and assessable

Achievable within the timeframe and resources of the program

Comprehensive Coverage

d/ LOs should encompass:

Knowledge, skills, and competencies

Different cognitive levels (e.g., using Bloom's Taxonomy)

Professional values and behaviors

Relevance and Currency

e/ LOs need to:

Reflect current professional standards and practices

Address regional and national needs

Align with the institution's mission and program aims

Inclusivity and Accessibility

f/ LOs should:

Be inclusive and based on universal design for learning

Incorporate diverse perspectives, including gender

Documentation and Transparency

g/ Programs must:

Clearly document and communicate LOs to students

Provide evidence of student achievement of LOs

Continuous Review and Improvement

There should be:

Regular review and updating of LOs

Use of assessment data to improve LOs and curriculum

Stakeholder Involvement

Development and review of LOs should involve:

Faculty

Students

External stakeholders (e.g., employers, professional bodies)

Integration with Curriculum and Assessment

g/ LOs must be:

Reflected in course content and activities

Directly linked to assessment methods

Mapped to program and institutional goals

Webinar 2

1/ Lack of convergence and compatibility between systems

Recommendation: overcome it in the preparatory stage, work it out with the host institution

2/ Differences in academic calendars, language requirements, and prerequisites among institutions hinder comparison and integration of academic programs

Recommendation: similarly, should be debated and solved at the LA negotiation process

3/ Recognition of credits and competencies:

Recommendation: Challenges in recognition of studied modules, credits transfer, and competency evaluation should proceed in accordance with the methodology that is known prior to the mobility

4/ Differences between European and non-European qualifications:

Recommendation: Recognition of non-European qualifications can be more challenging and time-consuming

Avoid potential pitfalls of the recognition process especially in the informal aspects of assessment:

Informal recommendations from teachers often play a crucial role in recognition, which can lead to bias.

Misrecognition of immigrants' vocational experiences

Validation practices may contribute to misrecognition of immigrants' prior learning and experiences

Degrading of knowledge:

Some immigrants with academic qualifications may only be given recognition at a lower educational level

5/ How to overcome language barriers:

Newcomers may face challenges due to language differences, even if they have relevant vocational expertise

Recommendation: offer preparatory language courses for free in the before mobility period

and intercultural communication classes

6/ Costs and administrative burdens:

Students may face expenses for recognition procedures and additional administrative charges. These should be avoided by all means.

7/ Avoid lack of clear appeal processes:

In some cases, there may be no clear process for appealing rejected recognition decisions. Avoid inconsistent recognition practices such as cases when recognition depends on individual faculty councils, leading to potential inconsistencies.

8/ Mobility windows

Introduce mobility windows if possible already in the accreditation.

9/ Insufficient course information:

Lack of comprehensive and accessible course information makes it difficult for students to select appropriate courses and ensure credit recognition. Make the course catalogues of the ssending as well as receiving institution accessible online.

10/ Including special needs participants in the mobilities:

key points on how special needs participants in international mobilities should be treated and supported:

Equal treatment and access:

Special needs participants should receive equal treatment in all academic and service matters.

They should have full access to the same range of services and facilities available to local students and staff.

Additional support:

Erasmus+ offers additional financial support for students and staff with special needs to cover extra costs related to their participation. See Erasmus guide.

This can include funding for personal assistants, adapted accommodations, etc.

Individualized assistance:

Institutions should provide personalized support to special needs participants.

This may involve assigning dedicated staff members or offices to assist with practical matters.

Accessibility information:

Home institutions should provide accurate information on the accessibility levels of host institutions.

Only 21.6% of students with disabilities reported receiving such information, indicating a need for improvement.

Awareness of available support:

Better promotion of available support, like the Erasmus+ special needs grant, is needed. Only 15.1% of students with disabilities were aware of this grant.

Integration efforts:

Host institutions should make active efforts to integrate special needs participants, both academically and socially.

This can include organizing inclusive activities and providing necessary accommodations in classes.

Staff training:

Universities should provide training on accessibility and inclusion for staff members.

Collaboration between institutions:

Home and host institutions should collaborate closely to ensure proper support for special needs participants throughout their mobility.

Mental health support:

Both home and host institutions should offer mental health support services.

Removal of barriers:

Institutions should work to identify and remove obstacles preventing special needs students from participating in mobility programs.

Inclusive design:

Universities should adopt universal design principles to make their environments and programs accessible to all students.

Example of best practice, ie. Institutional inclusion methodology for mobilities by Palacky University was shared.

Webinar 3

1. Hello Prof. Jasmina! Thank you for your presentation! Can you please elaborate more on the balance between knowledge, skills and competence?

> It is not expected that each LO will precisely balance the elements of knowledge, skills, and competence. Each element should be included in the proper and relevant amount and follow the course objective. If the course is more practical, the focus will be more on skills and competence. If it is a theoretical course, it will focus more on knowledge. The point is to include all three elements.

2. A question about professional studies. Are there any guidelines more directed towards professional studies that could apply to courses within these study programmes in comparison to those offered by universities?

> There should not be a difference between writing LOs in professional or academic studies. Knowledge, skills and competence are expected in both contexts. However, depending on the actual course, the LOs will probably have a stronger focus on the practical aspects of a course. If for example, the professional study programme is educating future elementary school teachers, the theoretical frameworks within a course will be different than in an academic theoretical course. The actual structure of the LOs will still follow the main ideas proposed in this webinar to use the vocabulary made available in Bloom's taxonomy and Bloom's revised taxonomy and cherry-pick the words that apply to the practical aspects of the specific course if that is what it is about.

3. The last slide was about skills ranking, from remember to create. Is there any rule that compares the difficulties of those levels, e.g. the lowest level is 50 and the highest one is 100? We can use this rule in exam evaluation.

> No, there is no rule. It would be difficult to quantify the amount of lower-order and higher-order thinking skills. The point is to use the progression suggested by the levels as a sort of direction.

4. Who evaluates your syllabi?

> In Serbia, the reviewing committee appointed by the relevant accreditation body evaluates the syllabi when the higher education institution initiates the accreditation procedure by submitting the relevant documents.

5. Could you elaborate on which levels of knowledge are preferred to be used, for example, at the Bachelor's or Master's level?

> There is no rule regarding the specific individual levels. They all apply to all three levels, BA, MA and PhD. We can and should include them all as much as possible.

6. You talked about revised taxonomy and do the experts approve the revised taxonomy? The question refers to the accreditation of the syllabi.

Both Bloom's taxonomy and Bloom's revised taxonomy are results of research based on empirical findings. We do not mention the taxonomies in our LOs or syllabi. We rely on the vocabulary suggested in them and the main notions proposed with lower-order and higher-order thinking skills. The accreditation committee does not ask about who or what the LOs are based upon. They want to see properly written syllabi, including concrete and specific LOs.