



ULYSSEUS PEDAGOGICAL GUIDELINES

V. 2





The Ulysseus Action has received funding from the European Union's Erasmus + Programme under the grant agreement No 101004050.



Co-funded by
the European Union



Work Package: WP3

D3.1 Ulysseus Pedagogical Guidelines

Lead Beneficiary: Haaga-Helia University of Applied Sciences

Task-force members:

HHUAS: Irma Kunnari, Marika Alhonen, Kirsi Korkealehto, Ana Timonen, Kitte Marttinen

USE: Juan Ramon Lacalle Remigio, Yolanda Morato Agrafojo

UniCA: Natalia Timus, Djibril Dieng, Jonathan Reyes-Marimon

Unige: Fabrizio Bracco, Micaela Rossi, Cristina Candito

TUKE: Miroslav Kelemen, Marek Kosuda

MCI: Lyuba Stafyeyeva

UM: Dorothe Kienhues, Jennifer Kruger

UoM: Dijanav Vuckovic, Deja Piletic

Due date: M20 **Submission date:** 30.06.2025

Deliverable type: Guide

Dissemination level: Sensitive

00

Introduction to Ulysseus Pedagogical Guidelines

01

SECTION 1. Co-creating Innovative Pedagogy in Ulysseus

02

SECTION 2. Key Pedagogical Elements and Approaches

03

SECTION 3. Guiding Questions and Tools for Learning design

04

Concluding Words for Ulysseus Teachers



[The mission of Ulysseus European University Alliance](#) is to develop an innovative, excellence-driven, and internationally attractive open to the world, persons-centered and entrepreneurial European University for the citizens of the future. Ulysseus teachers have an important role in putting Ulysseus' mission into action. We welcome you to explore these guidelines and reflect on your own role as a teacher!

These Pedagogical Guidelines are the result of Ulysseus Pedagogical Development Steering Group's co-creation process. In these guidelines the term "teacher" refers to the person responsible for designing and implementing a course within the Ulysseus Alliance, regardless of their academic position or title.

For teachers, being part of the Ulysseus community offers a unique professional and personal journey. It provides a space for professional growth, innovation, and collaboration, reinforcing and rewarding the evolving role of the teacher in the European higher education landscape. Teaching within Ulysseus enables you to take advantage of the multicultural European richness of teachers and students. Embedded in an Ulysseus Innovation Ecosystem that connects education with real-world challenges, you are invited to rethink higher education and co-create innovative pedagogical practices.



The pedagogical guidelines are designed to support Ulysseus teachers' work in creating and implementing joint learning processes and fostering collaborative work within the Ulysseus community. They consist of three distinct sections, which are interconnected and complement each other

- **SECTION 1** - Co-creating Innovative Pedagogy in Ulysseus
 - o This section introduces the evolving roles of Ulysseus teachers as co-creators of innovative pedagogy and how the Ulysseus Ecosystem can support this development
- **SECTION 2** - Key Pedagogical Elements and Approaches
 - o This section describes the main pedagogical principles and their practical implications for Ulysseus teachers.
- **SECTION 3** - Guiding Questions and Tools for Learning Design
 - o This section provides guiding questions and tools to support Ulysseus teachers in the learning design process .

The guidelines aim to spark pedagogical innovation and motivation among teachers. They are not strict rules but rather flexible frameworks that align with Ulysseus' pedagogical principles. Teaching within Ulysseus might differ from teaching at a local university. The Ulysseus ecosystem provides opportunities to engage with a diverse range of stakeholders, including associate partners, innovation hubs, networks, teachers, and researchers. Ulysseus encourages teachers to be entrepreneurial and innovative, empowering them to select the best pedagogical approaches based on specific learning needs. These guidelines serve as a compass, guiding teachers towards achieving their educational goals.

These overarching guidelines can be used from both small entities such as virtual joint courses, Blended Intensive Programmes (BIPs), Collaborative Online International Learning (COILs), summer and winter schools to entire degree programmes.

Ulysseus teachers are the key actors in creating inclusive learning environments and meaningful learning experiences for Ulysseus students. We hope these guidelines inspire and support you in promoting innovative learning solutions within the alliance.

The members of Ulysseus Pedagogical Development Steering Group

SECTION 1

Co-Creating Innovative Pedagogy in Ulysseus



Co-funded by
the European Union

Co-Creating Innovative Pedagogy in Ulysseus

In today's fast-evolving world, Ulysseus European University is committed to providing empowering and engaging learning experiences that equip diverse learners with the skills needed for the future. For teachers, it offers a unique opportunity to co-create and experiment with innovative pedagogical approaches.

This section aims to motivate teachers from all Ulysseus partner institutions to reflect on their evolving roles in co-creating innovative pedagogy. It also introduces the Ulysseus ecosystem as a support structure for this collaborative work. Teachers gain access to international networks and inspiring opportunities for professional growth. They are encouraged to join from their unique starting points, contributing their individual expertise to the process. This exposure to global best practices further enriches their development and broadens their professional horizons.



Ulysseus collaboration invites teachers to explore new approaches, experiment with innovative methods, and engage in shared learning. Working together with diverse colleagues fosters a strong sense of belonging. Teachers learn with and from one another, forming a dynamic community that supports both individual and collective growth, and inspires more engaging learning experiences for students and teachers alike.

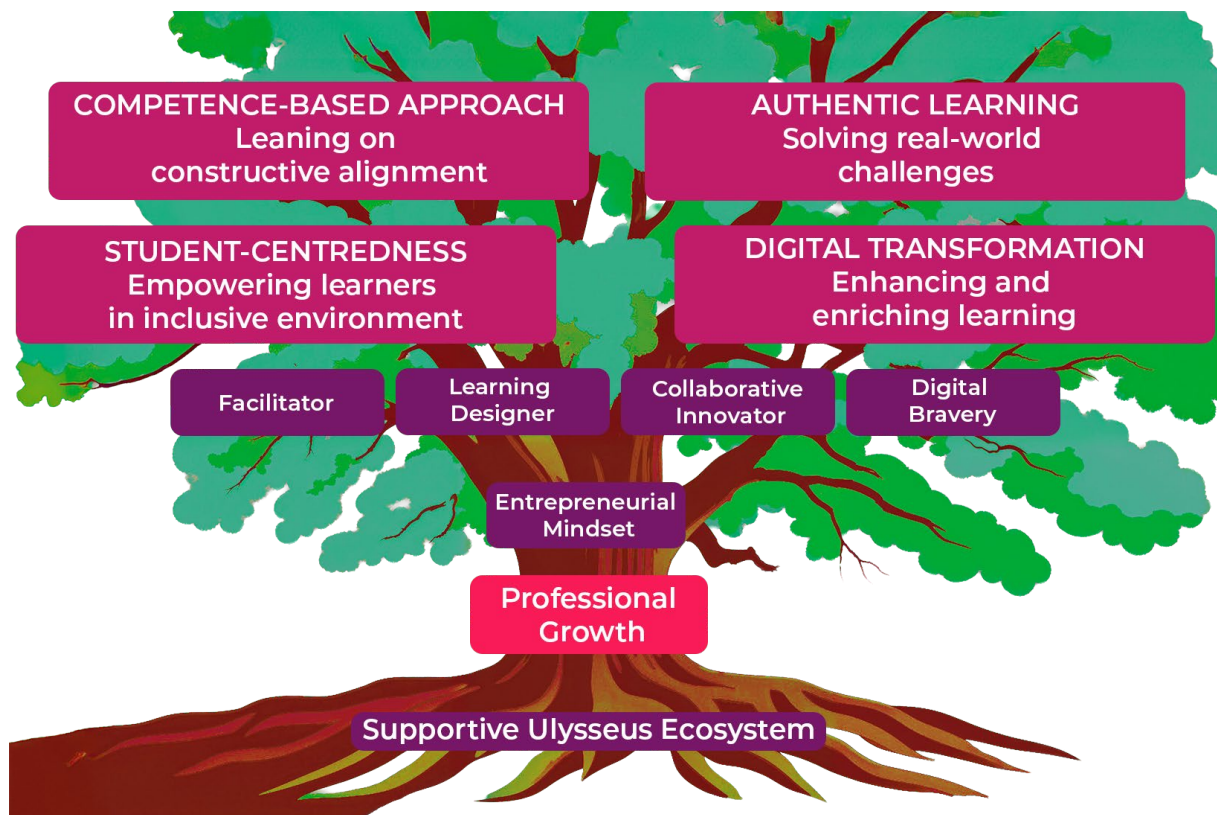


Image 1. Ulysseus Teachers roles in co-creating innovative pedagogy

Ulysseus teachers as co-creators of innovative pedagogy

Ulysseus teachers are change agents in co-creating innovative pedagogy and building a process of pedagogical transformation. In the modern landscape of higher education, their role is evolving from traditional knowledge transmitters into dynamic facilitators who design student-centred, competence-based, authentic, digitally enriched, and collaborative learning environments. This shift is driven by pedagogical innovation and digital transformation, enabling teachers to meet the evolving demands of a globalised and technologically advanced society.

Ulysseus teachers are invited to evolve their roles to become facilitators of active learning, learning designers, and collaborative innovators. Their willingness to embrace digital approaches and an entrepreneurial mindset helps create more engaging, adaptive, and relevant learning experiences for today's rapidly changing world.

Facilitator of active learning

Ulysseus teachers focus on empowering students by fostering autonomy, ownership, and inclusion – preparing students to become capable, confident and engaged citizens of the future. They create learning environments where students actively construct knowledge rather than passively receive it.

Learning designer

In their role of learning designer, Ulysseus teachers take an active role in creating and structuring engaging learning experiences tailored to their students' needs. This includes designing learning environments and activities that engage students in meaningful learning and ensure constructive alignment.

Collaborative innovator

Ulysseus teachers actively engage in teamwork with colleagues across institutions—both locally and internationally. Such partnerships enable the sharing of best practices and learning together. Furthermore, Ulysseus teachers bring the outside world into the learning space, collaborating with different stakeholders in Ulysseus Ecosystem and engaging students directly with real-life problems.

Digital Bravery

Rapid digital transformation is reshaping learning environments at a pace that challenges teachers to keep up. Digital bravery means having the courage to experiment with new technologies to enhance and enable learning — even without full mastery. It invites teachers to step into the role of critical learners alongside their students.

Entrepreneurial Mindset

This role encourages teachers to step outside their comfort zone and embrace co-creation. It fosters curiosity and invigorates innovative pedagogical practices by challenging teachers to design engaging learning experiences. It also nurtures the joy of teaching through exploration, iteration, and collaboration.

Because Ulysseus teachers actively work together sharing expertise and co-creating best practices, a single teacher's role does not need to cover everything. Ulysseus teachers are invited to explore these dynamic roles, but they are not expected to master every facet immediately. Instead, it is a continuous journey of development in each area, contributing to a collective strength that truly empowers students and prepares them for the future.

A large group of graduates in academic regalia are silhouetted against a warm, orange-hued sunset sky. They are all throwing their mortarboards into the air, creating a dynamic pattern of caps floating above the crowd.

**These roles help
teachers embrace
change and
develop sustainable
pedagogical
practices.**

Ulysseus ecosystem supporting professional growth

Ulysseus ecosystem supports teachers' professional growth by fostering a living community of practice, where teachers, students, researchers, and partners from different backgrounds learn together. Initiatives such as Collaborative Online International Learning (COIL) exemplify this spirit of cross-institutional exchange, enabling teachers and students to co-create learning experiences across borders. This culture of openness builds professional identity, a sense of belonging, and a shared commitment to shaping the future of education.

Ulysseus provides guidance and scaffolding to support the development of innovative pedagogy. Robust support structures offer clear direction and practical tools to help teachers establish and refine new teaching practices, facilitating the transition from traditional methods to more innovative approaches. Teachers collaborate through transnational course design, challenge-based modules, and co-supervision models. The alliance functions as a living lab for piloting new pedagogies in real-world contexts.



Ulysseus also acts as a platform for piloting new courses and innovative teaching methods. Successful pilots can later be integrated into regular teaching practices, benefiting wider student populations. Embedded in an Innovation Ecosystem that connects education with real-world challenges and supported by a shared digital culture, Ulysseus teachers work across borders, disciplines, and languages to co-create new models of learning that reflect the alliance's vision: inclusive, challenge-driven, persons-centred, and impact-focused.

The ecosystem provides access to a shared Moodle platform, cross-university co-teaching networks, and connections to local industries, NGOs, and civic partners across Europe. Structured support and practical tools—from design frameworks to quality guidelines—help teachers embed new practices and shift toward innovative approaches with confidence and clarity. The numerous advantages, ranging from international development opportunities to robust community support, empower teachers to experiment, learn, and excel in ways that ultimately enhance students' learning outcomes and contribute to a transformative educational environment.



SECTION 2

Key Pedagogical Elements and Approaches

Key Pedagogical Elements and Approaches

In this section, we describe the key pedagogical elements and approaches for innovative Ulysseus pedagogy. They are the foundation of the Ulysseus teachers' practice. Each element reflects roles that Ulysseus teachers are embracing: facilitating active and inclusive learning, designing competence-based and aligned learning experiences, collaborating across institutions and communities, and integrating digitalisation with intentionality and purpose. Together, these elements bring the Ulysseus mission to life. The aim is to create an open, entrepreneurial and pedagogically innovative European university for the citizens of the future.

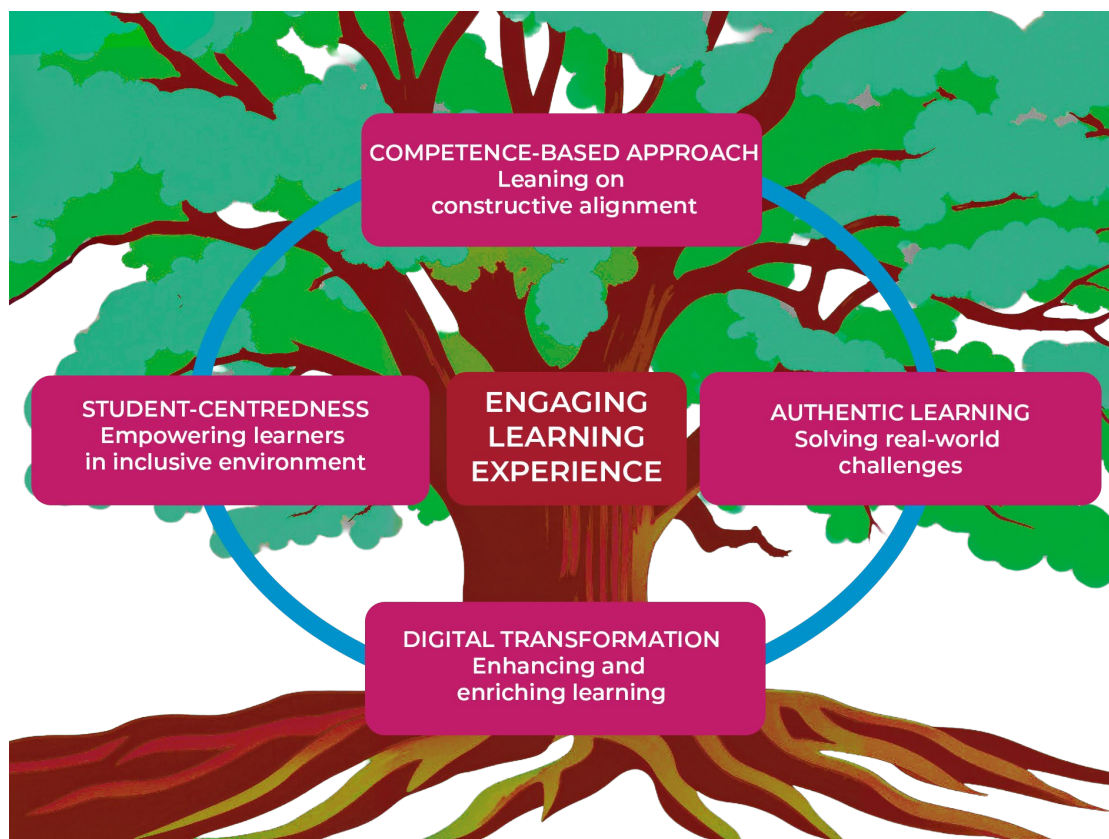


Image 2. Key pedagogical elements and approaches in innovative Ulysseus pedagogy

The co-creation of innovative Ulysseus pedagogy, aimed at building engaging learning experience, is based on the following elements and approaches:

- 1. Student-centredness - Empowering Learners in Inclusive Environment**
- 2. Competence-based Approach – Leaning on Constructive Alignment**
- 3. Authentic Learning - Solving Real-world Challenges**
- 4. Digital Transformation – Enhancing and Enriching Learning**

The above mentioned are interrelated and essential elements in providing quality education. Ulysseus teachers are invited to utilise them in their learning design process. Below, we provide a brief introduction to these key elements and their practical implications in the context of Ulysseus and the work of Ulysseus teachers.

1. **Student-Centredness - Empowering Learners in Inclusive Environment**

Student-centred learning, a cornerstone of Ulysseus pedagogy, is a transformative approach that empowers learners to become architects of their own learning, knowledge and skills. It fosters autonomy, ownership, creativity, and critical thinking thereby preparing students to become highly skilled, capable, confident and engaged citizens of the future. Within this framework, teachers work as facilitators, cultivating inclusive environments for students to thrive.

In student-centred learning, students actively construct their understanding in collaboration with peers through hands-on experiences, projects, and real-world problem-solving. This approach is defined by meaningfulness, engagement, and inspiration, which collectively transform education. Learning becomes meaningful when students connect content to their personal experiences and real-world contexts. Engagement and inspiration flourish as students take an active role in their learning, igniting curiosity, collaboration, self-direction, and intrinsic motivation.

An inclusive environment is essential for student-centred learning, especially in the diverse, international context of Ulysseus. Students come with different cultural backgrounds, languages, and educational experiences. It is important that they feel heard, respected, and safe to fully engage in learning. Creating such an environment requires intention and awareness. Teachers play a key role in fostering spaces where every student feels comfortable contributing from their own starting point and developing essential skills such as self-regulated learning. This means actively addressing language barriers, encouraging open dialogue, and designing learning structures that support collaboration and participation.

Through clear guidance, encouragement, and inclusive pedagogical strategies, teachers help students connect across differences, fostering a sense of safety, belonging, and shared purpose in the learning community. Moreover, teachers can guide students to recognise their own role in building an inclusive community by encouraging them to be mindful of inclusive practices in their interactions and collaborative work.

Student-centred learning empowers learners to take ownership of their growth in a supportive, inclusive environment. It equips them with the skills, confidence, and mindset needed to collaborate across differences, solve real-world problems, and adapt to change. The following key elements of Ulysseus pedagogy provide further insights into how student-centredness can be achieved: competence-based approach, authentic learning, and digital transformation.

What does Student-Centredness Mean in Practice for Ulysseus Teachers?

In student-centred learning, the role of the teacher shifts from delivering knowledge to designing learning process and facilitating engaging learning activities.

In practice, student-centredness means that teachers:

- *Support students' agency and ownership of their learning process*
- *Foster students' autonomy and self-directed learning*
- *Create a positive and inclusive environment that enables a sense of belonging and active participation for students from diverse cultural backgrounds*
- *Enhance collaborative learning and foster learning community building*
- *Encourage students as co-creators of their learning*
- *Engage students in reflecting on their learning goals, their own learning processes and the quality of learning outcomes*
- *Provide fair, timely and constructive feedback and opportunities for self- and peer evaluation.*



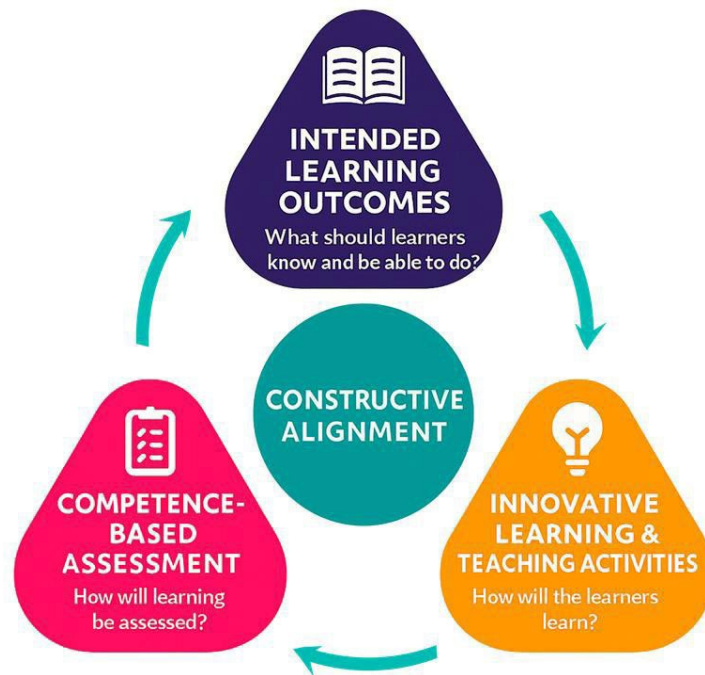
2. Competence-Based Approach – *Leaning on Constructive Alignment*

Competence-based higher education is an approach that focuses on developing students' abilities to apply knowledge, skills, and attitudes in complex, real-world situations. It emphasises the integration of theoretical knowledge with practical skills, preparing graduates for the demands of the future job market and society ([European Commission, 2023](#); [World Economic Forum, 2025](#)).

The competence-based approach emphasises the development of relevant and sustainable competences for a changing world. Future-proof competences combine cognitive, social, and emotional skills that enable individuals to navigate rapid technological changes, economic shifts, and the green and social transition. Skills such as critical thinking, creativity, curiosity, collaboration, and resilience are essential for adapting to evolving job markets and societal demands. Equally important is the cultivation of student agency, well-being, and a broad skillset that encompasses knowledge, attitudes, and values. These competences empower individuals to thrive in complex and uncertain environments and to contribute meaningfully to both the workforce and society. ([OECD, 2023](#); [World Economic Forum, 2025](#)).

Competence-based approach highlights the idea of constructive alignment (Biggs et al., 2022), which is a fundamental principle in designing engaging learning experiences and providing high-quality education. This concept stresses the importance of aligning intended learning outcomes, learning and teaching activities, and assessment strategies to create coherent and effective learning processes.





Intended learning outcomes

describe what students are expected to know, understand, and be able to do by the end of a course. [The Bloom's Taxonomy](#) framework guides teachers to outline learning outcomes that clearly state what students are expected to achieve. This clarity helps students understand their learning goals and what is required to succeed. It also makes the assessment of learning both transparent and engaging.

Innovative learning and teaching activities

are designed to help students achieve these outcomes through practical, interactive, and reflective tasks. While there are various innovative pedagogical models that can be utilised in planning the learning activities, it is important to consider how real-world authentic learning can support reaching the learning outcomes and acquiring future-proof competences.

Competence - based assessment methods

evaluate students' progress and mastery of the intended outcomes. Formative assessment provides continuous feedback on learning, while summative assessment focuses on evaluating learning outcomes at the end of the learning process. It is important to use diverse assessment methods, regularly providing opportunities for self- and peer assessment.

What does the competence-based approach and constructive alignment mean in practice for Ulysseus teachers?

From Ulysseus teachers' perspectives, the competence-based approach is a pedagogical methodology that ensures the quality of the learning process. By applying constructive alignment, it is possible to create a transparent, purposeful, and effective learning process.

In practice, this means that teachers:

- *Define and clarify the targeted future-proof competences as intended learning outcomes*
- *Discuss the learning outcomes with students and engage them to take responsibility of their own learning towards learning outcomes*
- *Design innovative and authentic learning activities and environments that purposefully support the achievement of intended learning outcomes*
- *Ensure that learning environments and teaching materials are inclusive, accessible, and aligned with the needs of diverse learners*
- *Design formative and summative competence-based assessment practices that provide regular and timely feedback on the learning process, as well as evaluate the achievement of the intended learning outcomes.*

The Guiding Questions and Tools - section provides examples on how teachers can ensure constructive alignment in the different phases of the learning design process.

3. Authentic learning - *Solving inspiring real-world challenges*

Authentic, real-life learning experiences are at the core of the innovative Ulysseus pedagogy. By engaging students in meaningful challenges, this approach fosters critical thinking, collaboration, and innovation, effectively bridging the gap between theory and practice through complex problem-solving tasks that reflect professional contexts. Further, the authentic learning environment offers opportunities for Ulysseus teachers to update their professional competences.

The design of authentic environments results from the collaboration with local, regional and international stakeholders such as societal and industry partners, startups, NGOs, public administrations and educational institutions. In the Ulysseus Alliance, the Innovation Hub ecosystem is a key driver of Ulysseus authentic learning within a transnational and interdisciplinary context. Teachers and students can collaborate with academic staff, researchers, local actors and professionals to identify real-life problems and co-create innovative solutions.

The Ulysseus Innovation hubs promote entrepreneurial thinking, civic engagement, and digital innovation. They also support lifelong learning pathways and inclusivity by offering opportunities for upskilling and reskilling across generations. The primary objectives address real-world problems in a secure and supportive environment, focusing on ecological, economic, and social challenges while contributing to the transformation of European higher education and the promotion of inclusive excellence and regional development.





In authentic learning settings, various innovative and entrepreneurial pedagogical approaches can be utilised. For example, work-based, research-based and challenge-based learning enable the integration of research, development and innovation (RDI) activities into students' learning processes.

Work-based learning includes various forms of learning that occur through simulations or in real work environments, such as internships, apprenticeships, and other practical experiences that provide hands-on learning opportunities.

Research-based learning empowers students to develop critical research skills by actively participating in systematic inquiry, knowledge generation, and scholarly investigation.

Challenge-based learning involves learners in identifying and solving real-world challenges through collaborative, hands-on projects that foster critical thinking, creativity, and practical solutions.

All these approaches share fundamental characteristics that emphasise authentic and student-centred learning. By providing authentic, meaningful learning experiences, these methodologies combine theoretical knowledge and practical application. They prioritise active student participation, transforming learners from passive recipients to engaged knowledge constructors and solution makers, ultimately enhancing students' academic capabilities and employability with future-proof competences. They also require teachers to adopt a facilitating role, guiding students through complex learning experiences that extend beyond traditional classroom boundaries.

Working and collaborating on authentic cases and challenges offers numerous advantages and learning opportunities for all stakeholders: students, faculty, academic staff, and societal partners. Students are inspired by seeing firsthand how their efforts contribute positively to society, which also helps clarify their career aspirations and tailor their professional profile as they gain practical experience. The collaboration provides faculty with practical and inspiring opportunities to update their professional competences, while societal and work-life partners get an important view into the mindsets of students and benefit from an external approach to solving their current challenges.

What does the integration of authentic, real-world challenges and environments mean in practice for Ulysseus teachers?

In authentic learning environments, Ulysseus teachers should see themselves as part of a broader learning community – working alongside students, professionals, and other stakeholders. Teachers have a special role in organising, co-creating and facilitating learning.

In practice, this means that teachers:

- *Contact and share ideas with local university's Ulysseus Innovation Hub manager regarding authentic learning opportunities*
- *Look beyond the university environment, investigate and recognise the (also small) opportunities for collaboration with work-life and society at large*
- *Encourage students to explore complex, real-world challenges from multiple perspectives*
- *Support collaboration between stakeholders and create spaces for experimentation and reflection*
- *Trust students' ability to work and learn in complex learning environments*
- *Adjust student guidance and feed forward according to their needs*
- *Provide students with opportunities to demonstrate acquired competences in real-life settings.*

4. Digital Transformation – *Enhancing and Enriching Learning*

Digital transformation and the integration of Generative Artificial Intelligence (GenAI) into higher education is transforming learning and teaching. Higher education teachers play an important role in supporting students to develop the skills necessary to navigate the digital world and work with GenAI critically, responsibly, and independently. Through this support, they help students acquire future-proof competences.

At Ulysseus, innovative pedagogical solutions are developed by integrating digitalisation and GenAI into student-centred, competence-based, and authentic learning. With digital bravery, Ulysseus teachers are encouraged, together with colleagues and students, to stay abreast of ongoing change and to critically and ethically explore the opportunities that emerging technologies offer for enhancing learning.



Ulysseus is committed to nurturing a digital culture that encourages proactive readiness for change and the effective adoption and utilisation of new technologies into learning. The [European Digital Competence Framework for Educators \(DigCompEdu\)](#) highlights digital skills that teachers need to possess to adapt to digitalisation and support the development of students' digital competences.

Ulysseus' digital culture aligns with the EU directives on digital culture in the [2030 Digital Compass](#) as well as the [WEF Digital Culture Guidebook 2021](#) and the DigCompEdu.

Similarly, [Unesco's AI competency framework for teachers](#) and [AI competency framework for students](#) pinpoint the competences needed for harnessing GenAI in education. The frameworks stress human-centred mindset and ethics in appropriate manners to integrate GenAI in pedagogy. As GenAI applications become increasingly accessible and sophisticated, they offer valuable support for learning but also raise questions about the role of human agency. Further, teachers need to ensure that AI serves rather as a complement than a replacement in students' knowledge building. AI can become a partner and a supportive tool for learning, enhancing inclusivity. On the other hand, under the recent [EU AI Act](#), universities are considered as high-risk AI system providers. Therefore, they are required to fulfil a range of obligations regarding various educational stages, such as admission, training and assessment as well as proctoring.

What does harnessing digitalisation to enhance and enrich learning mean in practice for Ulysseus Teachers?

As digitalisation and GenAI transform the ways we learn and work, Ulysseus teachers aim to leverage these technologies to enhance and enrich learning in a pedagogically sound manner.

In practice this means that teachers:

- *Embrace continuous development in the use of digital technologies to support learning with an open mind and digital bravery*
- *Harness digital tools and environments to enrich learning and collaboration*
- *Emphasise learning and students' cognitive engagement*
- *Embed digital ethics into students' learning processes as a standard practice*
- *Support digital and AI literacy by raising awareness of ethical and responsible use*
- *Build learning environments where the use of GenAI is transparent and integrated in pedagogically meaningful ways*
- *Foster a culture of innovation and experimentation, promoting digital fluency for both teachers and students.*

SECTION 3

Guiding Questions and Tools for Learning Design



Co-funded by
the European Union

Guiding Questions and Tools for Learning Design

This section introduces the Learning Design process and its various phases to help Ulysseus teachers ensure constructive alignment and reflect the Ulysseus mission in the learning processes they design and facilitate. Each phase presents questions and topics that the Ulysseus teachers should discuss and consider when start planning a new course or programme in the Ulysseus context.

To support the planning and implementation of engaging learning experiences, this section also provides suggested tools and templates for teachers.

Constructive alignment emphasises that learners actively construct meaning through relevant learning experiences. In a constructively aligned system, all components of a course are systematically linked: learning outcomes clearly state what students should be able to do, learning activities are designed to support the achievement of these outcomes, and assessments are used to measure the extent to which the outcomes have been achieved.

This approach shifts the focus from what the teacher does to what the student learns, promoting deep learning rather than surface memorisation. By ensuring that each element of the curriculum supports the others, constructive alignment enhances transparency, coherence, and student engagement.

Therefore, during the whole process, with the learner in focus, it is essential to ensure the alignment of:

- intended learning outcomes
- learning and teaching activities and
- assessment criteria and methods.



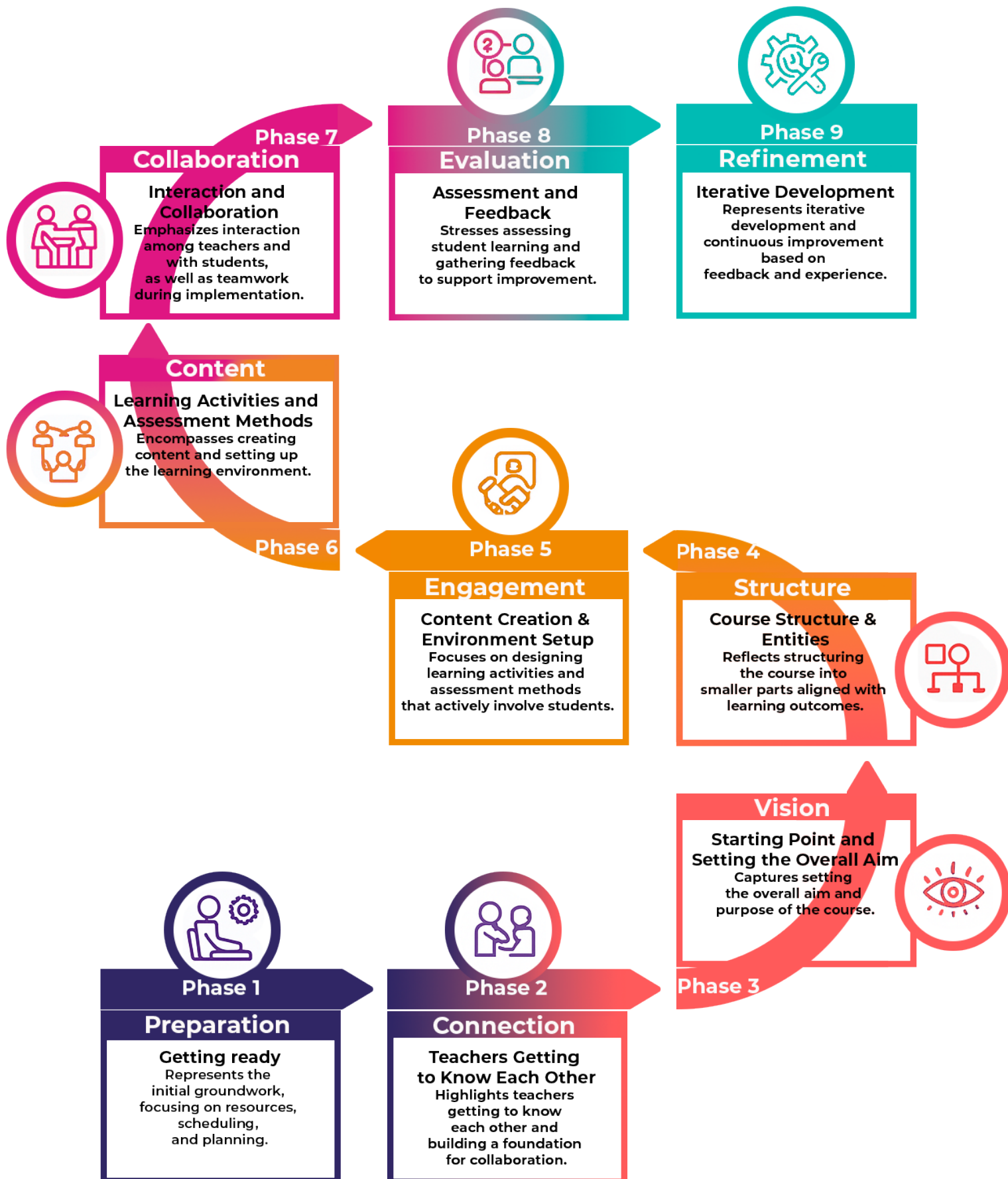


Image 4: Learning Design process

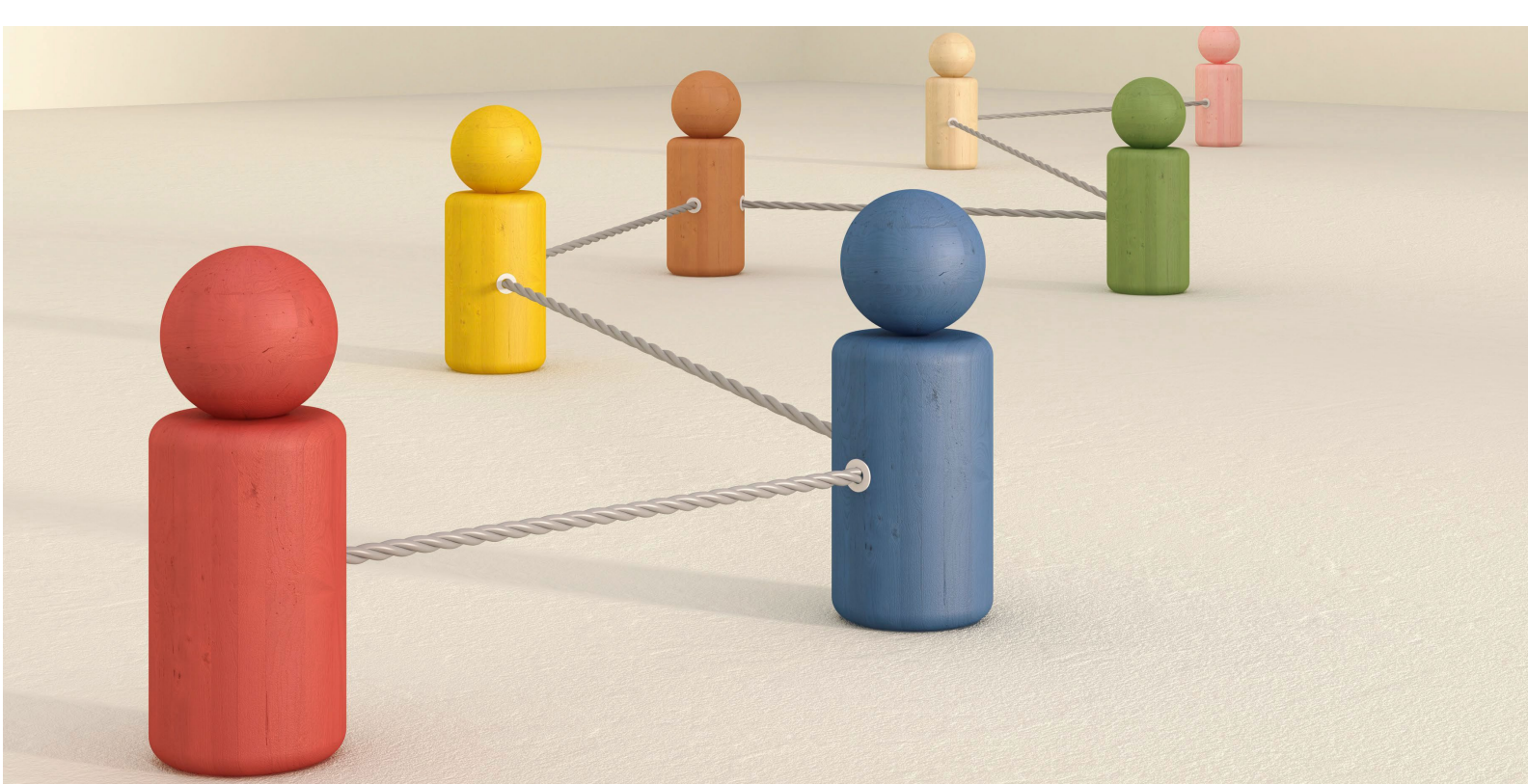
Phase 1: Preparation

When you start planning your new Ulysseus learning experience, follow the checklist and guiding questions below to prepare for the first meeting with your Ulysseus partner. In this phase, you identify your institution's practices regarding resourcing and scheduling. Allocate enough time for this phase.

1. What are your own resources from your own institution?
2. What is your timetable and availability?
3. What is the course you will offer?
4. When will you plan and implement the course?

Ulysseus Tools for matchmaking:

- [Ulysseus Experts Database](#) (for finding or confirming partners):
- [M4C \(Match4Cooperation\)](#)
- [Ulysseus Curriculum Search](#)
- [Local Ulysseus Mobility Officer Contact](#)
- [Ulysseus COIL Handbook](#)
(Page 7 - matchmaking, collaboration models)
- [Ulysseus LinkedIn for networking and visibility](#)



Phase 2: Connection

When you meet with your Ulysseus partners for the first time, discuss these questions to get to know each other better. This phase is important as it creates a solid foundation for your smooth collaboration.

Questions to discuss:

1. What is your expertise, background and interests?
2. Describe your institutional practice and how it can affect this collaboration project (academic freedom and calendars, curriculum validation, student engagement, technology, etc.)
3. What are your expectations and ambitions for this collaboration?
4. How would you like to collaborate (rules of teamwork, communication, meetings, division of tasks, feedback, etc)?
5. What is the division of work at the design and implementation stage?
6. What are your resources for the work?
7. What is your timetable and availability?
8. How do you market the course?
9. Who registers the students to the course?
10. Who assesses and grades the course?

Tools and templates: COIL Handbook, Collaboration tools such as Padlet, Canva, Teams





Phase 3: Vision

In this phase, you will be looking at the big picture of the course you are start planning.

Questions to discuss:

1. What is the type of your joint course: COIL, BIP, asynchronous / synchronous online course, other?
2. What is the language of the course?
3. What are the target groups? What do you need to know about them?
4. What is the overall aim and purpose for the whole course?
5. What are the main themes for the course? Are external stakeholders involved (Innovation Hubs, industry, NGOs), for example through a real-life challenge?
6. What are the intended learning outcomes for the whole course?
7. What is the student workload? How many ECTS?
8. How many students do you take per cohort?
9. How many times do you plan to implement the course?

Tools & templates:

Learner persona, LifeComp Competences, Workload estimation tools for teachers and students, COIL Checklist

CAIeRO <https://mypad.northampton.ac.uk/ite/2021/10/29/creating-aligned-interactive-educational-resources-opportunities-caiero/>

Phase 4: Structure

In this phase, you will outline the structure of the course and divide it into smaller parts that support the learner experience and reach the overall aim.

Questions to discuss:

1. What does the course structure look like? How can you visualise it?
 2. How long will the course run?
 3. What smaller entities are there? How can you divide the course into logical smaller parts?
 4. What is the core content of the course? What is the minimum amount of content required to reach the overall intended learning outcomes?
 5. What are the intended learning outcomes for each part– link to overall aim for the course (see phase 2)?
 6. Are there prerequisites for student knowledge, skills or experience?
 7. How does the structure support collaboration, autonomy, and reflection for students?
- Start creating a pedagogical script or a storyboard

Tools & templates: Learning arches, Bloom's taxonomy, Pedagogical script, Universal Design for Learning (UDL), Planning tool for online courses xls, shared course map-template, Moodle template



Phase 5: Engagement

In this phase, you will ensure the constructive alignment between the intended learning outcomes, learning activities and assessment.



Questions to discuss:

1. What kind of learning activities will support reaching the intended learning outcomes? How will the students learn? Remember to use different forms of learning activities.
2. How are the student activities organised? Ensure balance between individual and collaborative learning (pair, team or group work).
3. How will the students interact and collaborate with each other? (forums on Moodle, breakout rooms on Zoom / MS Teams, Moodle Workshop activities, etc.)
4. How do you establish community agreements and classroom norms?
5. What kind of learning environments and resources are needed? What digital tools will the students use?
6. How will you assess learning and what are the assessment criteria for the learning activities? Remember to use varied assessment methods.
7. How will you assess reaching the overall intended learning outcomes for the whole course?
8. Is there a final exam? If so, how is it organised? Is it online or onsite?
9. What is the assessment scale? (pass/fail, 0-5)

Tools:

Internal quality standards for Ulysseus joint courses, ABC-learning design cards, forums on Moodle, breakout rooms on Zoom / MS Teams, Moodle Workshop activities.

Phase 6: Content

In this phase, you will create inspiring learning materials and set up a suitable learning environment to ensure an engaging learning experience.



Questions to discuss:

1. How do you ensure the use of varied learning material? Use different forms that support for example reading, listening, writing, creating, discussing, researching.
2. How do you estimate the appropriate amount of learning material? Align with the intended learning outcomes and student workload.
3. How do you ensure that the learning material is high quality? Align with the Internal Quality Standards.
4. How do you ensure accessibility through coherent visual appearance and usability?
5. How can you consider the different learners and their needs?
6. How are copyright matters addressed?
7. How do you take care of GDPR?
8. How do you reference your sources?
9. What kind of material will you use? Can external links be used?
10. Where do you collect the course material? It is recommendable to create a shared folder and to go through the material together before uploading it to Moodle,

Tools and templates:

Universal Design for Learning, ADDIE model, Internal Quality Standards of Ulysseus joint courses, Ulysseus guidelines for visual appearance and structure, Ulysseus Moodle course template

Phase 7: Collaboration

In this phase, you will create inclusive and productive communication practices between the teacher team and the students, and you also plan the work in the teacher team.

Questions to discuss:

1. How will the teacher team collaborate during the creation of the course content and during the implementation of the course?
2. How are responsibilities shared and divided between the teachers?
3. How and where will you document the teacher team's co-creation process to ensure transparency?
4. How, where and when will the teachers interact with the students? Before, during and after the course.
5. How will the teachers facilitate and enable the collaboration and interaction between the students?

Tools and templates: Mentimeter, Wooclap, Wordwall, forums on Moodle, breakout rooms on Zoom / MS Teams, Moodle Workshop activities





Phase 8: Evaluation

In this phase, you will clarify how assessment supports learning and how you will enable constructive feedback during the course.

Questions to discuss:

1. How and when will the teachers assess the learning activities?
2. How will students demonstrate reaching intended learning outcomes?
3. How is reflection embedded in the process? Will the students conduct self- and peer assessment?
4. What kind of feedback will the students receive and when? What is the periodicity of feedback?
5. How will the students give feedback on the course and the learning experience?

Tools and templates: Feedback plan, Assessment matrix, peer assessment template, self-assessment template, student feedback questionnaire

Phase 9: Refinement

In this phase, you will gather feedback and insights from the course implementation and improve the course after each iteration.

Questions to discuss:

1. Based on the students' experience: what worked well and what could be developed?
2. Based on the teacher's experience: what worked well and what could be developed?
 - Gather data from students' course feedback and teachers' discussions
 - Identify opportunities for improving the students' learning experience and the teachers' experience of implementing the course
3. Summarise the feedback and decide about the adjustments.

Tools and templates:

Feedback matrix survey templates on Moodle



Concluding Words for Ulysseus Teachers

Concluding Words for Ulysseus Teachers

Dear reader,

Thank you for taking the time to explore these Ulysseus pedagogical guidelines. We hope you find them useful and inspiring!

These guidelines are designed to support current and future Ulysseus teachers. They do not cover all pedagogical approaches nor are strict instructions. However, they can serve as a compass pointing towards innovative and collaborative practices, ultimately empowering Ulysseus teachers to shape the future of education.

Ulysseus teachers' journey is one of continuous growth and discovery. As teachers explore these guidelines and start adapting them into their teaching, they are shaping futures, igniting curiosity, and cultivating critical thinkers and compassionate learners. Ulysseus teachers' dedication creates a powerful synergy.

We invite you to start this journey of pedagogical exploration with enthusiasm and an open mind. Use these guidelines to support shared reflection and foster collective thinking and collaboration with other Ulysseus teachers. We hope you find new ideas and feel inspired to develop innovative pedagogical practices. You may also discover that you are already using many of these approaches and innovative practices offering a strong foundation for further growth. These guidelines will help you create and implement engaging learning experiences that truly resonate with your students and foster their learning processes.

In addition, these pedagogical guidelines help us build the Ulysseus pedagogical ecosystem, a collaborative space where we continuously share and co-create sustainable and impactful pedagogical practices. This dedication to transforming higher education is vital for maintaining learning relevance and quality, and for empowering our students with future-ready skills.

We encourage you to use these ideas in your personal way and to actively contribute to our shared journey of pedagogical excellence.

The members of Ulysseus Pedagogical Development Steering Group





The Ulysseus Action has received funding from the European Union's Erasmus + Programme under the grant agreement No 101004050.



Co-funded by
the European Union