R3: Implement an action-training online program for teachers and institutional staff

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Abstract:	The goal of Result 3 (R3) in the INVITE project is to equip higher education teachers and institutional staff with the necessary skills, knowledge, and resources to design, implement, and sustain international virtual and blended learning programmes and activities. In R3.1, an online training course has been designed and implemented. It includes two interconnected learning paths: one for teachers and one for administrative staff. The training module followed the structure of the INVITE Learning Design Framework developed in R2. One hundred seventy badges were released after

attending the course, and participants expressed high appreciation for the online activities. In R3.2, an online repository was created, including revised materials from the training module.

Keyword List:	**Blended learning, Online course, Online learning, International collaboration, Teacher training.**

Consortium

	Name	Short Name	Country
1	**AALBORG UNIVERSITY**	AAU	**Denmark**
2	**HELLENIC MEDITERANNEAN UNIVERSITY**	HMU	**Greece**
3	**UNIVERSITA DEGLI STUDI DI TORINO**	UNITO	**Italy**
4	**COLUMBUS PARTNERS**	CP	**France**

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List of Abbreviations

The following table presents the acronyms used in the deliverable in alphabetical order.

Abbreviations	Description
ADDIE	Analysis, Design, Development, Implementation, and Evaluation
BIP	Blended Intensive Programme
COIL	Collaborative Online International Learning
HE	Higher Education
STD	Self-Determination Theory

Executive Summary

The goal of Result 3 (R3) in the INVITE project is to equip higher education teachers and institutional staff with the necessary skills, knowledge, and resources to design, implement, and sustain international virtual and blended learning programmes and activities. In R3.1, an online training course has been designed and implemented. It includes two interconnected learning paths: one for teachers and one for administrative staff. The training module followed the structure of the INVITE Learning Design Framework developed in R2. One hundred seventy badges were released after attending the course, and participants expressed high appreciation for the online activities. In R3.2, an online repository was created, including revised materials from the training module.

1 Introduction

1.1 Scope

The goal of Result 3 (R3) in the INVITE project is to equip higher education teachers and institutional staff with the necessary skills, knowledge, and resources to design, implement, and sustain international virtual and blended learning programmes and activities. In particular, R3.1 focuses on developing online interactive training modules that will help educators build digital competencies, enabling them to create engaging and effective international virtual and blended learning environments. These modules cover various aspects, including the use of digital tools, innovative pedagogical methodologies, and the adoption of learning design frameworks developed in other phases of the project. Special attention was also given to institutional staff responsible for supporting teaching and learning innovation, helping them to understand the importance of faculty training and the need for allocating proper human and financial resources to sustain such initiatives.

To ensure long-term accessibility and scalability, R3.2 establishes an open repository of materials, including webinars, guidelines, and best practices. This will serve as a reference point for educators and administrators beyond the project's duration. These resources aim to bridge the existing gaps in institutional support for virtual and blended mobility programs, addressing challenges such as financial constraints, time allocation for teachers, and the lack of structured training opportunities. By providing high-quality, adaptable learning materials, the INVITE project contributes to the broader adoption of innovative teaching strategies, supporting universities in aligning with new internationalisation requirements, such as the Erasmus+ Blended Intensive Programmes (BIP).

The impact of R3 is expected to be significant, as it will enhance educators' ability to offer well-structured and enriching intercultural learning experiences to students, thereby improving the overall quality of international virtual exchanges. Furthermore, by fostering a community of trained professionals, universities can strengthen their international reputation and increase their attractiveness to students and faculty worldwide. The open and transferable nature of these training resources also ensures that other higher education institutions, and even secondary education providers, can adopt and adapt them to their specific needs, extending the project's benefits beyond its initial scope.

1.2 Audience

The audience for Result 3 (R3) of the INVITE project included two main target groups: university teachers and institutional staff members. The training modules and resources developed in R3 were designed to support educators interested in developing digital international teaching and learning activities, equipping them with the necessary skills to implement effective virtual and blended programs. At the same time, institutional staff members—such as international office representatives and educational developers—benefited from the training by gaining insights into how to foster international collaboration between institutions and provide better support to teachers and students engaged in digital international activities. The target participation for these activities was set at 100 individuals, comprising 80 educators and 20 staff members. Through this initiative, both groups have been empowered to drive innovation in virtual and blended education, ensuring that international digital learning experiences are effectively designed, implemented, and sustained within higher education institutions.

1.3   Structure

The structure of the document is as follows:

Section 2 focuses on R3A1 (Design and implementation of open online interactive training modules for the development of digital competencies for educators), and it includes information on rationale and motivation, design of the INVITE training course, its implementation, including involving and enrolling participants, delivering an initial synchronous meeting, and facilitating participants, and the results obtained.

Section 3 focuses on R3A2 (Repository of open materials to share knowledge, tools, guidelines to support the design and implementation of international virtual modalities) and it included the rationale and motivation, the design and implementation of the repository.

Section 4 draws the conclusions of this result.

2 R3A1: Design and implementation of open online interactive training modules for the development of digital competencies for educators

2.1 Rationale and motivation

Internationalisation in Higher Education (HE) has emerged as a pivotal focus for institutions worldwide, reflecting the growing importance of integrating global perspectives into academic experiences. Defined by Knight (2008) as "the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education," this trend emphasises creating opportunities for students to engage with diverse cultures and ideas (Vahed & Rodriguez, 2021). Besides traditional physical mobility programmes, more inclusive and sustainable mobility forms have recently been introduced: among them, virtual and blended international collaboration modalities stand out. They are academic modalities that involve teachers and students from at least two different countries participating in collaborative academic activities (Garcés & O'Dowd, 2021; Perfölz & López-Varela, 2022). These models enable more inclusive and flexible participation, reaching students who may not have the means or opportunity to engage in traditional mobility (Barana & Marchisio Conte, 2024). We refer to them as virtual international collaboration activities when they are shaped exclusively through online platforms and communication tools. The most famous form is Collaborative Online International Learning (COIL), where students engage in collaborative projects in a digital learning environment without leaving their home institutions (Hackett et al., 2024). We refer to them as blended international collaboration activities when they combine virtual interactions with face-to-face activities. A recent form of blended international collaboration activity is the Blended Intensive Programme (BIP), promoted by the EU Erasmus+ Programme (European Commission, 2023). Examples of BIPs are described in (Barana et al., 2024; Cambria et al., 2023). Designing and implementing virtual and blended collaboration modalities requires noticeable effort and collaboration by higher education teachers and staff. Based on interviews with experts, the INVITE consortium in R1 identified drivers for the implementation of similar international formats: among them, enhancing collaboration opportunities, training teachers and staff members, and activating practice communities stood out.

There is little research in the literature on teacher training and faculty development in higher education on international activities and virtual mobility. According to (O'Dowd & Dooly, 2022), COIL activities are formative not only for students but also for teachers. (Buchem et al., 2018) describes a learning hub aimed to provide students and teachers with competencies to tackle virtual mobility experiences. They suggest that online courses can be an optimal format for training university staff since they offer flexibility. Still, there is a need for engagement of higher education staff in training programmes about the design of virtual or blended modalities of international collaboration.

2.2 Design of the online training course

The primary goal of the training activities is to provide higher education teachers and staff with the competences to design, develop, and support blended and virtual international collaboration activities in line with the INVITE Learning Design Framework developed in R2. Since the consortium believed that promoting collaboration among HE teachers and administrative staff is crucial to activating teaching and learning international collaboration activities in virtual or blended modality, it was decided to involve both

stakeholders in the same online course, with two distinct training paths, so that collaboration among the two groups was possible. Two training paths were thus designed, one for the teachers' group, which included all those interested in developing digital international teaching and learning activities, and one for the staff group, which included all those interested in creating international bridges among institutions and supporting teachers and/or students in developing or implementing digital international activities. Both paths coexisted in the same online course.

The learning outcomes of the path for teachers are:

Knowledge

- Identifying students' needs and learning goals in international virtual and blended activities.
- Integrating active learning strategies in international virtual or blended activities.
- Using digital tools to support the implementation of virtual and blended modalities.
- Identifying causes of students' difficulties in participating in virtual and blended international activities.
- Using different forms of assessment to monitor students' learning.

Skills

- Formulating learning objectives for international virtual and blended activities.
- Planning international learning activities in line with self-determination theory.
- Developing technology-enhanced learning activities and resources that support international collaboration.
- Creating collaborative environments which enable students in engaging in intercultural discussion.
- Assessing and analyzing the achievement of the students' learning outcomes.

Responsibility and Autonomy

- Developing awareness of students' needs and difficulties in intercultural activities.
- Choosing the best learning methodologies and teaching strategies based on the contextual needs.
- Choosing the best digital technologies to support virtual and blended international learning activities.
- Adopting an intercultural approach to teaching and learning.
- Critically reflect on the strengths and weaknesses of one's teaching activity and re-design it for future implementation.

The learning outcomes of the path for staff are:

Knowledge

- Understanding the design process of international learning activities.
- Knowing the requirements for and difficulties in the adoption of active learning strategies in international virtual or blended activities.
- Using digital tools and environments to support the implementation of virtual and blended modalities.
- Understanding students' difficulties in participating in virtual and blended international activities.
- Using different forms of assessment to monitor the achievement of learning outcomes.

Skills

- Identifying teachers' needs in planning and developing international learning activities.
- Identifying students' needs in integrating international activities in their curriculum.
- Supporting teachers in planning and developing international learning activities.
- Supporting students in participating in international learning activities.

- Supporting teachers and/or students in the use of digital technologies to create interactive learning environments.
- Supporting teachers in the creation of collaborative environments which engage students in intercultural discussion.
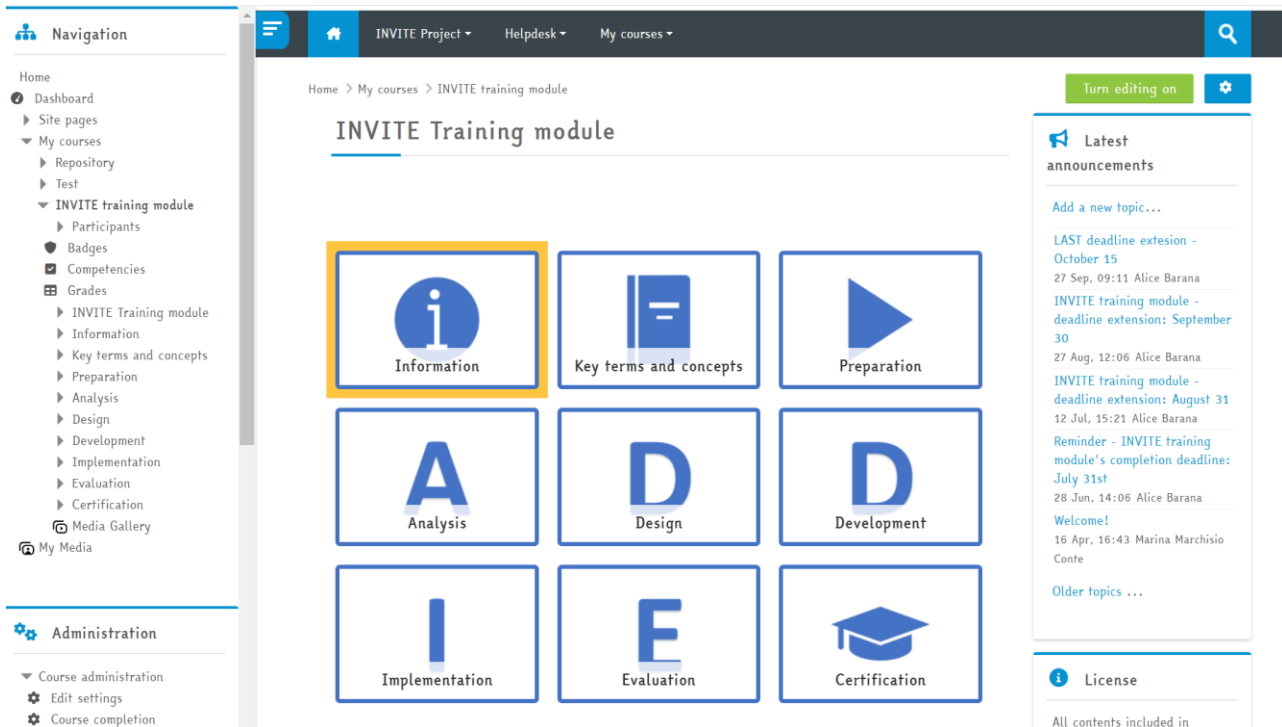- Assessing and analyzing the achievement of the activities' learning outcomes.

Responsibility and Autonomy

- Developing awareness of the students' difficulties in participating in virtual and blended international activities.
- Developing awareness of the teachers' difficulties in creating virtual and blended interactive international activities.
- Proposing activities for mentoring, supporting, or training teachers in the design and/or implementation of virtual or blended international learning activities.
- Critically reflecting on the strengths and weaknesses of the teaching or training activities and re-design them for future implementation.

The course was entirely online and delivered via a Moodle platform hosted by UNITO. Moodle was chosen since it is widely used in European Universities so that it could be familiar to users. The link to the online platform is https://invite.i-learn.unito.it. The activities were asynchronous and self-paced, except for an initial introduction meeting organised at the beginning of the module. The training modalities were based on active learning, collaborative learning, reflection, self-assessment, and formative assessment. The course itself was conceived as an interactive guide to designing virtual or blended activities of international collaboration, like COILs or BIPs, according to the INVITE framework. The course included two paths, one for teachers and one for staff. The two paths shared the learning materials but differentiated in the tasks. Since the INVITE online training course was based on the INVITE Learning Design Framework, it was designed according to the Self-Determination Theory (SDT) principles (Chiu, 2022) and the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model (Spatioti et al., 2022).

The course has a modular structure including nine sections (see Figure 1):

- An "Introduction" section with information about the module, the recording of the introduction meeting, a course contract and initial surveys for teachers and staff;
- A "Key terms and concepts" section, with a glossary and slideshows with the definitions of the underlying concepts of the module: the Self-Determination Theory, the ADDIE model, and blended and virtual international collaboration activities;
- Six main sections with the course content, one for each phase of the INVITE LDF (Preparation, Analysis, Design, Development, Implementation, Evaluation);
- A "Certification" section with the final surveys.

Figure 1. Homepage of the INVITE training course.

The six main sections have the same structure. They explain the details of the six phases of the framework, providing participants with practical information on how to create virtual or blended international collaborative activities. In the Preparation phase, participants are guided to find ideas for their activities and partners. In the Analysis phase, they can focus on the need assessment and task analysis, defining an audience and learning outcomes for their activity. In the Design phase, they choose the learning strategies to include in their activity to engage students and foster their autonomy. The Development phase focuses on developing culturally relevant and sensitive content, including integrating Open Educational Resources and identifying suitable digital technologies and learning environments to deliver the activities, including the role of AI in virtual or blended learning. The Implementation phase focuses on the role of the teacher during the activity and how to foster interaction and intercultural collaboration. In the Evaluation phase, participants can learn about different assessment forms, focusing on formative and intercultural assessment.

In each of these sections, participants can find:

- Two starting reflection questionnaires (one for teachers and one for HE staff), with two or three questions each aimed at introducing the phase and making participants reflect on their experiences in that part of the process;
- An introductory video which highlights the main features of the phase;
- One or two slideshows on the main steps of each phase with some stimulus questions;
- A forum that participants can use to ask for doubts and answer the stimulus questions;
- Additional resources and external links to deepen the content;
- Two case studies, one about a virtual activity (a COIL) and one about a blended activity (a BIP), which shows the theory applied to real cases;
- A quiz with automatically graded questions about the content;
- Two final tasks (one for teachers and one for staff) where they are asked to put into practice what they learnt in the section. Teachers are asked to design a virtual or blended international activity,

and staff members have to identify their potential role in supporting the development of such activities. The tasks include a self-assessment form.

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Figure 2 shows the content of one section for the staff group. The teacher group had different introductory questionnaires, the same learning materials, and a different final task to be completed. In the preparation phase, participants could share their ideas and organise themselves in groups to design joint activities to be submitted in the final tasks. Also, teacher-staff collaboration was possible. Answers to the tasks were left visible to all participants to inspire new activities; moreover, staff members could improve their awareness of the teachers' activities and vice versa, enhancing collaboration among different roles.
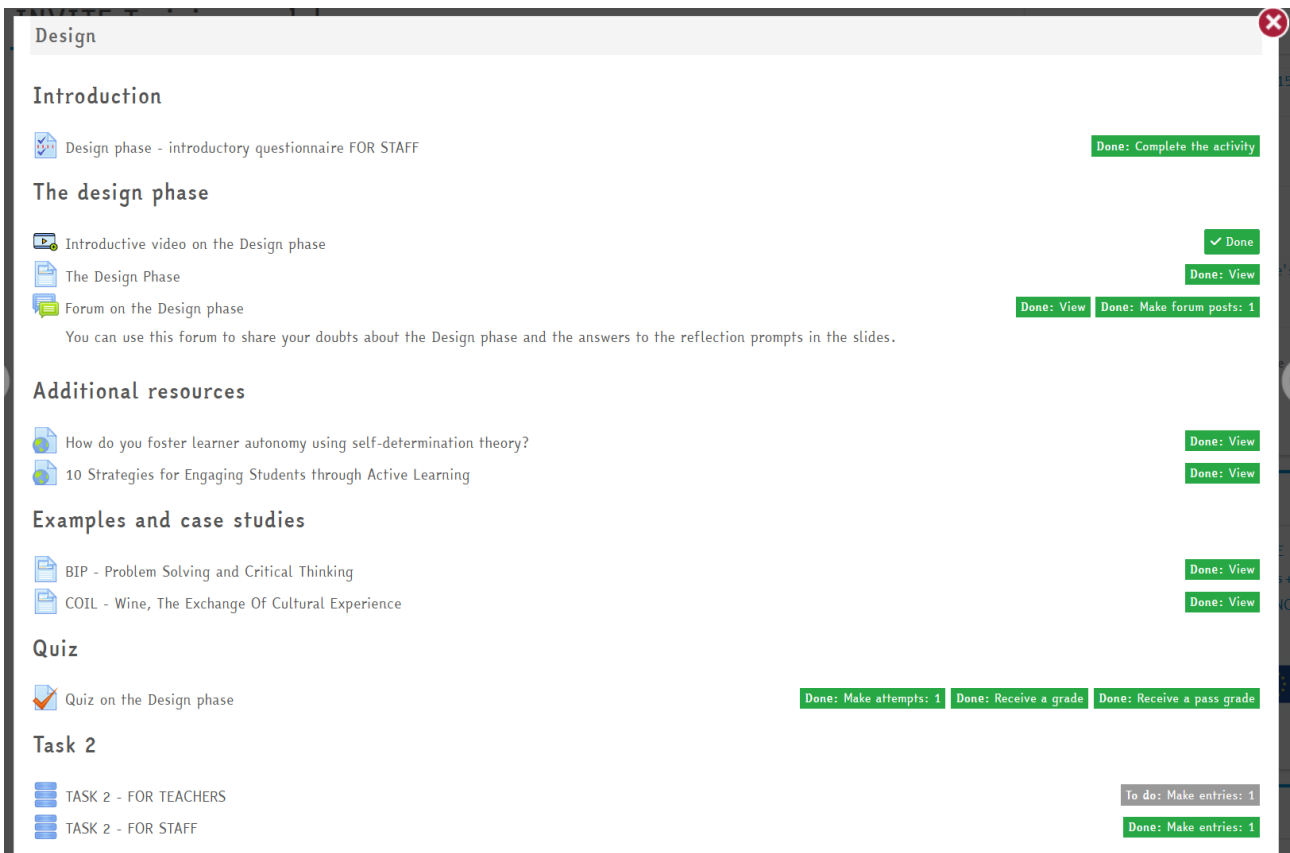
Figure 1. Content of the design phase, path for staff.

The access to activities was conditioned to completing the previous ones and a completion tracking system was activated to help participants identify the completed activities. Once they reached the end of one path, participants achieved a Moodle badge and could download a certificate of attendance. After the course concluded, a follow-up survey was added asking participants if the course helped them implement some international collaboration activity.

The design and creation of the course involved all the partners, led by UNITO. All partners contributed materials according to their competence, and UNITO developed the online course.

The online course was ready at the end of March 2024.

2.3 Implementation of the online training course

2.3.1 Involving participants

In March 2024, the INVITE consortium started the dissemination of the online module to attract participants. The UNITO team prepared:

- A sample mail to be sent via mailing lists;
- A web card with information on the online course;
- A website banner for the partners' websites;
- Posts for social channels.

All partners contributed with the dissemination of the course within their contacts.

2.3.2 Enrolling participants

A registration form was prepared and opened one month before the starting date for the course.

The registration form was let open two weeks after the start of the training course in order to include also late registrations. 1061 participants registered for the course (680 teachers and 381 staff members), representing 33 different countries and 105 HE institutions.

Table 1 shows the number of enrolled people by country and institution.

Table 1. Numbers of registered participants to the training course by country and institution.

Countries	Number of participants
Albania	**1**
University "Eqrem Cabej"	1
Argentina	**101**
CENTRO INTERDISCIPLINARIO DE INVESTIGACIONES EN TECNOLOGIAS Y DESARROLLO SOCIAL PARA EL NOA	1
Ejercito Argentino	1
Gobierno de la Ciudad de Buenos Aires	1
Instituto Tecnológico de Buenos Aires	1
Instituto universitario italiano de Rosario	1
National University of Cordoba	51
Rosario National University	35
Universidad de Belgrano	2
Universidad de la defensa nacional	2
Universidad Nacional de Hurlingham	1
Universidad Nacional de Río Negro	2
Universidad Nacional de Tres de Febrero	3
Brazil	**144**
Federal University of Rio Grande do Sul	122
FEI University Centre	1
Instituto Federal Catarinense	1
Instituto Ivoti	1
Pontifical University Catholic of Rio Grande do Sul	2
Universidade de Caxias do Sul	13
Universidade de Santa Cruz do Sul	1

Universidade Federal da Paraiba	1
Universidade Federal de Sergipe	1
Universidade Tecnologica Federal Paranà	1
Bulgaria	**14**
National Military University "Vasil Levski"	14
Colombia	**38**
Corporación Universitaria Minuto de Dios	30
ECCI University	3
Universidad de Cundinamarca	1
Universidad de los andes	1
Universidad del Norte	2
Universidad del Rosario	1
Costa Rica	**50**
AMIR Centroamerica	2
Universidad de Costa Rica	48
Croatia	**1**
University of Zagreb University Computing Centre	1
Czech Republic	**7**
Masaryk University	7
Denmark	**11**
Aalborg University	11
France	**18**
Université Pau Pays de l'Adour	14
Université Savoie Mont Blanc	4
Germany	**5**
Bielefeld University	4
University of Applied Sciences Fulda	1
Greece	**21**
Aristotle University of Thessaloniki, School of Pharmacy	1
Hellenic Air Force Academy	2
Hellenic Mediterranean University	14
Hellenic Military Nursing Academy	2
Hellenic Open University	1
UNIWA	1
Ireland	**6**
Institute of Art, Design & Technology	3
Irish Defence Forces	2
UCD	1
Italy	**264**
Centro Alti Studi Difesa	9
COMFORM-SA	18
Italian National School of Government	1
Mediterranea University of Reggio Calabria	8
Politecnico Milano	2
Roma Tre	1

Università degli Studi di Macerata	2
Università degli studi di Salerno	1
Università del Piemonte Orientale	2
Università di Bari	3
Università di Enna Kore	2
Università di Genova	8
Università di Torino	204
University of Brescia	1
University of Verona	2
Japan	**2**
Educational Research Foundation	1
University of Hyogo	1
Latvia	**2**
Vidzeme University of Applied Sciences	2
Mexico	**48**
Autonomus University of Querétaro	1
Instituto Tecnológico Autónomo de México	1
Universidad Autónoma de Yucatán	1
Universidad Panamericana	45
Mozambique	**1**
UJC	1
Namibia	**12**
University of Namibia	12
Pakistan	**1**
International Islamic University, Islamabad	1
Peru	**70**
Universidad de Lima	69
Universidad Esan	1
Poland	**4**
Military University of Technology	4
Portugal	**43**
Escola Profissional do Fundão	1
ESS CVP - Lisboa	1
ESTB-IPS	1
Instituto politécnico de Leiria	1
Instituto superior de serviço social do Porto	1
Military Academy - Portuguese Army	2
Polytechnic Institute of Santarém	1
Polytecnhic Institute of Guarda	3
Universidade da Beira Interior	30
University of Lisbon	2
Romania	**119**
"Nicolae Bălcescu" Land Forces Academy	2
Military Technical Academy "Ferdinand I"	8
Politehnica Bucharest	2

Politehnica University of Timisoara	7
Transilvania University of Brasov	59
West University of Timisoara	41
Slovakia	**4**
Armed Forces Academy of General Milan Rastislav Štefánik	4
Slovenia	**1**
Universidad Panamericana	1
Spain	**62**
Public University of Navarra	31
Spanish Air Force Academy	1
Defense University Center at the Spanish Naval Academy	3
Universidad de Zaragoza	27
Switzerland	**1**
HES-SO	1
Turkey	**5**
Middle East Technical University	5
Ukraine	**1**
H.S.Skovoroda kovoroda National Pedagogica, Kharkiv l University	1
United Kingdom	**2**
University of Edinburgh	2
United States	**1**
Northwestern University, Shirley Ryan AbilityLab	1
Vatican City	**1**
University of Meaning	1
Total	**1061**

All registered people were invited to participate in the initial online synchronous meeting scheduled for April 11, 2024. After the meeting, they received credentials to access the Moodle course and start the online training.

Based on information collected in the registration form, they were assigned to the path for teachers or staff. However, within the course, they could change the path or even follow both paths.

The UNITO team activated an email channel to solve technical problems with access to the platform.

2.3.3   Initial Synchronous Meeting

The initial online synchronous meeting took place on April 11, 2024, from 17.00 to 18.00 CET through the UNITO Webex platform. All those who registered for the INVITE training course received the link to join the meeting.

The meeting was led by the UNITO team and saw the active participation of all the INVITE partners.

The agenda of the meeting was:

1. Welcome to participants and brief presentation of the INVITE team
2. Brief presentation of outcomes and results of the INVITE Project
3. Next steps of the INVITE project
4. Presentation of the INVITE training module
5. Wooclap interactive activities for participants

6. Questions and conclusions

258 participants from all over the world joined the meeting and were actively engaged in the Wooclap interactive activities.

The first Wooclap activity asked participants to pin their home town in an interactive map. Figure 3 shows the result.

Figure 2. Interactive map created during the online meeting with participants home towns.

The second Wooclap activity asked participants to identify three skills needed for developing virtual or blended international collaboration activities. The answers ranged from international networking to teaching strategies, from language skills to project management.

The third Wooclap activity asked participants to express their understanding of international collaboration with one word. The resulting word cloud is shown in Figure 4.
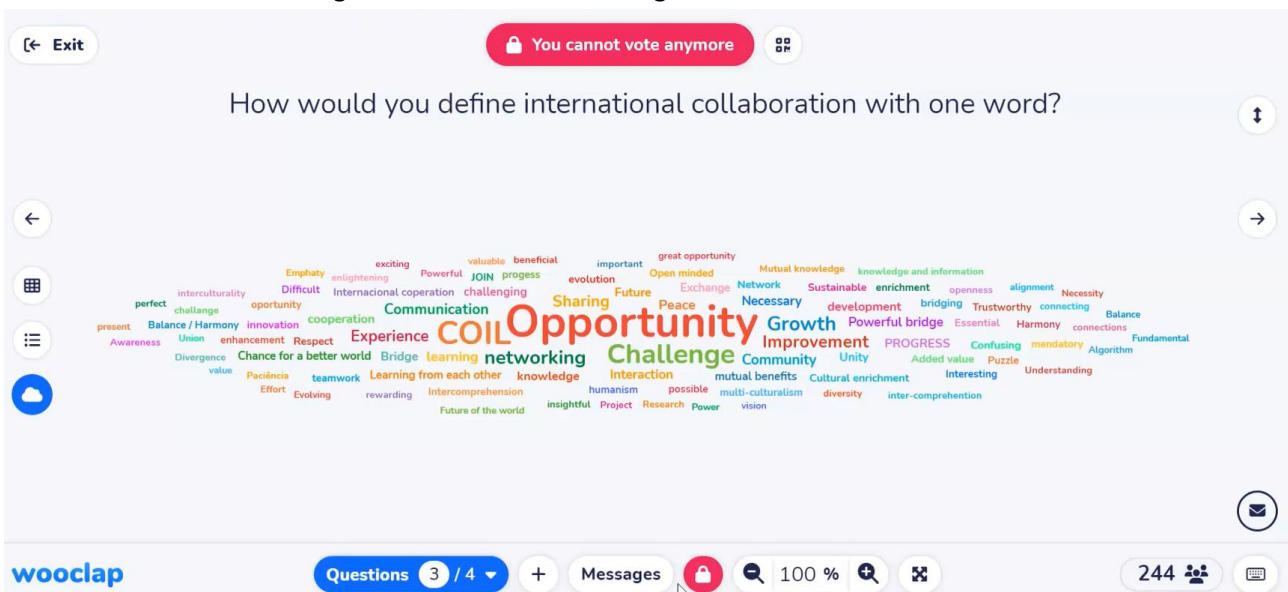

Figure 3. Participants' answers to the question "How would you define international collaboration with one word?"

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The third Wooclap activity asked participants to translate the chosen word in their language. The resulting word cloud is shown in Figure 5.

Figure 4. Participants' answers to the question "Write the chosen word in your language."

2.3.4 Facilitating participants

The online course opened on April 12, 2024, and remained open until October 15, 2024. During these months, the UNITO team assisted the participants with technical issues through email and a helpdesk support tool. All the project's partners were involved in forum moderation. In total, participants opened 424 forum conversations for a total of 895 forum posts.

Numerous reminders were sent to participants to finish activities before the scheduled deadline.

2.4 Results

2.4.1 Badges achieved

15 participants asked to be unenrolled from the module, so we had 1046 effective participants (710 teachers, 356 staff members). Of them, 320 (31% of the total) started the module by completing the initial survey (242 teachers – 34% of the registered teachers. 94 staff – 26% of the registered staff members). Thus, we reduced the number of participants to those who started the training.

170 badges were released to 164 participants (51% of those who started the training) (122 teachers – 50% of teachers who started, 48 staff – 51% of staff members who started the training).

6 participants completed both paths and earned two badges.

Table 2 shows the number of badges released by country, and Table 3 shows the number of badges released by institution.

Table 2. Number of badges released by country.

Country	N. of badges
Italy	79
Romania	23

Spain	12
Costa Rica	9
Colombia	9
Argentina	7
Brazil	6
France	6
Mexico	4
Peru	3
Portugal	2
Greece	2
Denmark	1
Turkey	1
Latvia	1
United Kingdom	1
Bulgaria	1
United States	1
Albania	1
Ireland	1
Total	**170**

Table 3. Number of badges released by institution.

Institution	Badges
Italy	**79**
Centro Alti Studi Difesa	3
COMFORM-SA	13
Mediterranea University of Reggio Calabria	4
Roma Tre	1
Università degli studi di Salerno	1
Università di Genova	2
Università di Torino	51
University of Verona	4
Romania	**23**
Military Technical Academy "Ferdinand I"	5
Politehnica Bucharest	1
Politehnica University of Timisoara	1
Transilvania University of Brasov	11
West University of Timisoara	5
Spain	**12**
Public University of Navarra	5
Universidad de Zaragoza	7
Costa Rica	**9**
Universidad de Costa Rica	5
Universidad de Costa Rica	4
Colombia	**9**
Corporación Universitaria Minuto de Dios	9
Argentina	**7**
Ejercito Argentino	1
National University of Cordoba	5
Rosario National University	1
Brazil	**6**
Federal University of Rio Grande do Sul	6
France	**6**
Université Pau Pays de l'Adour	5
Université Savoie Mont Blanc	1
Mexico	**4**
Universidad Panamericana	4
Peru	**3**
Universidad de Lima	3
Portugal	**2**
Universidade da Beira Interior	2
Greece	**2**
Hellenic Mediterranean University	1
Hellenic Military Nursing Academy	1
Denmark	**1**

Aalborg University	1
Turkey	**1**
Middle East Technical University	1
Latvia	**1**
Vidzeme University of Applied Sciences	1
United Kingdom	**1**
University of Edinburgh	1
Bulgaria	**1**
National Military University "Vasil Levski"	1
United States	**1**
Northwestern University, Shirley Ryan AbilityLab	1
Albania	**1**
University "Eqrem Cabej"	1
Ireland	**1**
UCD	1
Totale complessivo	**170**

2.4.2   Results of the final survey

The final survey answers, completed by all those who received a badge, were very positive, indicating great satisfaction with the online course. Figures 6 and 7 show the participants' satisfaction with the course, respectively for the teacher and staff groups.

	Not at all	Very little	Somewhat	Generally well	To a great extent	Average rank (and average values) ⇓	N/A
This experience was relevant to my career and/or professional development					■	4.4 (4.4)	0
My expectations about this module are met.					■	4.4 (4.4)	0
The module provided me with ideas that could be used in my teaching/professional activity.					■	4.6 (4.6)	0
The course was an opportunity for personal enrichment.					■	4.6 (4.6)	0
Participating in this training was a good investment of my time.					■	4.4 (4.4)	1
The overall training experience was adequately interactive/engaging.				■		4.2 (4.2)	0
I took advantage of the international interaction and collaboration with teachers and staff from other countries/institutions.			■			3.2 (3.2)	6
The learning materials and activities helped me achieve the learning outcomes.				■		4.3 (4.3)	1
I was already familiar with the content.			■			3.3 (3.3)	0
I would suggest this course to a colleague.					■	4.4 (4.4)	0
Similar themed trainings should be offered more regularly.					■	4.4 (4.4)	0

Figure 5. Course satisfaction - teachers' answers

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	Not at all	Very little	Somewhat	Generally well	To a great extent	Average rank (and average values) ⇩	N/A
This experience was relevant to my career and/or professional development				▪		4.3 (4.3)	0
My expectations about this module are met.				▪		4.2 (4.2)	0
The module provided me with ideas that could be used in my teaching/professional activity.					▪	4.5 (4.5)	1
The course was an opportunity for personal enrichment.					▪	4.5 (4.5)	0
Participating in this training was a good investment of my time.				▪		4.3 (4.3)	0
The overall training experience was adequately interactive/engaging.				▪		3.9 (3.9)	1
I took advantage of the international interaction and collaboration with teachers and staff from other countries/institutions.			▪			3.3 (3.3)	3
The learning materials and activities helped me achieve the learning outcomes.				▪		4.3 (4.3)	0
I was already familiar with the content.			▪			3.2 (3.2)	0
I would suggest this course to a colleague.					▪	4.5 (4.5)	0
Similar themed trainings should be offered more regularly.					▪	4.5 (4.5)	0

Figure 6. Course satisfaction – staff members' answers

The majority of partcipants declared to have achieved at least 80% of learning outcomes, and almost all the participants stated to have achieved at least 50% of the course outcomes. Figure 8 reflects their answers.

Did you achieve the learning outcomes of this module?

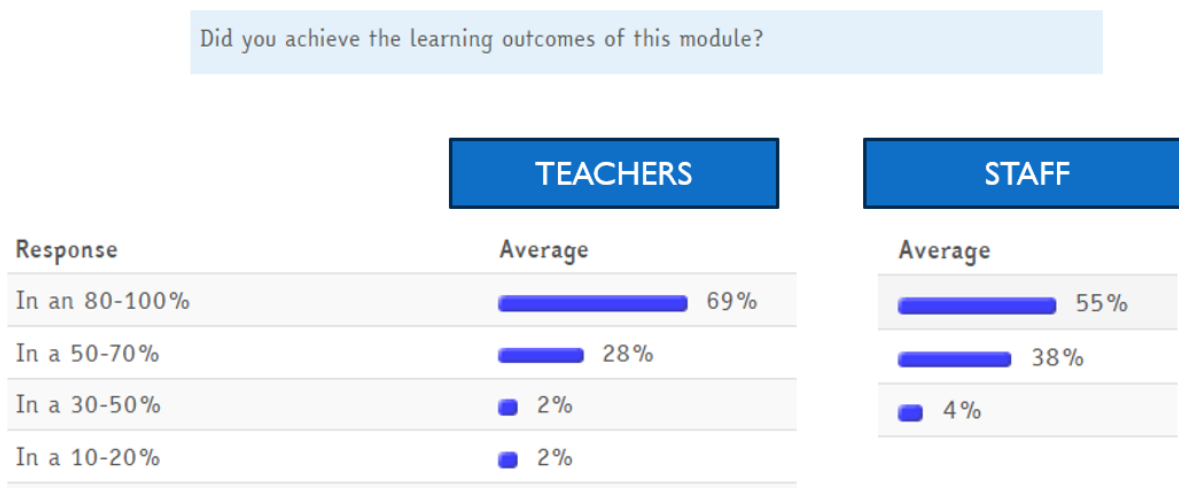|	TEACHERS	STAFF
Response	Average	Average
In an 80-100%	69%	55%
In a 50-70%	28%	38%
In a 30-50%	2%	4%
In a 10-20%	2%	

Figure 7. Percentage of learning outcomes achieved according to the participants.

The activities that were mostly appreciated were videos and slideshows. Figure 9 and 10 show the appreciation of teachers and staff members for the various kinds of activities.

To what extent did you appreciate the following activities or resources? Select N/A if not applicable

	Not at all	Very little	Somewhat	Generally well	To a great extent	Average rank (and average values) ⇓	N/A
Videos				■		4.3 (4.3)	3
Slideshows					■	4.5 (4.5)	0
Reflection questionnaires				■		4.0 (4.0)	1
Tasks				■		4.1 (4.1)	1
Quizzes				■		4.1 (4.1)	2
Forums			■			3.6 (3.6)	2
Additional resources				■		4.3 (4.3)	3

Figure 8. Appreciation of the different activities for the teacher group.

To what extent did you appreciate the following activities or resources? Select N/A if not applicable

	Not at all	Very little	Somewhat	Generally well	To a great extent	Average rank (and average values) ⇓	N/A
Videos				■		4.4 (4.4)	2
Slideshows					■	4.5 (4.5)	0
Reflection questionnaires				■		4.0 (4.0)	0
Tasks				■		3.8 (3.8)	0
Quizzes					■	4.5 (4.5)	0
Forums			■			3.6 (3.6)	3
Additional resources				■		4.2 (4.2)	3

Figure 9. Appreciation of the different activities for the staff group.

From the final questionnaire, it emerges that both the teacher and staff groups developed a positive perception of virtual and blended international collaboration activities. They declare to feel ready to carry out or support similar activities, and that the course gave them useful instrument to develop or support them. Results are shown in Figures 11 and 12.

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Thinking about international collaboration activities such as COIL or BIPs, to what extent do you agree to the following sentences? Select N/A if not applicable or if you do not know.

	Strongly disagree	Disagree	Nor agree nor disagree	Agree	Strongly agree	Average rank (and average values) ⇓	N/A
They are valuable experiences for students.					∎	4.7 (4.7)	2
They are valuable experiences for teachers.					∎	4.6 (4.6)	2
They can bring added value to HE institutions.					∎	4.6 (4.6)	3
I would like to participate in a similar experience as a teacher.					∎	4.6 (4.6)	4
I find it feasible to organize similar experiences in my institution.				∎		4.2 (4.2)	7
My institution supports the realization of international collaboration activities.				∎		4.3 (4.3)	5
I feel ready to carry out a similar activity.				∎		4.2 (4.2)	4
This module gave me useful knowledge and instruments to carry out a similar activity.				∎		4.4 (4.4)	1

Figure 10. Teachers' perception of virtual and blended international collaboration activities after the course.

Thinking about international collaboration activities such as COIL or BIPs, to what extent do you agree to the following sentences? Select N/A if not applicable or if you do not know.

	Strongly disagree	Disagree	Nor agree nor disagree	Agree	Strongly agree	Average rank (and average values) ⇓	N/A
They are valuable experiences for students.					∎	4.7 (4.7)	0
They are valuable experiences for teachers.					∎	4.7 (4.7)	0
They can bring added value to HE institutions.					∎	4.6 (4.6)	0
I would like to support the realization of a similar experience.					∎	4.6 (4.6)	0
I find it feasible to organize similar experiences in my institution.				∎		4.3 (4.3)	3
My institution supports the realization of international collaboration activities.				∎		4.4 (4.4)	0
I feel ready to support carrying out a similar activity.				∎		4.1 (4.1)	2
This module gave me useful knowledge and instruments to support carrying out a similar activity.				∎		4.4 (4.4)	0

Figure 11. Staff members' perception of virtual and blended international collaboration activities after the course.

The final survey also included some open questions.

The answers of the teacher group to the open question "What did you learn about yourself in this training module?" can be summarized as follows:

- **Self-Reflection and Personal Growth**
    - **Increased self-awareness:** Recognized the importance of continuous learning and self-reflection.

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- **Passion for teaching:** Reaffirmed love for teaching, desire to innovate, and to create impactful learning experiences.
- **Confidence and adaptability:** Discovered ability to adapt to new environments, learn new skills, and embrace challenges.
- **Teaching Skills and Approaches**
    - **Need for improvement:** Many noted gaps in pedagogical knowledge, course design, and digital tools usage.
    - **Active learning:** Valued active learning strategies and systematic course design to enhance student engagement.
    - **Feedback importance:** Recognized the role of feedback in improving teaching and learning processes.
    - **Cultural awareness:** Developed an appreciation for intercultural differences and their value in teaching.
- **Practical Takeaways**
    - **Collaboration:** Enjoyed teamwork, but some noted challenges in engagement and collaboration.
    - **Digital tools and methodologies:** Gained familiarity with new teaching technologies and strategies.
    - **Course design:** Learned the importance of structure, innovation, and clear objectives in teaching plans.
    - **Language skills:** need to improve their English for international contexts.
- **Broader Aspirations**
    - **Commitment to improvement:** Reaffirmed commitment to professional growth and learning.
    - **Interest in international collaboration:** Sparked enthusiasm for international and intercultural educational projects.
    - **Innovation:** Inspired to integrate creative, inclusive, and adaptive strategies into teaching practices.

The answers of the staff group to the open question "What did you learn about yourself in this training module?" can be summarized as follows:

- **Collaboration and Teamwork**:
    - Importance of collaborating with diverse individuals to enrich knowledge and achieve better results.
    - Need for teamwork in designing courses and working on international teaching projects.
- **Instructional Design and Pedagogy**:
    - Insights into instructional design models like ADDIE and reflected on the process of creating structured, effective courses.
    - Value of planning and reducing reliance on improvisation in course development.
- **Adaptability and Skill Development**:
    - Adaptability to new challenges, including international collaboration, technology integration, and diverse teaching methods.
    - Recognized existing skills and identified areas for improvement,
- **Cultural Awareness and Intercultural Learning**:

o Increased appreciation for cultural diversity and its role in enhancing international teaching

o Deeper interest in learning about new cultures and integrating intercultural approaches into

teaching.

- **Motivation and Self-Reflection**:
  o Confirmed a strong motivation to engage in international projects and improve pedagogical processes.
  o Reflected on personal learning styles and how structured environments and logical frameworks enhance productivity.

- **Support for Others**:
  o Acknowledged the potential to support teachers and staff in course design and international collaboration.
  o Stressed the importance of guiding others in navigating administrative and technical aspects of projects.

- **Time and Resource Management**:
  o Importance of allocating sufficient time for training, planning, and collaboration to ensure project success.

- **Creativity and Innovation**:
  o Discovered the ability to integrate creative strategies, such as gamification, into teaching complex topics.
  o Realized that interest in topics enhances creativity and motivation for developing educational projects.

- **Growth Mindset**:
  o Reaffirmed a commitment to continuous learning and the value of self-training in various educational and technical domains.

The answers of the teacher group to the open question "How would you apply what you learned in the near future?" can be summarized as follows:

- **Application in Teaching**:
  improve their courses, including blended, online, and international learning experiences. Integrate active learning strategies, collaborative projects, and digital tools to enhance student engagement and learning outcomes.

- **International Collaboration**:
  initiate or develop COILs and BIPs, emphasizing cross-cultural interaction and collaboration.

- **Instructional Design and ADDIE Model**:
  apply the ADDIE model systematically in their teaching, focusing on course design, formative assessments, and structured evaluation.

- **Technology Integration**:
  leverage new digital tools and methodologies to create interactive and inclusive learning environments, ensuring accessibility for diverse learners.

- **Faculty Development**:
  share their insights with colleagues, propose institutional projects, or include international collaboration activities in strategic plans.

- **Focus Areas**:

  Key areas of application include intercultural sensitivity, innovative teaching methods, assessment redesign, and fostering flexible, inclusive learning paths.

- **Uncertainty or Early Planning**:

  A few are still contemplating how to apply the knowledge or waiting for institutional support to implement their ideas.

The answers of the staff group to the open question "How would you apply what you learned in the near future?" can be summarized as follows:

- **Supporting Teachers**:

  assist teachers in designing and implementing COILs, BIPs, and other international activities. This includes providing targeted support, organizing workshops, and promoting resources like the ADDIE model.

- **Future Course Design**:

  apply the knowledge gained to improve their course design, emphasizing structured learning objectives, interactive content, and inclusivity.

- **Promoting International Collaboration**:

  foster international partnerships, collaborate with departments like International Relations, and participate in projects that integrate intercultural perspectives.

- **Application of Digital Tools**:

  utilize AI tools, gamification, and other collaborative technologies to enhance student engagement and improve course delivery.

- **Intercultural Awareness**:

  integrate interculturality and inclusivity into teaching practices and daily interactions, fostering an environment of collaboration and respect for diversity.

- **Uncertainty or Indirect Application**:

  Some participants are unsure of their immediate application but see potential in supporting institutional initiatives or using insights in their current roles, such as instructional design or educational innovation.

The answers of both the groups to the open question "What did you like most about this experience?" can be summarized as follows:

- Flexible and Asynchronous Learning
- High-Quality Content and Resources
- Collaboration and Interactivity
- Practical and Applicable Skills
- Global and Multicultural Perspective
- Engagement and Motivation
- Opportunity for Professional Growth

The answers of both the groups to the open question "What frustrated you about the training module?" can be summarized as follows:

- Time Constraints
- Access to Resources
- Content and Structure
- Interaction and Engagement

- Platform and Technical Issues
- Language and Cultural Barriers

3 R3A2: Repository of open materials to share knowledge, tools, and guidelines to support the design and implementation of international virtual modalities

3.1 Rationale and Motivation

R3.2 aims at creating a repository of open materials to share knowledge, tools, guidelines to support the design and implementation of international virtual and blended modalities.

The creation of an open archive of online resources aims to support educators in developing competencies for teaching in virtual mobility contexts. As international experiences become increasingly common and even required by universities, there is a pressing need for flexible and accessible training materials. HE Institutions must rapidly adapt their mobility practices to meet the demands of virtual and blended programs, including the implementation of Erasmus+ BIPs. By offering open training materials, this initiative seeks to bridge these gaps, enhance educators' skills, and foster the creation of innovative projects. Moreover, making these resources available to institutional staff will raise awareness of the importance of supporting teaching innovation and ensuring the proper allocation of resources.

3.2 Design of the Online Repository

The INVITE consortium decided to maintain the online repository in a Moodle platform, ensuring compatibility with the original format of the training course materials. The repository retains the structure used in the training module based on the ADDIE model, highlighting the different phases of creating an international collaboration activity. The contents included in the repository are:

- A glossary with key terms;
- Slideshows on the various phases of the development of activities;
- Additional materials to explore the various topics presented;
- Examples and key studies based on real applications of the INVITE Learning Design Framework.

Additionally, a resource evaluation questionnaire has been designed, allowing users to provide suggestions for further improvements and ensuring continuous enhancement of the materials.

3.3 Implementation of the online repository

The online repository has been implemented on the UNITO Moodle platform hosting also the online training course. It is open to all and can be reached at the following link: https://invite.i-learn.unito.it/course/view.php?id=6.

The resources have been revised based on feedback from the training course participants to enhance their effectiveness and relevance. They are included in the repository in the same order as in the online training course.

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4 Conclusion

The online training course has proven to be an effective initiative with a significant impact on international teaching practices. Participants particularly appreciated the asynchronous, self-paced format, the high quality and variety of materials, the structured guidance, the opportunity to interact with colleagues worldwide, and the active-learning approach. However, areas for improvement emerged from participant feedback, including restrictive access to materials and the inability to download certain resources, which limited autonomy; unclear distinctions between compulsory and non-compulsory activities, which affected structural support; and a low level of interaction, which reduced engagement. Despite these challenges, the follow-up survey administered after the end of the training module revealed that the training had a concrete impact: participants implemented 12 international collaboration activities, such as BIPs and COILs, after completing the course. The knowledge gained was particularly valuable in the analysis, implementation, and evaluation phases, demonstrating the course's relevance in supporting educators in designing and executing international collaborative experiences.

The INVITE training module will be presented at ICEduTech 2025 (International Conference on Educational Technologies) in Funchal, Portugal, on 1-3 March 2025. The paper has been accepted as a full paper with very excellent reviewers' comments. It will be published in the Conference Proceedings. Title of the paper: DESIGNING AN ONLINE TRAINING MODULE TO DEVELOP VIRTUAL AND BLENDED INTERNATIONAL MODALITIES IN HIGHER EDUCATION. Authors: Alice Barana, Vasiliki Eirini Chatzea, Kelly Henao, Ania Maria Hildebrandt, Marina Marchisio Conte, Daniel Samoilovich, Georgios Triantafyllidis, Nikolas Vidakis.

The consortium also submitted a paper about the INVITE training module for presentation at Head'25 (11th International Conference on Higher Education Advances) in Valencia, Spain. If accepted, it will be published in the Conference Proceedings. Title of the paper: Enhancing Readiness for Virtual and Blended International Collaboration in Higher Education: Insights from an Online Training Module. Authors: Alice Barana, Vasiliki Eirini Chatzea, Kelly Henao, Ania Maria Hildebrandt, Marina Marchisio Conte, Daniel Samoilovich, Georgios Triantafyllidis, Nikolas Vidakis.

Lastly, the consortium is working on a third conference paper to be submitted for ELDL 2025 Conference (19th International Conference on e-Learning and Digital Learning), which will be held in Lisbon, Portugal, 23-25 July 2025.

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