BAUHAUS4EU
European University Alliance

INNOVATIVE PEDAGOGIES AND TOOLS AVAILABLE WITHIN THE ALLIANCE

Version 1.0

INNOVATIVE PEDAGOGIES AND TOOLS AVAILABLE WITHIN THE ALLIANCE

Work Package 3: Conceptual framework for BAUHAUS4EU education and training formats

Milestone: MS8

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TABLE OF CONTENT

List of Tables

List of Figures

ALLIANCE AND CONSORTIUM

BAUHAUS4EU – A European University for Resilient, Sustainable, Inclusive and Beautiful Regions

The BAUHAUS4EU Alliance brings together 10 member universities and 67 associated partners from across Europe, forming a shared European campus and a vibrant learning community of 124,000 students and 10,000 staff. Guided by a common strategy, the partner universities are committed to deepening their transnational cooperation through joint educational offers and to fostering a European identity rooted in the principle of unity in diversity.

Firmly anchored in the UN Sustainable Development Goals, the European Green Deal, and the New European Bauhaus initiative, the Alliance works hand in hand with regional ecosystems to bridge diverse territories, combine strengths, and transform challenges into opportunities for growth.

By enhancing employability, promoting lifelong learning, and empowering students and staff to tackle the defining issues of our time, BAUHAUS4EU is pioneering a new model of European higher education — one that strengthens regional ecosystems, sparks innovation, and builds a sustainable future for all.

Table 1 Full Partner Universities in the BAUHAUS4EU Consortium.

BUW	BAUHAUS-UNIVERSITAET WEIMAR	DE
BTH	BLEKINGE TEKNISKA HOGSKOLA	SE
UNIBG	UNIVERSITA' DEGLI STUDI DI BERGAMO	IT
UACEG	UNIVERSITET PO ARCHITEKTURA STROITELSTVO I GEODEZIJA (UASG)	BG
UEKAT	UNIWERSYTET EKONOMICZNY W KATOWICACH	PL
IPCB	INSTITUTO POLITECNICO DE CASTELO BRANCO	PT
UPJV	UNIVERSITE DE PICARDIE JULES VERNE	FR
ULL2	UNIVERSITE LUMIERE LYON 2 (LYON2)	FR
POLIS	UNIVERSITETI POLIS SHPK	AL
UOM	UNIVERSITY OF MACEDONIA	EL

Document Overview

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Abbreviations

EA	European Approach
EC	European Commission
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
EQF	European Qualifications Framework
ESG	European Standard Guidelines
MC	Micro-Credentials
MS	Milestone
NQF	National Qualifications Framework
QA	Quality Assurance
WP(s)	Work Package(s)

EXECUTIVE SUMMARY

This document, prepared under Work Package 3 (WP3) – *Conceptual Framework for BAUHAUS4EU Education and Training Formats*, and specifically under Task 3.3 – *Pooling of innovative methods and tools for BAUHAUS4EU Education and Training Formats*, represents a key milestone (MS8) in the development of the BAUHAUS4EU Pedagogical Framework. The document consolidates the results of the mapping and analysis process aimed at identifying, classifying, and disseminating innovative pedagogical approaches, teaching methodologies and learning tools used across the Alliance's partner universities.

Anchored in the broader objectives of the New European Bauhaus and the European Education Area, this Milestone contributes to building a shared educational ecosystem that supports sustainability, inclusiveness, creativity, and quality in higher education. The initiative reinforces the role of BAUHAUS4EU as a living laboratory for educational innovation, enabling the co-design of learning environments that are transdisciplinary, equitable, and responsive to societal transformation.

After a systematic mapping of innovative pedagogies and teaching tools, carried out through a combined literature review and data collection process involving all Alliance partners, a shared conceptual glossary and a common analytical framework were developed to classify pedagogical approaches and teaching methods/strategies according to their key dimensions and alignment with the eight EU transversal competences (intercultural competence, multilingualism, cognitive skills, interpersonal skills, self-leadership skills, change leadership skills, digital skills and entrepreneurial skills). In parallel, Task 3.3 collected data related to innovative tools and infrastructures used by each partner.

Building on these outcomes, the analytical framework was translated into a digital prototype, transforming the collected data into an interactive and navigable format. This digitalisation enables users to visualise, compare, and connect the pedagogical innovations and infrastructures identified across institutions, providing the foundation for the forthcoming **BAUHAUS4EU Online Catalogue of Innovative Pedagogies, Tools and Infrastructures**. It serves as an open, navigable repository showcasing faculty-led teaching innovations across disciplines. It will include filtering options based on pedagogical methodology, discipline, and alignment with RIS3 strategies, linking directly to official course pages. The catalogue is designed as a dynamic dissemination and capacity-building tool to promote faculty collaboration, mutual learning, and the transfer of effective practices across institutions.

1. INTRODUCTION

This introductory chapter provides an overview of the objectives, processes, and methodological framework guiding Task 3.3 within BAUHAUS4EU. It contextualises the work within European higher education priorities and outlines the steps taken to ensure conceptual coherence and institutional alignment. The subsequent subchapters detail the rationale and purpose of this document (1.1), the development process leading to Milestone 8 (1.2), and the methodological approach adopted (1.3).

1.1. Rationale and document purpose

Within the framework of the European Education Area and the European Universities Initiative, pedagogical innovation has become a strategic lever for ensuring quality, inclusion, and sustainability in higher education. As highlighted by the European University Association (Gaebel & Zhang, 2018) and by the European Commission (2025), the transformation of teaching and learning is a defining element of institutional development. European University Alliances are therefore called to embed innovative pedagogies into their structure to strengthen joint education, flexible learning pathways, and transnational collaboration while enhancing the future-oriented skills of students and staff.

In this perspective, European University Alliances are not simply administrative networks but ecosystems of knowledge co-creation, where teaching, research, and innovation intersect. Promoting pedagogical innovation thus means moving beyond traditional models of mobility or curriculum alignment toward transdisciplinary and experiential learning. It also requires re-envisioning the university as a public knowledge ecosystem (Barnett, 2020) that generates shared social value and fosters active citizenship, creativity, and intercultural competence.

For the BAUHAUS4EU Alliance, pedagogical innovation constitutes a core strategic dimension. It implies a holistic redesign of teaching, curricula, infrastructures and faculty practices aligned with the principles of the New European Bauhaus (sustainability, inclusion, and beauty through education). Within this framework, *Task 3.3 – Pooling of innovative methods and tools for BAUHAUS4EU Education and Training Formats* translates these principles into action by systematically identifying, classifying, and disseminating effective teaching and learning approaches across partner institutions. Through this process, the Task promotes the creation of a shared pedagogical space and the emergence of faculty communities of practice (Wenger, 1998), supporting both institutional convergence and diversity.

The context: Work Package 3

Lead by UNIBG, WP3, entitled *Conceptual Framework for BAUHAUS4EU Education and Training Formats* (M1-M18), aims to design the conceptual and methodological foundations for BAUHAUS4EU's educational offer, promoting joint, flexible, and innovative learning pathways across partner universities. The work package integrates theoretical, structural, and pedagogical dimensions to create a coherent strategy for higher education, lifelong learning, and professional training within the alliance.

It is divided into three main tasks:

- Task 3.1 (POLIS) develops the framework for joint and flexible curricula;
- Task 3.2 (UACEG) maps and analyses existing educational and training offers within the Alliance;
- Task 3.3 (UNIBG) focuses on pooling innovative pedagogies and tools, identifying effective approaches to teaching, learning, and collaboration.

Task 3.3 (M3-M18) plays a pivotal role by building the **BAUHAUS4EU Map of Innovative Pedagogical Strategies, Tools and Infrastructures**, a cross-analysis of literature and alliance best practices. This map supports innovation, inclusion, and digital collaboration, and provides the pedagogical and methodological backbone for designing and guiding the implementation of future BAUHAUS4EU micro-credentials (**WP6**), courses (**WP7**), joint degrees (**WP8**) and student-led courses (**WP9**).

In particular, the work conducted within Task 3.3 unfolded through a series of interconnected steps. It began with the systematic identification of innovative pedagogical strategies and tools, grounded in a literature review and in the collection of data provided by partner institutions. This phase also led to the development of a shared glossary and a coherent analytical framework to ensure a common understanding across the Alliance.

Building on this foundation, the team translated the analytical framework into an interactive digital matrix designed to visualise and compare pedagogical practices across institutions. This process laid the groundwork for the BAUHAUS4EU Online Catalogue of Innovative Pedagogies, conceived as a structured and accessible resource for faculty and students.
A further step focused on defining a strategy for disseminating the results and fostering pedagogical innovation within the Alliance. This included designing communication tools for the Catalogue, promoting collaboration and mutual learning among partners, and supporting capacity building across the BAUHAUS4EU community.

This document (MS8) provides an account of the process leading to the design of the **BAUHAUS4EU Map of Pedagogical Strategies, Tools and Infrastructures**, detailing the methodological steps and collaborative structures that supported its development (from the initial literature review and the creation of a shared **Glossary of Innovative Pedagogical Strategies and Infrastructures** to the subsequent mapping and analysis of courses,

programs and infrastructures). The resulting map captures the patterns and distinctive pedagogical strategies, tools and infrastructures emerging within the Alliance and serves as the conceptual basis for the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures,** a dynamic and open repository designed to foster cross-institutional collaboration, enhance faculty awareness, and support the design of joint and flexible educational offers across Europe.

Following the publication of this Milestone, the next step of Task 3.3 will focus on the activities foreseen in the subsequent phase, including the development of dissemination and innovation strategies that will further support the implementation and uptake of the BAUHAUS4EU Online Catalogue.

1.2. Development Process

The development of Task 3.3 – *Pooling of innovative methods and tools for BAUHAUS4EU Education and Training Formats* followed an iterative and collaborative process designed to ensure conceptual coherence, methodological rigour, and institutional engagement across the BAUHAUS4EU Alliance. Conducted between March and December 2025, the work contributed to the achievement of Milestone 8 (MS8) and to the design of a shared pedagogical framework for the Alliance.

The process included three phases.

Phase 1: Literature review and glossary building
The process began with the development of a shared conceptual basis for identifying innovative pedagogies within the Alliance. Partners worked together to outline key approaches and to establish a common **Glossary of Innovative Pedagogical Strategies and Infrastructures**, which defines the main approaches, strategies and infrastructures. This Glossary represented a common vocabulary to guide the analysis and ensure a coherent interpretation of innovation across different institutional contexts.

Phase 2: Mapping and analysing BAUHAUS4EU best practices
The second phase focused on collecting and reviewing information on educational initiatives implemented across partner universities. This collaborative mapping process made it possible to identify recurring trends and distinctive patterns, which were consolidated into the **BAUHAUS4EU Map of Pedagogical Strategies, Tools and Infrastructures**, intended as a dynamic repository of innovative practices within the Alliance.

Phase 3: Digitalisation and integration
The final phase translated the map into a first interactive digital resource designed to support exploration, comparison, and knowledge sharing across the Alliance. This step laid the foundation for the future **BAUHAUS4EU Online Catalogue of Innovative Pedagogical**

Strategies, Tools and Infrastructures and strengthened opportunities for collaboration and pedagogical innovation. The digital integration and visualisation were carried out collaboratively with the WP3 coordination and Communication Unit (**WP11**) to ensure accessibility, usability, and visual clarity.

Throughout the last two phases, the work was supported by two dedicated task-forces: one responsible for preparing the MS8 document and another coordinating the digital implementation of the interactive map of pedagogical strategies, tools, and infrastructures. Regular meetings ensured coherence between research activities, data collection, and the first steps of digital development.

At this stage, the interactive map made available for MS8 provides a functional prototype that visualises the pedagogical practices identified across the Alliance up to December 2025. This resource fulfils the objectives of the Milestone by offering a preliminary, yet operational, version of the digital environment.

Following MS8, the work will continue toward the creation of a more comprehensive Online Catalogue, to be further developed and expanded. This process will strengthen the BAUHAUS4EU strategic vision of higher education as a collaborative and innovative learning ecosystem, where faculty act as co-designers of educational transformation.

1.3. Methodological approach

The methodological approach adopted for Task 3.3 – *Pooling of innovative methods and tools for BAUHAUS4EU Education and Training Formats* was designed to ensure scientific rigour, coherence, transparency, and comparability across the diverse institutional and disciplinary contexts of the BAUHAUS4EU Alliance. Grounded in a participatory and evidence-based logic, the methodology combined **desk research**, **collaborative data collection**, and **qualitative analysis**, aligning with the pedagogical and policy priorities of the European Universities Initiative and the New European Bauhaus (such as: participation and co-creation, interdisciplinarity, multi-level and multi-actor collaboration, human-centred design, sustainability, inclusion and accessibility, aesthetic and cultural value, affordability of solutions, experimentation, and open knowledge sharing).

The process was guided by three overarching principles:

- ***Co-construction***, ensuring the active participation of all partner institutions in defining conceptual categories, descriptors, and mapping criteria, thus enhancing the collective sense of authorship and shared responsibility for the outcomes.
- ***Transparency and comparability***, guaranteeing shared standards of data collection, validation, and reporting, and enabling the analysis of pedagogical practices across institutional and disciplinary boundaries.
- ***Replicability, scalability, and transversality***, ensuring that the model can be reused,

expanded, and adapted for future educational activities within WP6, WP7 and WP8, where the mapped practices will inform joint curriculum design, micro-credential development, and training for teachers. This forward-looking principle transforms the mapping from a descriptive resource into a pedagogical infrastructure for the Alliance's long-term innovation strategy.

Each Task 3.3 phase (see *Paragraph 1.2*) adopts a specific methodological orientation, as follows.

Phase 1
This phase played a crucial role in building the conceptual and analytical foundation of the mapping activity. It consisted of a literature review of academic and policy studies and other Alliance and Universities' initiatives on innovative pedagogies, digital learning, and transformative teaching models in higher education. The study defined the descriptors used in the **Glossary of Innovative Pedagogical Strategies and Infrastructures**, provided the theoretical grounding for the mapping criteria and ensured conceptual alignment between literature-based definitions and institutional practices.

Phase 2
Desk-based data collection was organised around a **shared matrix-based template** collaboratively designed and validated by the partners. This template served as both a data-collection instrument and an analytical grid. Each partner institution was responsible for completing the matrix with reference to its own innovative courses or initiatives. The collected data were then reviewed and harmonised by the Task coordination team (UNIBG), ensuring internal coherence and comparability. To increase methodological robustness, multiple validation rounds were conducted through online meetings and written feedback, allowing partners to refine and contextualise their entries.

The **qualitative analysis step** aimed to identify recurring trends, distinctive practices, and innovation clusters across partner universities. The analysis combined inductive and deductive reasoning: inductive to detect patterns emerging from the collected data, and deductive to interpret them within the theoretical frameworks drawn from the literature review. This dual approach made it possible to balance conceptual grounding and empirical richness.

The methodological process led to the design of the **BAUHAUS4EU Map of Pedagogical Strategies, Tools and Infrastructures**, which condenses the results in a structured, expandable format. In a next step, the collected information will be integrated into the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures**, an open-access digital tool on the BAUHAUS4EU website that enables an in-depth dynamic visualisation, cross-institutional comparison, and continuous updating of data, supporting the creation of a B4EU community of practice working with and on innovative pedagogies and tools. In this sense, the Catalogue acts not only as a repository of

information, but also as a shared space where academic faculty and staff can recognise common interests, exchange approaches, and collaboratively shape the Alliance's pedagogical identity.

Phase 3

Building on the analytical framework developed in Sub-Task 3.3.1, this phase involved the digitalisation of the mapping results into an interactive online map. It enables users to visualise, compare, and connect pedagogical approaches, methodologies, and tools used within the Alliance. It functions as a dynamic knowledge platform that supports the co-design of new educational formats, the sharing of effective practices, and the identification of gaps or synergies between partner institutions.

The collection and digital representation of the data serve as a dual methodological purpose. First, they ensure the systematic organisation of heterogeneous information on pedagogical practices, allowing for a clear, comparable, and transparent overview across the Alliance. Data is collected to capture not only the presence of innovative methodologies, but also their distribution, level of integration, and potential transferability. The digital platform translates these data into an intuitive visual interface that enhances accessibility, supports evidence-informed decision-making, and enables users to navigate, filter, and interpret the information according to their needs.

Second, the implementation on the BAUHAUS4EU website transforms the mapping exercise into a living, continuously updatable resource. By integrating interactive visualisation tools and structured data architecture, the platform operates as a functional prototype for future development. It facilitates cross-institutional dialogue, the emergence of new collaborations, and the iterative refinement of pedagogical strategies. The website thus becomes both a dissemination tool and a methodological instrument, strengthening the Alliance's capacity to monitor its pedagogical ecosystem and to support long-term innovation.

2. MAP OF INNOVATIVE PEDAGOGIES AND TOOLS

This chapter provides an overview of the development of the BAUHAUS4EU Map of Innovative Pedagogies and Tools, one of the central outputs of Task 3.3. It outlines the progress achieved in building a shared analytical structure capable of identifying, classifying, and comparing pedagogical innovations across the Alliance. The chapter is organised into three sections reflecting the main phases of the work: the establishment of the conceptual foundation, the collaborative mapping and analysis of institutional practices, and the subsequent digitalisation of results. Together, these phases constitute the methodological and operational basis for integrating the Map into the BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures.

2.1. Literature review and glossary building (Phase 1)

The first phase of Task 3.3 aimed to establish a shared conceptual foundation for identifying and classifying innovative pedagogies and learning tools relevant to the BAUHAUS4EU educational ecosystem. Conducted between March and September 2025 under the coordination of UNIBG (Task 3.3 lead).

This phase consisted of two complementary strands.

- A **literature review** of European and international academic sources on innovative higher education pedagogies, focusing on key dimensions such as interdisciplinarity, inclusion, digital collaboration, sustainability, and creativity.
- A **documentary analysis** of public materials and official websites of other European University Alliances and selected universities that had already developed taxonomies or glossaries of innovative pedagogies and infrastructures. This comparison allowed the team to identify convergent conceptual trends and recurrent descriptions, ensuring that the framework developed within BAUHAUS4EU would be both aligned with European practices and adapted to the Alliance's specific mission.

Building on this evidence, the Task team designed a **Reading Form**, a structured analytical grid for reviewing and comparing sources. The form included categories such as pedagogical orientation, learning approach, target skills, technology integration, and correspondence with the eight transversal competences.

This tool was iteratively refined through successive meetings (April–June 2025) and formally discussed during the BAUHAUS4EU Forum in Castelo Branco (June 2025), where definitions and classifications were validated collaboratively.

The conceptual synthesis of the review process resulted in the identification of a set of macro-categories of pedagogical approaches, which constitute the backbone of the **BAUHAUS4EU Glossary of Innovative Pedagogical Strategies and Infrastructures**. These are collected and represented in *Table 2*.

Table 2 Macro-categories of pedagogical approaches and related definitions.

Macro-category	Definition
Traditional Methods	Traditional teaching methods that concentrate on the teacher, textbooks and the classroom provide the most important advantage of systematic approach, which allows maintaining structured curriculum and syllabus that leads to progressive learning. But the traditional approach has its disadvantages, since it usually makes students passive recipients of knowledge, which reduces their creativity and creates a classroom atmosphere that is not dynamic, undermining their will to learn and enthusiasm.
Active Learning Methods	Active learning is an instructional approach in which students actively participate in the learning process, as opposed to sitting quietly and listening. Active learning builds on constructivist learning theory, which posits that people learn by connecting new ideas and experiences to what they already know.
Digital and Online Methods	Digital and online contemporary learning methods combine images, animation, sound, color, and text into an easy and of repeatability platform that extends the benefits of conventional teaching with modern attributes.
Innovative and Experiential Methods	In the context of higher education, pedagogical innovation does not only require a disruption of the conservative teaching models but also of the university's own role, which has long been consolidated as a producer and holder of knowledge and which has been little adapted to the structural changes that have occurred in the teaching process over time. Bearing in mind this resistance to change, the implementation of innovative teaching practices represents a challenge for higher education.
Other Contemporary and Hybrid Methods	Modern teaching methods are focused on the student-centered approach which requires the student's central role and the entire initiative, independence, and interest in learning. Such methods are intended to teach students how to study and to develop their ability to learn on their own and research the information in question. But, efficiency of modern teaching techniques mostly depends on the students' intention of self-preparation or volumes of revision during the class, which can differ a lot among people.

According to the literature and documentary research results, specific teaching methods and strategies for each macro-category were extracted and defined (as respectively listed in *Tables 3* and *4*). The output of this phase – the **Glossary of Innovative Pedagogical Strategies** – provides the conceptual and methodological foundation for subsequent phases of Task 3.3. It also ensures coherence with Task 3.2, whose course-mapping activities adopt the same pedagogical dimensions and competence-based structure, thus enabling full interoperability between the analytical and educational design components of WP3.

Table 3 List of teaching methods and strategies for each macro-category and related definitions.

TRADITIONAL METHODS	
COLLOQUIUM	Formal academic meeting for discussion on a specific subject.
DEMONSTRATION	Instructor shows how to perform a task or concept.
LECTURE	Traditional instructor-led session presenting theoretical content. Structured lecturing may be viewed as a good way to introduce subject material and concepts.
PANEL DISCUSSION	Multiple speakers discuss a topic, often with audience interaction.
RECITATION	Repetition and review of material, often student-led.
SEMINAR	Interactive group discussions often based on readings or presentations.
SOCRATIC METHOD	Asking and answering questions to stimulate critical thinking.
TUTORIAL	Small group or one-on-one instruction, usually for skill development.
WORKSHOP	Hands-on training focusing on specific skills or techniques.
ACTIVE LEARNING METHODS	
BRAINSTORMING	Generating creative ideas as a group without judgment.
CASE STUDY ANALYSIS	Case studies invite students to consider real-world examples and examine issues from a diversity of stakeholder perspectives. Case studies can provide a detailed example of opportunities for students to engage in research with complex human-environment systems.
CONCEPT MAPPING	Visual diagrams showing relationships among concepts. Mind maps, cognitive maps and argument maps are all approaches for graphically representing relationships between ideas.
DEBATE	Structured argumentation on a specific topic between opposing sides.
EXPERIENTIAL LEARNING	Learning through direct experience and reflection. Experiential learning is an engaged learning process whereby students “learn by doing” and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.
FISHBOWL	Inner group discusses while outer group observes and reflects.
FLIPPED CLASSROOM	Content learned at home, practice done in class. Flipped learning, sometimes called the "flipped classroom", is a pedagogical approach which uses time and space in a different way from the way courses are typically taught. In traditional instruction, students' first contact with new ideas happens in class, usually through direct instruction from the professor; after exposure to the basics, students are turned out of the classroom to tackle the most difficult tasks in learning — those that involve application, analysis, synthesis, and creativity — in their individual spaces. Flipped learning reverses this, by moving first contact with new concepts to the individual space and using the newly-expanded time in class for students to pursue difficult, higher-level tasks together, with the instructor as a guide.

INQUIRY-BASED LEARNING	Students pose questions, investigate, and construct understanding. Teachers offer support and guidance as students work on projects that depend on them taking on a more active and participatory role in their own learning. Different students might participate in different projects, developing their own questions and then conducting research — often using online resources — and then demonstrate the results of their work through self-made videos, web pages or formal presentations
JIGSAW METHOD	Each student becomes an expert on one part and teaches others. The jigsaw model of instruction is a cooperative peer-learning method developed to help reduce racial tension in recently desegregated classrooms. Students are assigned to develop expertise on different sub-topics. Then students with expertise in each sub-topic are assembled to create a new 'jigsaw' learning team.
MINUTE PAPER	Brief written response summarizing what was learned.
PEER TEACHING	Students explain and teach concepts to each other.
PROBLEM-BASED LEARNING	Students learn through solving complex, real-world problems. Project-based learning and problem-based learning are broadly overlapping approaches to education, emphasizing the value of working on complex, real-world problems for students to develop knowledge, skills, and competences, particularly when the problems/projects represent interdisciplinary sustainability challenges. Problem-based learning may also overlap with case studies as another form of inquiry-based learning.
PROJECT-BASED LEARNING	Students work on a project over an extended period.
ROLE-PLAYING	Role play is a simulation technique in which students represent a situation, in a planned or spontaneous way. For it to be effective, it is important that there is "clarity of the content to be worked on and educational objectives established".
SIMULATION	Imitating real-life processes for training or experimentation.
STUDENT-LED DISCUSSIONS	Students prepare and guide discussions on course topics.
TEAM-BASED LEARNING	Collaborative learning in structured, permanent teams.
THINK-PAIR-SHARE	Individual thinking, paired discussion, and class sharing.
DIGITAL AND ONLINE METHODS	
ASYNCHRONOUS LEARNING	Students learn on their own time with pre-prepared content.
BLENDED LEARNING	Combining face-to-face and online instruction. This method relies heavily on technology, with part of the instruction taking place online and part in the classroom via a more traditional approach, often leveraging elements of the flipped classroom approach detailed above. At the heart of blended learning is a philosophy of taking the time to understand each student's learning style and develop strategies to teach to every learner, by building flexibility and choice into your curriculum.
GAMIFIED PLATFORMS	Using game-like systems to motivate learning.

LEARNING MANAGEMENT SYSTEMS (OR CLOUD COMPUTING)	Platforms to organize and deliver course materials online.
MOBILE LEARNING	Learning via smartphones or tablets on-the-go.
MOOCS	Massive online courses accessible to large audiences.
PODCAST-BASED INSTRUCTION	Using audio content to deliver educational material. Podcasts are audio episodes that focus on a specific theme or topic and can be accessed for free online.
SOCIAL MEDIA-BASED LEARNING	Using platforms like Twitter or Facebook for interaction. Social media are used in education internationally with the aim of: increasing student engagement in the educational process; enhancing peer learning; increasing student satisfaction and enjoyment from their participation; offering learners a simple, friendly, practical and easy-to-use learning environment; providing an easy-to-use tool for searching for current, up-to-date and innovative content.
SYNCHRONOUS ONLINE TEACHING	Real-time virtual instruction via online platforms. Synchronous learning tools provide a virtual learning environment for students and allow for live classroom collaboration for distance learners. During a real-time, online lesson, the instructor and students meet via web-conferencing tools at scheduled days and times. Instructors and students share information, ideas and learning experiences in a virtual course environment. Synchronous sessions allow you to check in with your students on a regular basis.
VIDEO-BASED LEARNING	Educational content delivered through video.
VIRTUAL LABS	Online simulations of laboratory experiments.
WEBINARS	Online seminars typically involving expert presentations.
INNOVATIVE AND EXPERIENTIAL LEARNING	
(COMMUNITY) SERVICE LEARNING	Combining learning objectives with community service. In community service learning, students engage in activities intended to directly benefit other people, where the activities are integrated with learning activities in an intentional and integrative way that benefits both the community organization and the educational institution.
COLLABORATIVE WRITING	Groups of students writing and editing together.
CRITICAL PEDAGOGY	Teaching with focus on awareness and emotional regulation.
DESIGN THINKING	Creative problem-solving with empathy and prototyping.
DIALOGIC TEACHING	Teaching through dialogue and open questioning.
GAMIFICATION (OR GAME-BASED LEARNING)	Incorporating game elements into the learning process. Gamification and game-based learning are similar in that both strategies promote engagement and sustained motivation in learning. In short, gamification applies game elements or a game framework to existing learning activities; game-based learning designs learning activities that are intrinsically game-like.
HACKATHONS	Intensive sessions solving problems or building projects collaboratively

INTERACTIVE NOTEBOOKS	Student journals combining notes, visuals, and reflections.
LEARNING BY TEACHING	Students learn content by preparing to teach it.
LEARNING CONTRACTS	Agreements between instructor and student on goals and tasks.
METACOGNITIVE STRATEGIES	Teaching students to reflect on their own thinking.
MINDFULNESS LEARNING	Education aimed at understanding and challenging power structures.
PEER ASSESSMENT	Students evaluate each other's work.
PORTFOLIO ASSESSMENT	Collection of student work showing growth and achievements.
SCAFFOLDED LEARNING	Gradual release of responsibility to the learner.
STORYTELLING (AND DIGITAL STORYTELLING)	Using narratives to teach concepts and engage learners, also using digital tools.
OTHER CONTEMPORARY & HYBRID METHODS	
AUGMENTED REALITY LEARNING	Enhancing real-world settings with digital information.
CHALLENGE-BASED LEARNING	Challenge-based learning (CBL) is a structured approach to using challenges in education or training. It consists of three stages: Engage, Investigate, and Act, and it is based on the idea that challenges 'provoke' learners into active participation and produce an outcome. CBL builds on experiential and constructivist learning, allowing participants to become both teachers and learners.
CHOICE BOARDS	Students choose from a set of learning activities.
COLLABORATIVE PROBLEM SOLVING	Students work together to solve complex issues.
CONTRACT GRADING	Students agree to grading criteria and expectations.
COOPERATIVE LEARNING	Structured group work with shared goals. Collaboration presupposes that the actors work on an equal and mutual basis, in order to deepen their knowledge in a reciprocal manner. Collaboration also requires joint decision-making, the promotion of dialogue, sharing and mutual learning.
CROSSOVER LEARNING	Connecting formal and informal learning environments.
EDUCATIONAL GAMES	Games designed specifically to support learning objectives.

EPORTFOLIOS	Digital portfolios showcasing student work and progress.
FIELD TRIPS	Off-campus visits that enhance experiential learning.
GROUP WORK	Group work plays an important role in the classroom, as it creates the opportunity for dialogue and exchange of information. In this dynamic of work, the student interacts, analyses, questions, argues, justifies and evaluates.
INTER-DISCIPLINARY TEAM TEACHING	Team-taught courses allow for the possibility of having specialists in different fields help students explore interdisciplinary and transdisciplinary topics from two or more distinctive disciplinary perspectives
LEARNING CIRCLES	Collaborative groups engaging in dialogue around topics. Supply Chain Analysis or Life Cycle Assessment activities challenge students to consider sustainability through the lens of a specific product or commodity, understanding its economic, social, and environmental backgrounds, contexts, and effects.
OPEN EDUCATIONAL RESOURCES	Use of freely accessible, openly licensed materials.
POP QUIZZES	Unannounced quizzes to encourage consistent study habits.
REFLECTIVE JOURNALS	Students write reflections on what and how they learn.
SELF-ASSESSMENT	Students evaluate their own learning and performance.
SERVICE PROJECTS	Community-focused projects integrated with academic content.
VIRTUAL REALITY LEARNING	Immersive environments to simulate learning contexts.
WORK-BASED LEARNING	Learning that takes place in a professional setting.

Table 4 List of innovative infrastructures and related definitions.

INNOVATIVE TOOLS	
HYFLEX TECHNOLOGY	A learning model that combines a learning management system (lms), live streaming, and self-paced digital modules, allowing students to participate in class either in person or online. Example: a lecture is delivered in a classroom, streamed live via zoom, recorded automatically, and supported by quizzes and materials on moodle.
HYBRID LEARNING LABS	Technology-enabled labs designed for simultaneous in-person and remote participation, with seamless live streaming and lesson recording. Example: Students attend a physics lab on campus while remote students observe experiments live and review recorded sessions later.
VIRTUAL OR AUGMENTED ROOMS/LABS	Immersive learning environments that use Virtual Reality (VR) or Augmented Reality (AR) devices to simulate real-world spaces or overlay digital content. Example: Medical students use VR headsets to practice surgical procedures in a fully virtual operating room.
SMART CLASSROOMS	Digitally enhanced classrooms equipped with smart boards, cameras, microphones, and student devices to support interactive teaching, streaming, and recording. Example: An instructor writes on a smart board while students collaborate on tablets, and the session is recorded for later review.
IOT-BASED REMOTE LABS	Laboratories that use Internet of Things (IoT) devices—such as microcontrollers, sensors, and actuators—to allow remote access, monitoring, and control of real experiments. Example: Engineering students remotely program a microcontroller to control motors and read sensor data through an online dashboard.
TELEPORTER	An advanced immersive telepresence system that enables users to participate remotely in physical spaces, activities, or interactions in real time through the integration of audiovisual streaming, interactive interfaces, and, in some cases, robotic or embodied devices. Unlike standard video conferencing tools, a teleporter aims to recreate a sense of spatial presence and social co-location, allowing remote participants not only to observe but also to interact meaningfully with people, objects, and environments at a distance Example: A laboratory session through a mobile telepresence robot, navigating the classroom, interacting with peers, and engaging with the instructor as if physically present; a site visit or fieldwork activity using a telepresence platform that provides 360° video, spatial audio, and interactive controls.

2.2. Mapping and analysing BAUHAUS4EU best practices (Phase 2)

The second phase of Task 3.3 focused on the identification, documentation, and comparative analysis of innovative pedagogical strategies, tools and infrastructures across the BAUHAUS4EU Alliance. Building on the conceptual framework and glossary developed in Phase 1, this stage aimed to translate theoretical dimensions into an operational mapping tool that could capture concrete examples of teaching and learning innovation within partner institutions.

The activity was launched officially on October 2025, in which partners discussed and validated the criteria for the selection of best practices, the structure of the mapping matrix, and the procedural guidelines for data collection.

Methodological Approach
Each partner university was invited to contribute by filling in its institutional sheet within a shared Excel matrix (**BAUHAUS4EU Best Practices Matrix**; see *Appendix 1*). This collective effort represented a coordinated data-gathering process designed to ensure consistency and comparability across institutions. The mapping included up to ten courses, initiatives, or faculty-led activities per university that demonstrate innovative pedagogical or technological elements. In addition, the matrix collected data related to the innovative infrastructures implemented by each partner.
The desk-based mapping followed common parameters including descriptors such as course title, department, duration, format, pedagogical category, applied teaching methods, infrastructures (hardware/software), target groups, learning outcomes, and correspondence with eight transversal competences. It was supported by a detailed guideline document, outlining how to complete each field of the matrix (see *Appendix 2*).

Description of the Mapping
The **BAUHAUS4EU Best Practices Matrix** (see *Appendix 1*) was designed as a shared and interactive data collection instrument supporting the mapping of innovative pedagogical practices and infrastructures across partner universities. The file integrates multiple sheets and includes drop-down menus and structured fields to ensure uniform data entry and facilitate comparability among institutions.

The matrix is organised into four main sections, each corresponding to a specific analytical dimension of the mapping activity.

- *Section 1 – Information about institute/courses (relevant for the platform)*: collects basic data on the course or programme, including: University, Name of course, Department / Unit, Degree program (if applicable), Formats, Type of certification

awarded, Duration, Target group, Number of participants, Subjects / topics, Course description, Learning outcomes, Languages, ECTS, Contact person (with email), Teacher's role, Teacher's willingness to be involved in further initiatives.

- *Section 2 – Description of innovative methods and pedagogies*: records information on the teaching and learning macro-categories and related strategies/tools/infrastructures adopted. The use of drop-down options allows for controlled vocabulary, reducing ambiguity and ensuring alignment with the shared **Glossary of Innovative Pedagogical Strategies and Infrastructures**. This section included also detailed courses/programmes' description, information related to innovative infrastructure (Hardware/Software; e.g., VR labs, hybrid classrooms, telepresence systems).

- *Section 3 – Skills acquired across the course*: focuses on the expected outcomes, indicating their correspondence with the eight EU transversal future skills.

- *Section 4 – Course background and history*: gathers information on course edition, number of editions delivered, further details as well as its connection to RIS3 areas.

- *Additional Remarks/Comments*

The form also includes automated data validation rules and colour-coded indicators that help partners verify completeness and consistency before submission. These features make the mapping process transparent, collaborative, and scalable, providing a reliable empirical foundation for the construction of the **BAUHAUS4EU Best Practices Matrix** and its subsequent digital implementation in the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures**.

Selection Criteria

The following shared criteria guided the identification of practices to be included in the mapping:

- *Innovative value*: the course or initiative introduces new or transformative teaching and learning practices, or creatively integrates tools, infrastructures, technology, interdisciplinarity, or experiential learning.
- *Evidence of implementation*: at least one completed or pilot edition had been successfully delivered.
- *Relevance to EU priorities*: the practice aligns with the guiding principles of inclusion, sustainability, creativity, and digitalisation, in line with the New European Bauhaus and European Education Area agendas.
- *Institutional relevance*: the initiative reflects each university's pedagogical mission or

innovation strategy and can contribute to future BAUHAUS4EU educational formats.

Analysis and Integration

The mapping process generated a comprehensive dataset describing the pedagogical diversity and innovation potential within the Alliance. The information collected was then harmonised into a general matrix, compiled and reviewed centrally by UNIBG (Task 3.3 lead). The consolidated matrix enabled a cross-institutional qualitative analysis of approaches, revealing recurring patterns, shared challenges, and distinctive institutional practices.

Figure 1 included data and statistics distributed for each B4EU partner related to strategies, tools and infrastructures adopted.

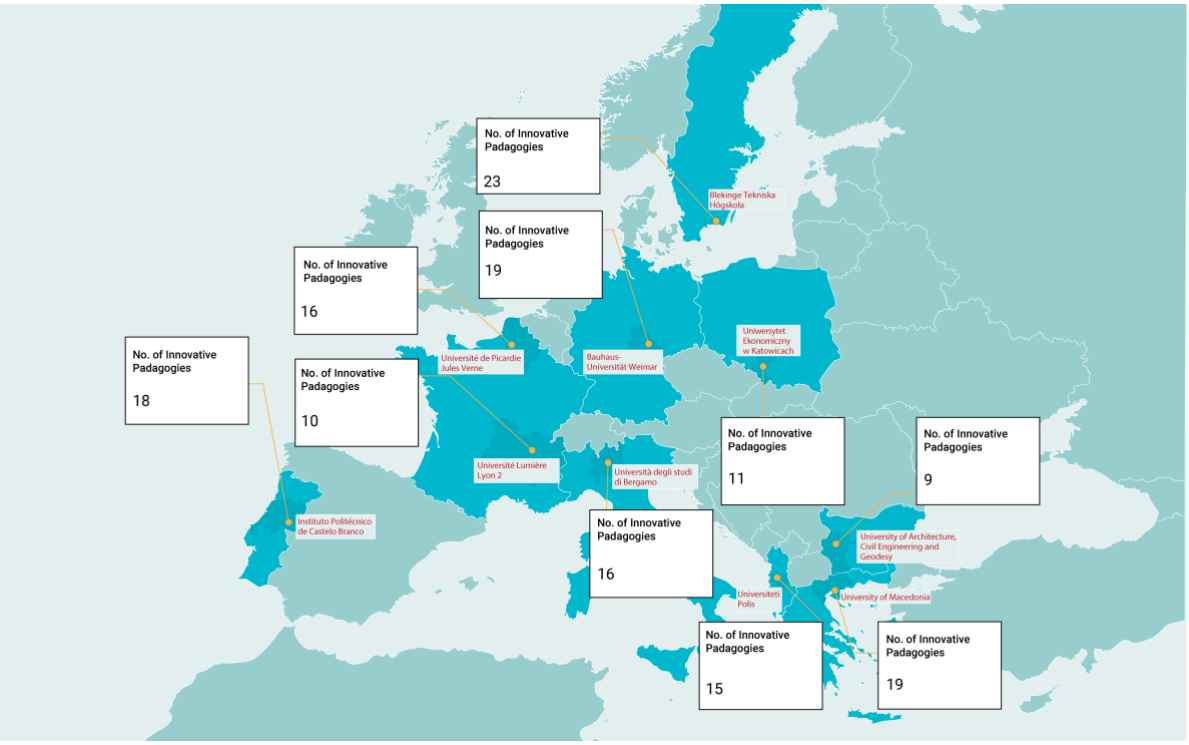

Figure 1 Data and statistics for each B4EU partner.

This analytical synthesis provided the conceptual basis for the digital matrix and informed the design of the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures**, ensuring both methodological continuity with Phase 1 and practical interoperability with the Task 3.2 mapping of educational offers.

Lastly, a degree of criticality should be acknowledged in the reported data, which derives from a partner-led inferential self-assessment process. Variations may reflect differences in methodological interpretation, educational structures, institutional scales, and resource distribution within the Alliance.

2.3. Online implementation and dissemination through digitalisation (Phase 3)

The third phase of Task 3.3 translated the analytical work carried out in the previous stages into an interactive and accessible digital resource: the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures**.

The process was guided by a design-based methodology that combined technical development and collaborative validation among the partners. The aim was to move beyond a static data repository and create a dynamic platform that could support both dissemination and faculty engagement across the Alliance. The digitalisation process unfolded through a structured workflow coordinated by the dedicated Task force established in early November 2025, involving selected representatives from partner universities.

The first step consisted of merging and harmonising all data provided by partners into a single matrix, ensuring internal consistency and completeness through multiple quality checks. Missing or inconsistent data were marked and revised collaboratively.

Once the database was consolidated, the Task force developed the first prototype of the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures** (see *Figures 2, 3, 4, 5* and *6*).

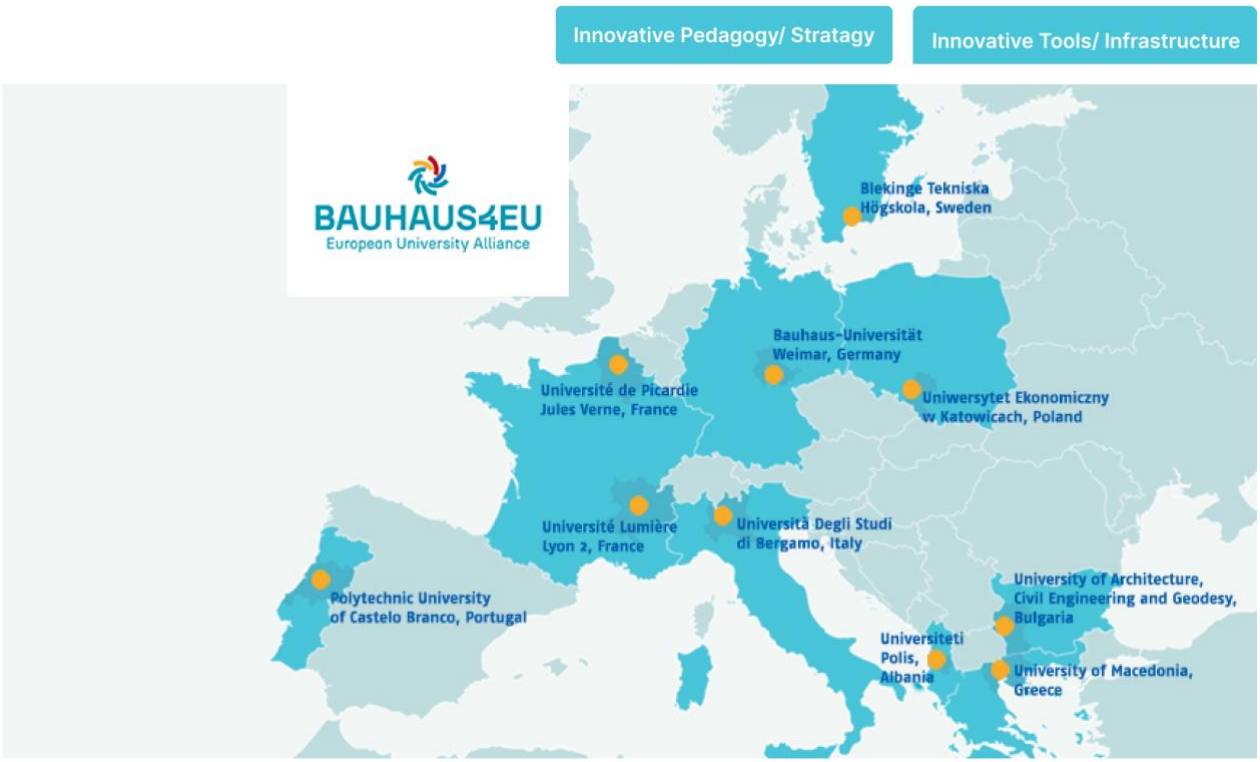

Figure 2 First prototype of the BAUHAUS4EU Online Catalogue.

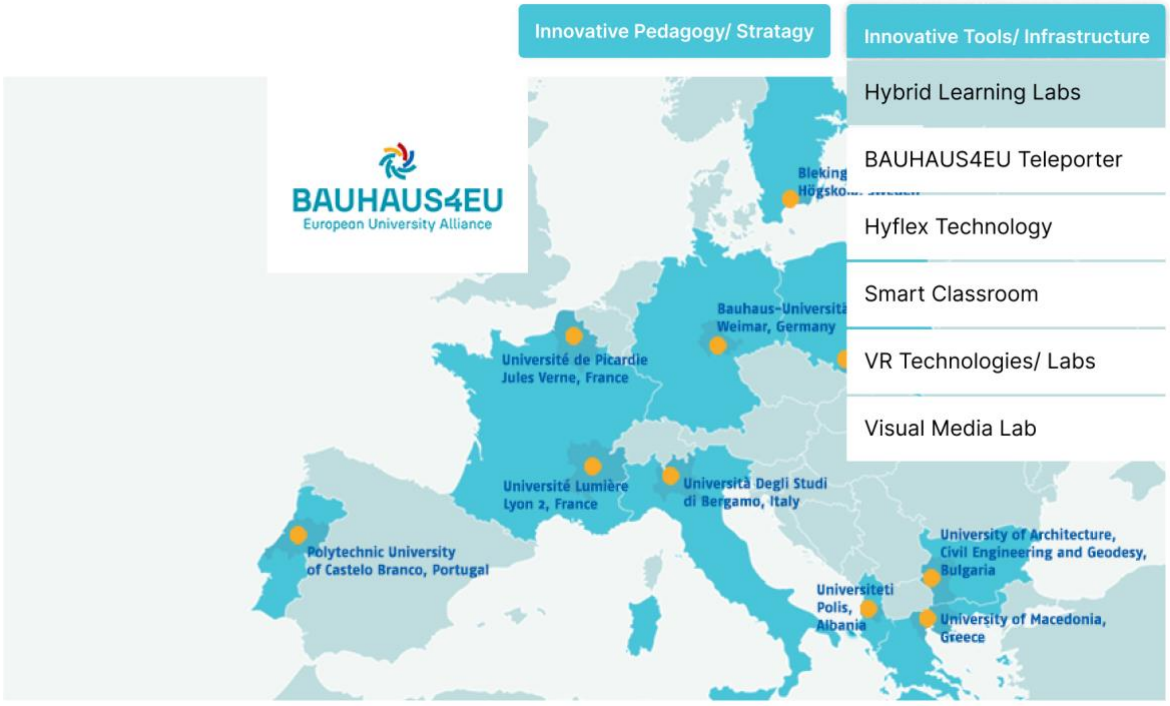

Figure 3 Example of filter options for the "Innovative Tools/Infrastructure" menu.

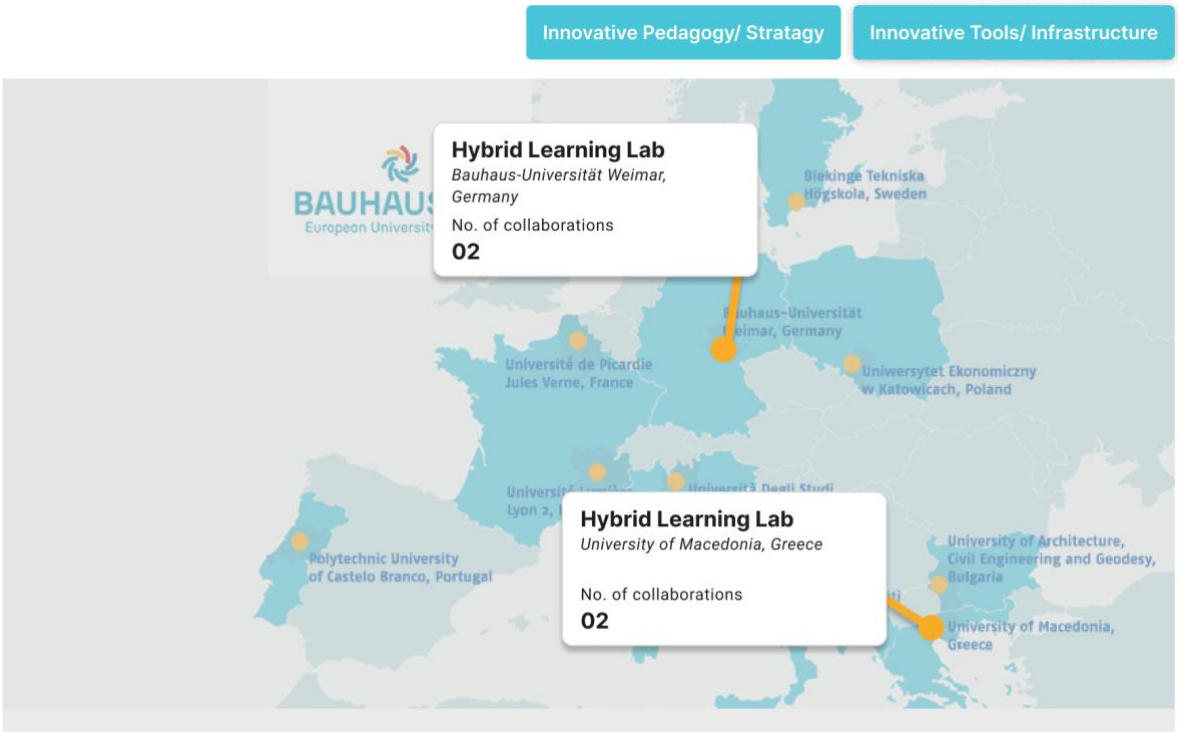

Figure 4 Web page layout after selecting a specific filter option from the "Innovative Tools/Infrastructure" menu[1].

[1] This figure should be regarded as provisional, as it was developed at an early stage of data collection and is subject to further refinement as additional data become available.

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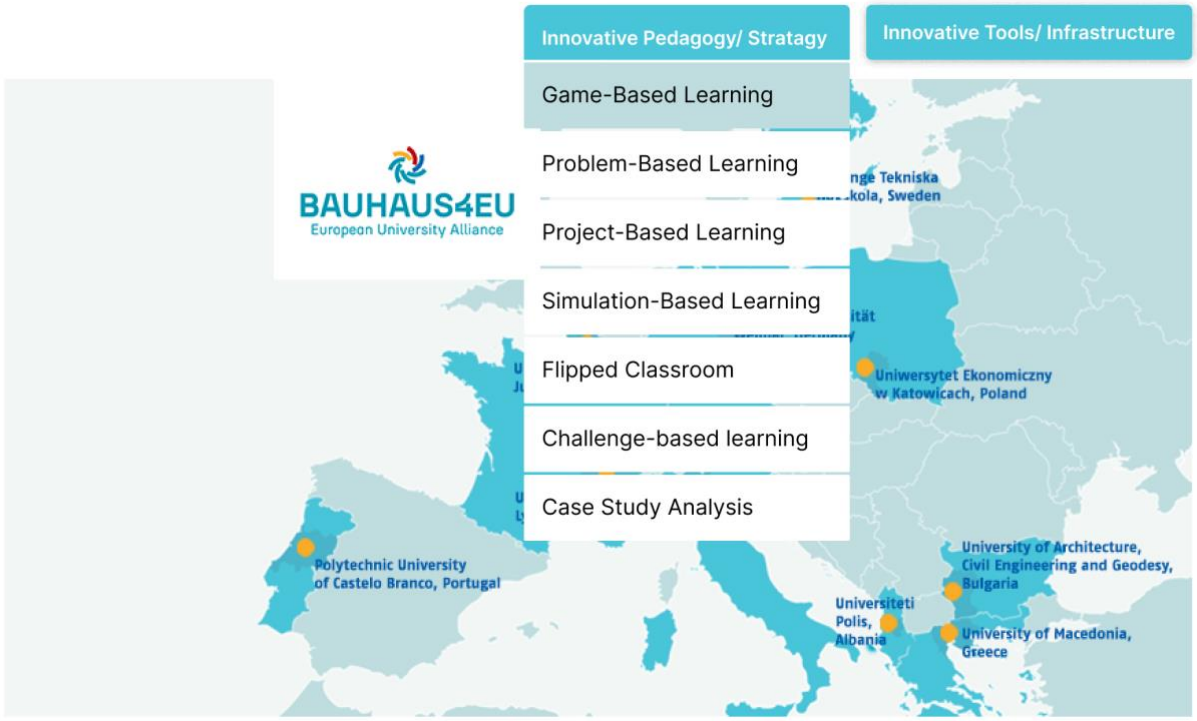


Figure 5 Example of filter options for the “Innovative Pedagogy/Strategy” menu.

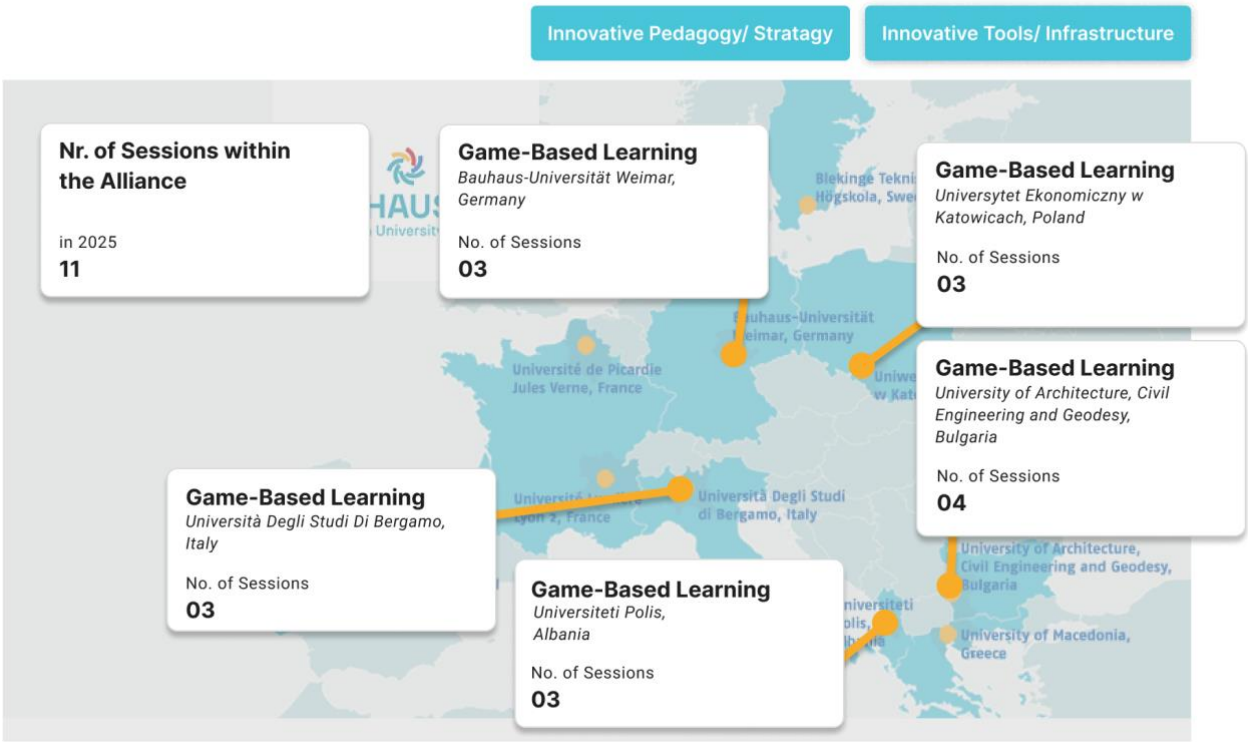


Figure 6 Web page layout for selecting a specific filter option from the “Innovative Pedagogy/Strategy” menu.

This prototypal map was designed as a searchable and filterable interface, allowing users to explore innovative teaching practices by pedagogical approaches, teaching methods/strategies, topic, institution, target group, infrastructure, format. The platform adopted a colour-coded matrix visualisation (based on macro-categories, see *Figure 2*), enhancing the readability and interpretability of the data. Particular attention was paid to accessibility, with explanatory notes and inclusive design features to ensure usability for users with visual or cognitive disabilities.

The digital implementation was developed collaboratively with the WP3 coordination team and the Communication Unit (WP 11), ensuring alignment with the broader visual identity and technical infrastructure of the BAUHAUS4EU website. The online environment was conceived as open, evolutive, and user-friendly, capable of being continuously updated as new data is collected or new pedagogical innovations emerge.

In methodological terms, this phase drew upon Design-Based Research (DBR) principles (Brown, 1992; Reeves, 2006), combining iterative testing, feedback loops, and co-design sessions with academic users. Several graphical models – flow charts, cluster diagrams, and pedagogical maps – were proposed to visualise relationships between innovative pedagogies, target groups, and institutional contexts, transforming the catalogue into both a dissemination and a reflective tool.

At present, the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures** includes a curated selection of pilot courses and programmes identified through the mapping process (see *Figure* 7). It represented the top three most implemented innovative pedagogies (*Figure* 8) and available tools and infrastructures (*Figure* 9) for each partner.

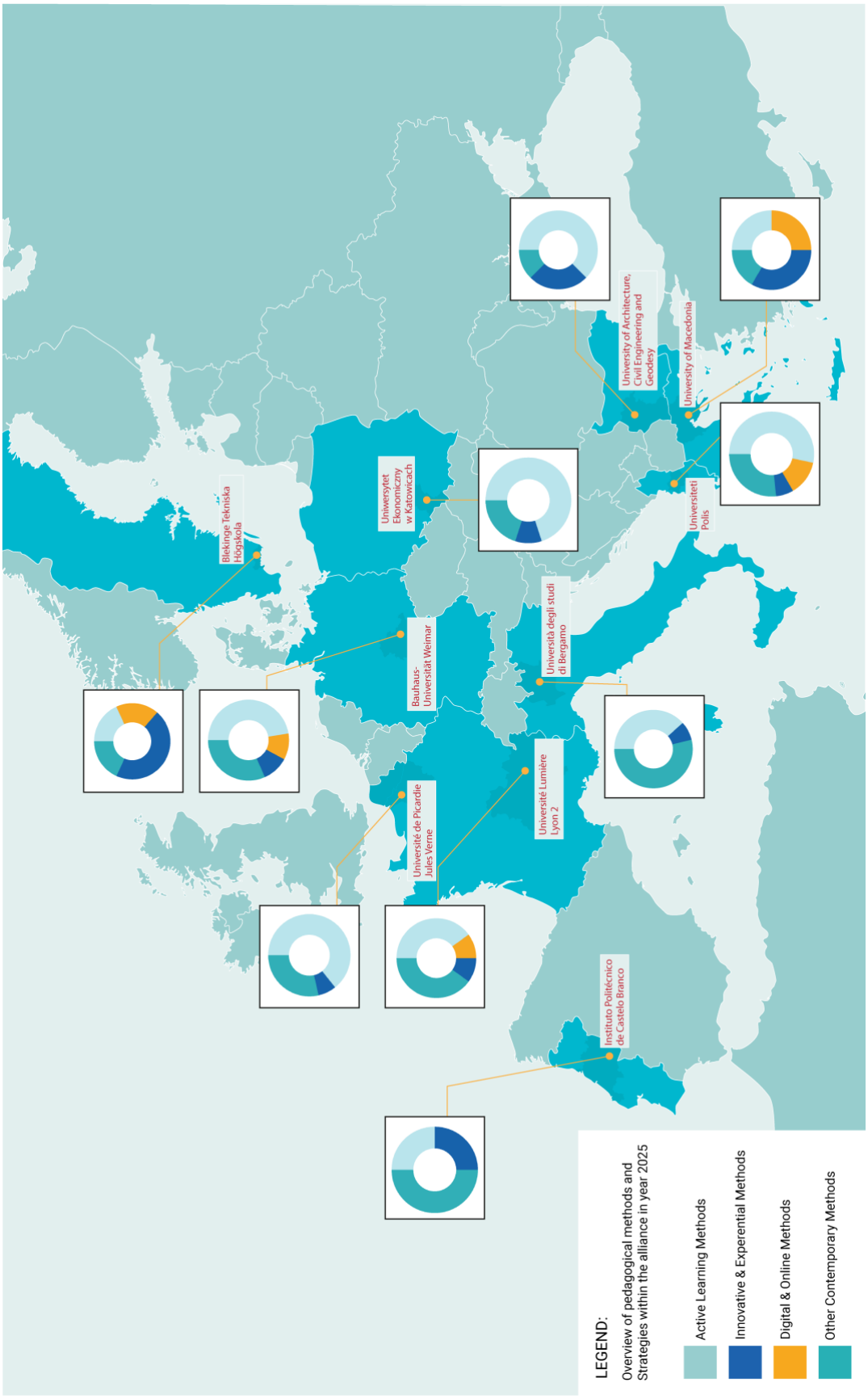
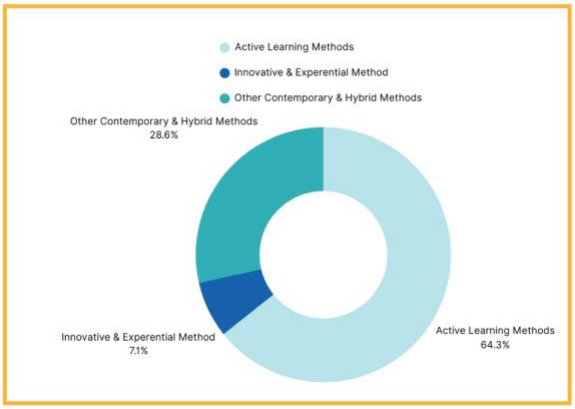
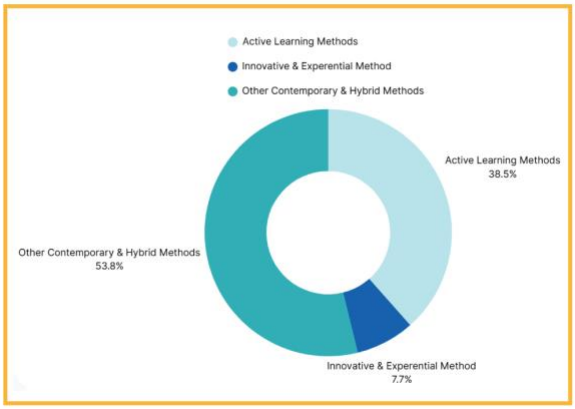


Figure 7 Innovative pedagogies in the alliance

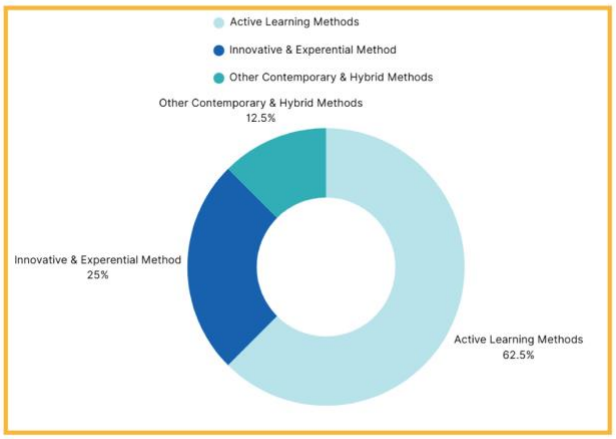
Université de Picardie Jules Verne (UPJV)



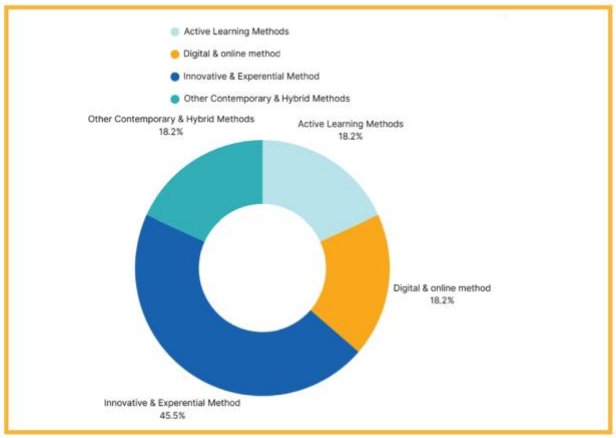
Università Degli Studi Di Bergamo (UNIBG)



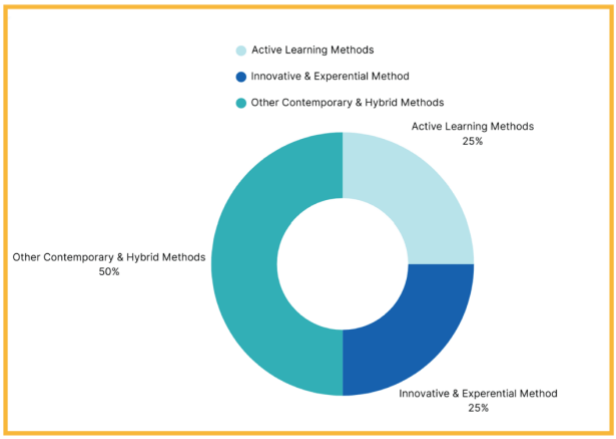
Universitet po Arhitektura, Stroitelstvo i Geodesiya (University of Architecture, Civil Engineering and Geodesy - UASG)



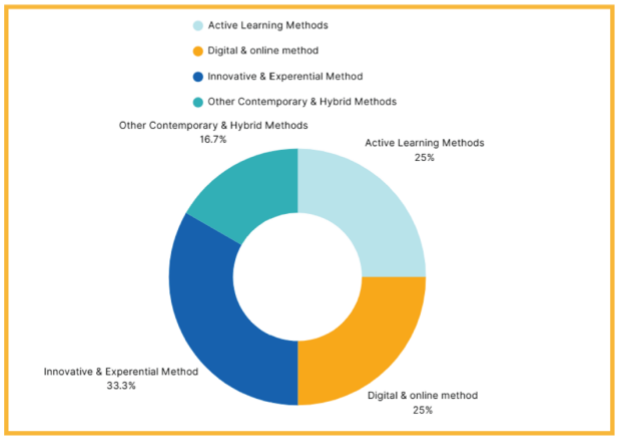
Blenkinge Tekniska Högskola, Sweden (BTH)



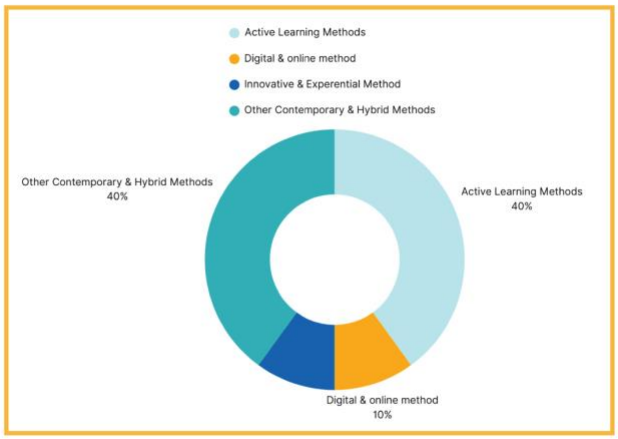
Instituto Politécnico de Castelo Branco (IPCB)



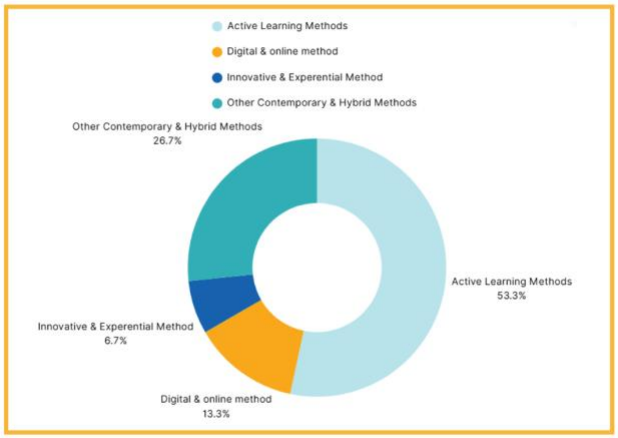
Panepistimio Makedonias (University of Macedonia - UOM)



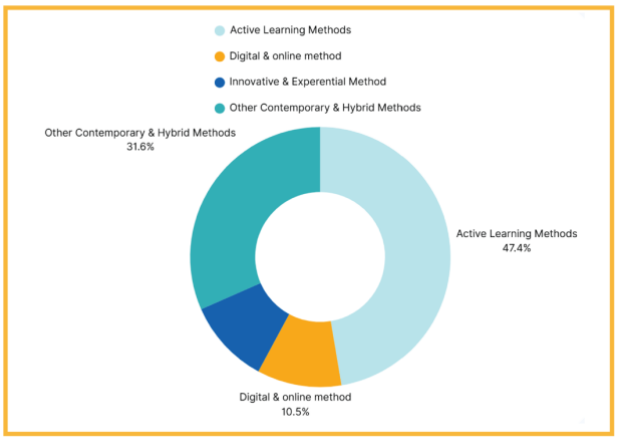
Université Lumière Lyon 2 (LYON2)



Universiteti Polis (POLIS)



Bauhaus-Universität Weimar (BUW)



Universytet Ekonomiczny w Katowicach (UEKAT)

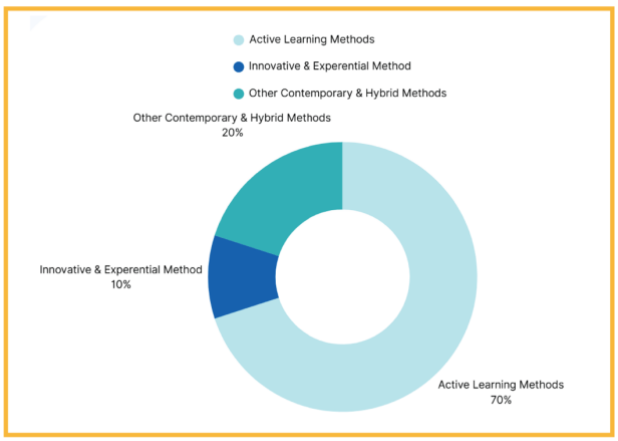


Figure 7 Innovative pedagogies sorted per partner.

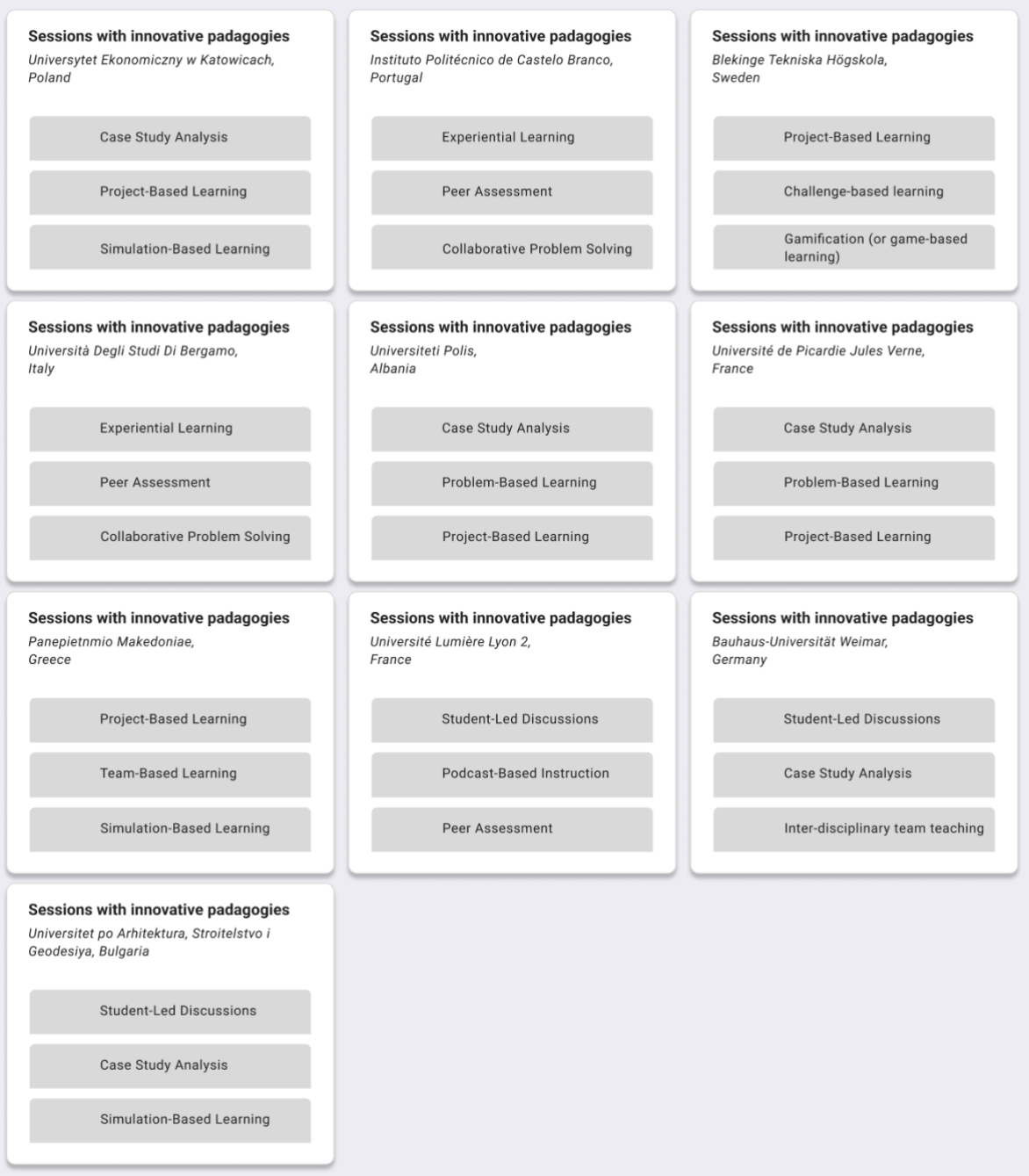


Figure 8 Top-three most implemented innovative pedagogies for each partner.

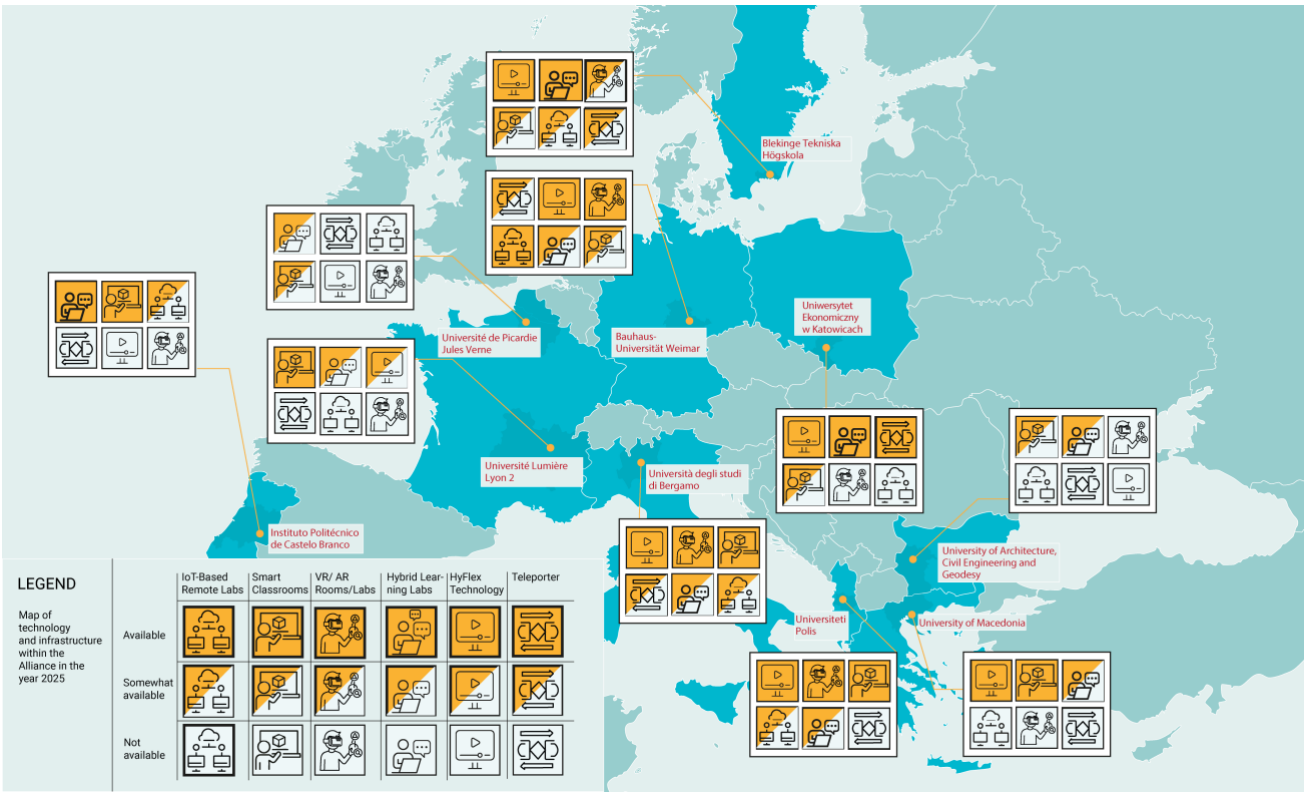


Figure 9 Available innovative tools and infrastructures for each partner.

The catalogue will be updated every six months to ensure that it reflects the ongoing evolution of pedagogical innovation within the Alliance and incorporates new contributions from partner universities. This periodic revision guarantees the sustainability, reliability, and continuous relevance of the resource as both a knowledge-sharing platform and a pedagogical observatory.

Ultimately, the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures** stands as a core output of Milestone 8, serving as an interactive visualisation of the **BAUHAUS4EU Best Practices Matrix** and as a sustainable instrument for knowledge sharing within the Alliance.

3. CONCLUSIONS

Milestone 8 marks a significant step in the consolidation of a shared pedagogical framework within the BAUHAUS4EU Alliance. The outcomes achieved through Task 3.3 demonstrate how systematic mapping, conceptual clarification, and digital integration can jointly foster the development of a transnational ecosystem of educational innovation. The creation of the **BAUHAUS4EU Best Practices Matrix** and its digital evolution into the **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures** provide both methodological and operational foundation for advancing pedagogical collaboration across institutions.

The process confirmed the Alliance's potential to act as a living laboratory for higher education transformation, one that connects research, teaching, and design-based experimentation. By combining literature-based analysis with empirical evidence from partner universities, Task 3.3 established a consistent framework to identify and classify innovative pedagogies, tools, and infrastructures, while enhancing comparability and cross-learning among faculty communities.

Beyond its analytical value, the mapping exercise generated an enduring knowledge infrastructure that will directly inform the development of future activities under WP6, WP7, WP8 and WP9, such as joint courses, micro-credentials, and degree programmes. The **BAUHAUS4EU Online Catalogue of Innovative Pedagogical Strategies, Tools and Infrastructures**, updated every six months, ensures that this framework remains dynamic and responsive to new contributions, thus sustaining an iterative cycle of improvement, dissemination, and capacity building. In the coming months, the prototype of the Online Catalogue will be fully operationalised, while parallel work will be carried out on the activities foreseen under Task 3.3.3, further strengthening the Alliance's capacity to disseminate, refine, and scale pedagogical innovation.

In conclusion, the work carried out by Task 3.3 under Milestone 8 consolidates BAUHAUS4EU's pedagogical identity as an Alliance rooted in creativity, inclusiveness, and sustainability. It lays the groundwork for the emergence of a common pedagogical culture within the European University landscape while positioning teaching-learning innovation as a driver of social impact, institutional convergence, and the continuous renewal of higher education in Europe.

APPENDICES

Appendix 1: BAUHAUS4EU Best Practices Matrix

Since the matrix is extensive and cannot be easily displayed on a single page, it has been divided and presented separately according to the four sections described in paragraph 2.2.

Section 1 – Information about institute/courses (relevant for the platform)

Information about institute/ courses (relevant for the platform)																
University	Name of course	Department, unit	Degree program (if applicable)	Formats (online, hybrid, in-person, BIP, COIL, etc.)	Type of certication awarded if any (open Badge, microcred. etc.)	Duration	Target group (Students, Academic Staff, Administrative Staff, Regional Stakeholders/ Partners)	Number of participants (students, academics, adminstrative, regional partners)	Subjects / topic	Course description	Learning outcomes	Languages (English, Bilingual English + ... etc.)	ECTS	Contact person (with e-mail)	Teacher's Role (tenured or adjunct)	Teacher's willing to be involved in further training/dissemination initiatives related to B4EU (if "YES"

Section 2 – Description of innovative methods and pedagogies

Description of innovative methods and pedagogies						
Didactic/ pedagogical category	Didactic methods 1	Didactic methods 2	Didactic methods 3	Detailed descriptions	Innovative infrastructure used: Hardware (technologies, Hybrid Learning Lab)	Innovative Infrastructure used: Softwares (Tools, software)

Section 3 – Skills acquired across the course

SKILLS ACQUIRED ACROSS THE COURSE							
1. INTERCULTURAL COMPETENCE (Intercultural awareness, Respect for diversity, Mediation between cultures, National identity and sense of belonging)	2. MULTILIGUALISM (Language proficiency, Communication strategies, Cognitive flexibility and code switching, Adaptability)	3. COGNITIVE SKILLS (Critical thinking, Systems and strategic thinking, Mental flexibility)	4. INTERPERSONAL SKILLS (Building relationships, Teamwork effectiveness, communication, working with diversity)	5. SELF-LEADERSHIP SKILLS (Self-awareness and management, Entrepreneurial attitude, Goals achievement, Internally managing complexity)	6. CHANGE LEADERSHIP SKILLS (Innovation, Mobilizing systems, Planning and ways of working)	7. DIGITAL SKILLS (Digital fluency and citizenship, Software use and development, Understanding digital systems)	8. ENTREPRENEURIAL SKILLS (Creativity and Innovation, Opportunity Recognition, Resilience and Persistence)

Section 4 – Course background and history and Additional Remarks/Comments

Course background and history				Additional Remarks/ Comments		
Course edition (discontinued; currently vailable; future proposal)	*Number of edition(s) delivered*	*Further details (eg. if discontinued or changed, why?, was there a reason connected to teaching methodologies?, etc.)*	*Tags (RIS3 Themes, Sustainability, Regional, new, etc.)*	*Didactic/ pedagogical methods & tools*	*course's potential in terms of future skills and competences*	*Other*

Appendix 2: Guidelines for Filling the BAUHAUS4EU Best Practices Matrix

1. General Purpose

This form is part of Task 3.3.2 ("Online Map of Innovative Pedagogies and Tools") within WP3 – Conceptual framework for BAUHAUS4EU education and training formats. Each partner university is asked to fill in its own institutional sheet in the Excel file. The goal is to identify, describe and share up to 10 courses (eg. degree courses or other kind of teaching or faculty activity) adopting innovative pedagogies, methods, tools, or infrastructures delivered within your institution. It will contribute to the collective *B4EU Online Map of Innovative Pedagogies and Tools*.

2. How to Complete the Form

Each institutional sheet includes several columns to be filled in. Please read the description below carefully before starting:

Column	What to Provide
University	Acronym of your university.
Name of course	Title of the course, training, or pedagogical initiative.
Department / Unit	Department, school, or institutional unit responsible.
Degree program (if applicable)	Specify the degree or program to which it belongs.
Formats	Indicate the format: *online*, *hybrid*, *in-person*, *BIP*, *COIL*, etc.
Type of certification awarded	Indicate if participants receive *open badge*, *micro-credential*, *certificate*, etc.
Duration	Specify duration (e.g., "1 semester", "30 hours").
Target group	Select all that apply: *students, academic staff, administrative staff, regional stakeholders/partners*.
Number of participants	Indicate approximate number of participants per edition.
Subjects / topics	List main disciplinary or thematic areas (up to five).
Course description	Brief summary (max 150 words) describing objectives and main features.
Learning outcomes	List main expected outcomes or competences.
Languages	Specify the language(s) of delivery (e.g., *English*, *Italian + English, etc*).
ECTS	Indicate credits if applicable (leave blank if not relevant).
Contact person (with email)	Include institutional email address.
Teacher's role	Specify if *tenured* or *adjunct*.
Teacher's willingness to be	Indicate "YES" or "NO" and, if "YES", specify type of availability (e.g.,

involved in further initiatives	*training*, *sharing*, *pilot testing*).
Didactic/pedagogical category	Select from the menu the main pedagogical framework
Didactic methods 1–3	Select from the menu up to three teaching methods used (1 per column)
Detailed description	Add brief explanation what/how/why the methods are innovative or context-specific.
Innovative infrastructure (Hardware)	Select from the menu technologies or physical spaces used (e.g., *Hybrid Learning Lab, VR tools, FabLab equipment*).
Innovative infrastructure (Software)	Select from the menu or tools (e.g., *Miro, Moodle, Padlet, AI-based systems*).
Skills 1–8	Tick or indicate which EU transversal competences are addressed: 1. Intercultural competence2. Multilingualism3. Cognitive skills4. Interpersonal skills5. Self-leadership skills6. Change leadership skills7. Digital skills8. Entrepreneurial skills.
Course edition	Specify if the course is *discontinued*, *currently available*, or *planned/future*.
Number of editions delivered	Indicate number of times the course has been run.
Further details	If discontinued or modified, explain reasons (e.g., change in teaching methods, restructured program).
Tags	Add relevant keywords (e.g., *Sustainability, RIS3 themes, Inclusion, Regional engagement*).
Additional Remarks/ Comments	Any additional notes or relevant comments related to: 1. Didactic or pedagogical methods & tools; 2. Course's potential in terms of future skills and competences; 3. Other

3. Selection Criteria

When choosing which course (and related pedagogies or tools) to include, please consider the following criteria:

- **Innovative value:** the approach introduces new or transformative learning practices;
- **Evidence of implementation:** at least one completed edition or pilot;
- **Relevance to EU expectations:** supports inclusion, sustainability, creativity, and/or digitalization
- **Relevance to institutional priorities:** consistent with your university's pedagogical vision (you may also consider consulting some key figures within the governance structure).

4. Submission Procedure and Deadlines

- Partners are invited to complete their institutional sheet
- You may fill in the Excel form **directly online** or send your completed sheet via email to **the task lead,**
- Please review all entries for clarity and accuracy before submission.

- Before next meeting the task lead will collect data from each partner and fill in the General Sheet (with the info from each institution). This draft will be discussed during the meeting.

If you encounter any technical problems accessing or editing the file, please contact the task lead.

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