



Teacher Education across Europe: Innovative Mobility Opportunities

Guidelines Booklet

1st Version

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List of Abbreviations

BIP	Blended Intensive Programme
BM	Beneficiary Module
HEI	Higher Education Institution
IIA	Inter-Institutional Agreement
IO	International Office
LMS	Learning Management System
TEIMO	Teacher Education across Europe: Innovative Mobility Opportunities
WP4	Work Package 4

1. Overview of the TEIMO Project

The project **Teacher Education across Europe: Innovative Mobility Opportunities (TEIMO)** is a forward-thinking initiative under the **Erasmus+** program (within the KA220-HED action).

The project addresses key challenges in teacher education, aiming to provide a validated, inclusive, and state-of-the-art **Blended Intensive Program (BIP)** model. This model integrates **virtual and physical mobility components** to foster collaborative, intercultural, and innovative learning opportunities.

TEIMO focuses on **equipping** teacher education institutions (HEIs) and stakeholders with **resources and strategies** to overcome the barriers of traditional mobility programs. These barriers (e.g., restrictive national regulation, economic inequalities and logistical complexities) hinder the training of **globally competent educators**. By introducing standardized, flexible, scalable BIPs, TEIMO transforms the internationalization of teacher education into a more **inclusive and accessible** process, preparing educators for the demands of a globalized educational landscape.

2. Work Package 4: TEIMO Logistic Guidelines for Implementation of BIPs

2.1. Rationale

The rationale behind WP4 arises from the necessity to establish a structured and efficient **logistical framework** that ensures the seamless implementation of BIPs in teacher education. Given the complexities of organizing short-term blended programs across diverse educational institutions, WP4 focuses on **providing concrete guidelines** for practical execution for coordinating universities, aligning with institutional and national educational structures.

WP4 is **critical** because it is based on the following key premises: BIPs require coordination across multiple partner universities and possibly faculties, departments, and/or institutions within the coordinating university, making **systematic logistical planning** essential. Furthermore, teacher education curricula and crediting mechanisms vary by country, necessitating **adaptable implementation strategies**. Besides, the physical and virtual components of BIPs must be **connected coherently**

to enhance the learning experience. Additionally, the logistics framework should enable the **replication and long-term sustainability** of BIP models across HEIs.

2.2. Objectives

This WP aims to develop standardized **logistic guidelines** that facilitate the organization and execution of BIPs while ensuring smooth integration within (national) teacher education frameworks. The overall objectives of this WP are:

- A) To develop **structured guidelines** for the implementation of BIPs.
- B) To enhance the **operational efficiency** of blended learning environments in teacher education.
- C) To create **checklists and framework conditions** that guide BIP execution.
- D) To ensure that the logistical processes developed are **scalable and transferable** to various HEIs.

These objectives support the overarching goals of the TEIMO project by fostering well-organized, effective, and adaptable BIP models.

The **objectives of WP4** can be divided into two categories:

2.2.1. Primary Objectives:

The primary objectives focus on standardization, efficiency, integration, scalability, and continuous improvement. This involves establishing a uniform approach to BIP logistics across partner institutions, minimizing administrative burdens to guide execution, aligning logistical processes with Erasmus+ and institutional requirements, developing a replicable model that allows for expansion, and implementing feedback loops to refine guidelines over time.

While ensuring a common logistical framework, it is equally important to maintain variety and thematic diversity across BIPs. Each BIP should have a distinct title, content focus, and academic profile, allowing institutions to offer a broad range of topics and learning experiences while fulfilling the relevant Erasmus+ regulatory requirements, especially within the same funding period.

2.2.2. Specific Objectives:

The specific objectives include the development of TEIMO checklists to provide structured tools for planning, executing, and evaluating BIPs, as well as ensuring ideal

stakeholder coordination between universities, faculties, and international offices. Additionally, implementation support will be provided through step-by-step frameworks for BIP preparation, execution, and follow-up. Clear indicators will be established to assess the effectiveness of BIP logistics, and adaptable guidelines will be created to facilitate long-term sustainability and transferability.

2.3. Deliverables

WP4 focuses on producing tangible resources that assist in the logistical execution of BIPs. The primary deliverables include:

- **Guidelines Booklet:** A comprehensive resource containing blueprints, checklists, and examples of best practices for successful BIP implementations. This document will be collaboratively developed by all partner institutions, tested, and refined over the project's duration.
- **Logistics Framework:** A structured approach to organizing the physical component of BIPs, ensuring consistency across all participating institutions.
- **Checklists:** Practical tools for planning, implementation, and evaluation, covering areas such as participant coordination, scheduling of program, and resource allocation.
- **Pilot Testing Reports:** Documents summarizing the testing phases of the developed logistics guidelines, incorporating feedback from stakeholders to enhance usability.
- **Final Evaluation Report:** A conclusive document detailing the rationale, results, and recommendations for future BIP logistics improvements.

2.4. Stakeholders/Target Groups

The logistic guidelines cater to the needs of multiple stakeholders involved in the TEIMO project, including:

- **TEIMO Project Staff:** hosts, work package leaders, and consortium members responsible for executing BIPs.
- **BIP Participants:** Students, tutors/coaches, and hosts involved in the blended learning process.

- **Institutional Mobility Agents:** Administrative staff responsible for Erasmus+ implementation and international mobility coordination.
- **Higher Education Leaders:** University administrators who facilitate integration and accreditation of BIP courses within curricula.

2.5. Points of Interest

The TEIMO project highlights the importance of both logistical coordination and adaptability in ensuring the success of BIPs. Key areas of focus include:

- **Pre-Implementation Planning:** Establishing clear roles, responsibilities, and timelines for BIP organization.
- **On-Site Coordination:** Ensuring smooth execution of in-person learning components, including accommodations, travel logistics, and institutional support.
- **Post-Implementation Follow-Up:** Evaluating the effectiveness of logistical frameworks and refining guidelines based on feedback.
- **Scalability and Transferability:** Designing logistical models that can be effectively implemented across diverse educational contexts.

By developing structured guidelines, TEIMO ensures that the BIP implementation is efficient, scalable, and aligned with institutional best practices, ultimately contributing to the broader success of blended learning initiatives in teacher education.

3. Logistics Framework for a BIP

The successful implementation of a BIP relies on collaboration, with **International Offices, Faculties, Schools of Education** (in the field of teacher education), and/or other **central institutions** at the **Higher Education Institutions** (HEIs) managing administration and funding while **lecturers/teachers develop** the curriculum and its contents.

Early stakeholder engagement, clear communication, and structured coordination through a **project team** and online platforms ensure a smooth execution. The participating institutions must establish strong partnerships, sign inter-institutional agreements (IIAs), and maintain financial transparency. Planning well in advance, considering academic calendars, and aligning deadlines prevent scheduling conflicts.

Lecturers/teachers should involve the International Office at their HEIs early for guidance on funding and procedures. With careful planning and coordination, a BIP can be both academically and administratively effective.

3.1. BIP Implementation Phases

The BIP framework follows a **structured approach** to ensure the successful execution of virtual and physical mobility components. This document outlines the **five key phases of implementation**, providing detailed steps for institutions, lecturers/teachers, and international offices.

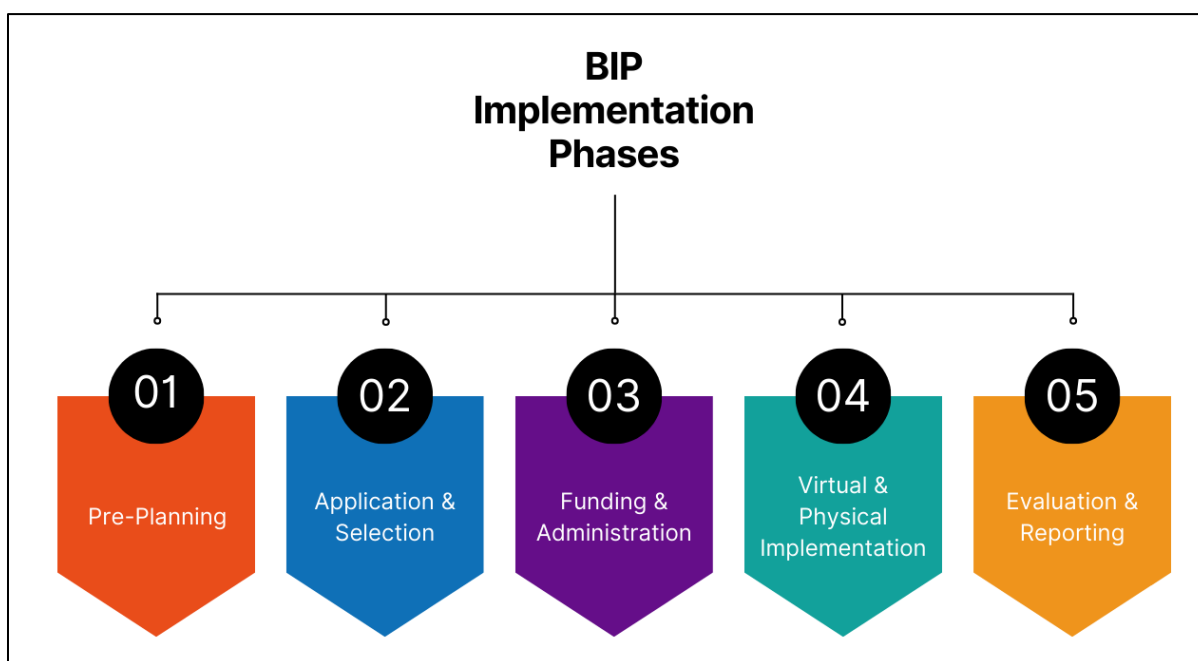


Figure 1: BIP Implementation Phases

From pre-planning and administrative setup to execution and evaluation, these five phases ensure a seamless and effective experience for participants. Special emphasis is placed on **clear communication**, **logistical coordination**, and **compliance with Erasmus+ requirements**.

3.1.1. Pre-Planning Phase

- Create a timeline and **define milestones** for a successful implementation of the BIP (see **Appendix 6.1.** for the **BIP Timeline Flexibility Template**).
- Identify and confirm partner institutions (**at least four HEIs** from different European countries, to ensure that even if one partner withdraws, the **minimum requirement of three HEIs** is still met).

- Define roles and responsibilities within the consortium and within each consortium partner institution
- Consider institutions' **academic calendars** implementation, promotion and application.
- Clarify the (potentially different) **institutional rules and funding requirements**.
- Check the availability of Erasmus+ funding at least one year in advance with the International Offices of the coordinator and all partner universities involved.
- Develop a **detailed roadmap** for virtual and physical components, for this, you can also use the BIP Timeline Flexibility Template (see **Appendix 6.1.**).
- Create a project and supporting team for the physical phase. Define specific roles, like
 - **contact persons** for participants before the beginning of the BIP to be notified in case of questions, technical difficulties during the virtual phase and emergencies during the physical mobility.
 - **Organising persons** for logistics (Learning platform, catering, side events)

3.1.2. Application and Selection

All **HEIs** should:

- Define clear **eligibility criteria** for student participation. A **common understanding** of the target audience and basic eligibility criteria should be agreed upon within the partnership, while allowing each HEI to apply its own procedures for the selection of students (where to apply? Who selects? Who communicates). For this purpose, the optional **BIP Eligibility Criteria Template** (see **Appendix 6.2.**) can serve as guidance, though its use is not mandatory for all HEIs.
- Ensure **fair selection procedures** with consideration for diversity and inclusion.
 - HEIs should ensure their application process is inclusive by offering **accessible formats** (screen-reader friendly forms), providing support contacts for students with disabilities, and requesting support from student diversity offices.

3.1.3. Funding and Administration

Each **HEI** should:

- Contact their **International Office** team for the administrative part. Ensure smooth coordination between teaching staff and Ios.
- Secure **Erasmus+ funding** and determine allocation for travel, accommodation, and materials. In this process, consider the following distinct funding schemes under Erasmus+:
 - **Organisational Support:** funding for the coordinating HEI to cover administrative and preparatory activities such as student/staff selection, partner visits, and promotional efforts.
 - **Student Mobility Grants (Short or Blended Mobility):** funding aimed at students from partner (sending) HEIs, covering the physical mobility.
 - **Staff Mobility Grants:** financial support for staff (both academic and administrative) from partner/sending HEIs for teaching or training mobility abroad, possibly including blended mobility formats. Check each institutions staff mobility rules.
- Manage **IAs** before the mobility begins.
- Track **budget expenditure** and ensure compliance with Erasmus+ financial reporting.
- Ensure **credit/academic recognition** for students.
- Enter all necessary information about the BIP in the Beneficiary Module (BM). BIP-ID needs to be distributed to all partner institutions.
 - Coordinating institution: adds information about the BIP
 - Sending Universities: add information on BIP participants.
 - Keep in mind the **required number of incoming students** needed to meet the programme requirements and secure funding
- Dedicate sufficient time to Erasmus+ **documentation of grants**, which require as much time as long-term study or internship grants.
- Collect **necessary documents** in advance, ensuring that all requirements for both student and staff mobility are met:
 - **For student mobility:**
 - Learning Agreement (before mobility)

- Grant Agreement (incl. proof for sustainable travel or social top up) (before mobility)
- Certificate of Stay (after mobility)
- Transcript of Records (after mobility)
- EU-Survey (after mobility)
- Potentially: Experience report, proof of recognition (after mobility)
- **For staff mobility:**
 - Mobility Agreement (before mobility)
 - Grant Agreement (before mobility)
 - Certificate of Stay (after mobility)
 - EU-Survey (after mobility)
 - participating staff need to check different regulations for academic and administrative staff at home university
- Provide students with a **BIP Info Pack** (preferably in digital format) including a draft timetable, information about travel and accommodation (and visa, if applicable), assignments, access to learning resources and the LMS (see **Appendix 6.3.**). Ideally, the **BIP Info Pack** should be prepared **early enough** to be shared already during the application phase to attract student interest, and at the latest, it must be available **before the first online meeting** with the draft schedule.

3.1.4. Last steps before the program starts

- Equip participants and lecturers/teachers with a timetable for the event and information about directions, maps, etc. This can be done in the form of a **BIP Guidebook** that serves as a collection of all relevant information on-site.
- Prepare a **Welcome Pack** for participants, which may include a city map and tourist information, information on the hosting HEI, information on accommodation, local transport and goodies from the hosting HEI, vouchers or discount coupons for restaurants near the campus, or t-shirts for BIP participants. These items can also be a part of or be partly included the **BIP Guidebook** (see **Appendix 6.6.**). When preparing the **Welcome Pack**, consider **sustainability** by choosing eco-friendly materials, reusable items, or digital alternatives wherever possible.

3.1.5. Virtual and Physical Implementation

3.1.5.1. During the Virtual Part:

- Align virtual and physical components to **complement** each other.
- Ensure that the virtual component, in line with European Commission requirements, facilitates **collaborative online learning exchange and teamwork** among participants.
- Consider **pre-assignments** to ease students' entry into the new topic and virtual session. Ensure the assignments and teaching methods are coherent and can be discussed online in break-out rooms or for the entire group.
- Address **technical and logistical challenges** (IT access, course materials, learning management system (LMS) access, etc.) Look at the **Troubleshooting Frequent Issues** (see **Appendix 6.4.**) document to address common technical issues.
- Ensure **technical support** contacts. Lecturers/teachers should know whom to **contact in case of technical issues** they cannot resolve themselves. This may involve the LMS service unit and/or the Teaching and Learning departments, so it is recommended to establish these contacts during the earlier phases of the programme. Additionally, consider organising an **online test session** for lecturers/teachers and students who are less familiar with the LMS to ensure they are comfortable with the system and check that their equipment is compatible before the programme activities begin.
- Utilize institutional **didactical or pedagogical support** if available.
- Look at our table of **Virtual Engagement Ideas** including icebreakers, collaborative boards (e.g., Miro), polls, gamification tools (see **Appendix 6.5.**) to include in the virtual sessions for better engagement.

3.1.5.2. During the Physical Mobility:

- Keep track of **student attendance** as the sending HEI must certify participation. Lecturers/teachers should maintain **pen-and-paper attendance lists** (see **Appendix 6.7.**) to verify participation.
- Ensure **consistent use of platforms**. As mentioned earlier, address technical and logistical challenges, such as IT access, course materials, and LMS access, during physical the physical mobility as well. Using the same platforms

throughout the programme from start to finish helps minimize confusion and technical issues (see **Troubleshooting Frequent Issues (Appendix 6.4.)**).

- Schedule **regular monitoring meetings** for the teaching/trainer team and project team to discuss progress and necessary adjustments.
- **Buddy Programme:** Consider implement a pairing system for incoming BIP participants with local student volunteers to ease integration and build community.

3.1.6. Evaluation and Reporting

- Conduct **assessments** and ensure proper ECTS **credit recognition**, whenever possible, for this you can look at the **BIP Universal Grading Template** (see **Appendix 6.9.**)
- Gather **feedback** for continuous improvement of the BIP structure, for this you can use the **Evaluation Feedback Loop** and the **BIP Institutional Reflection Report Template** (see **Figure 2** and **Appendix 6.8.**). Furthermore, look at the **Quality Assurance Plan**¹ for a more detailed approach.
- Consider a **feedback meeting with the lecturers/teachers and coaches/tutors** immediately after the physical mobility while the experience is fresh, in addition to online surveys. Consider including focus groups with students to gather their perspectives and ensure a comprehensive evaluation of the BIP.
- Submit **final reports and financial documentation** to funding bodies.

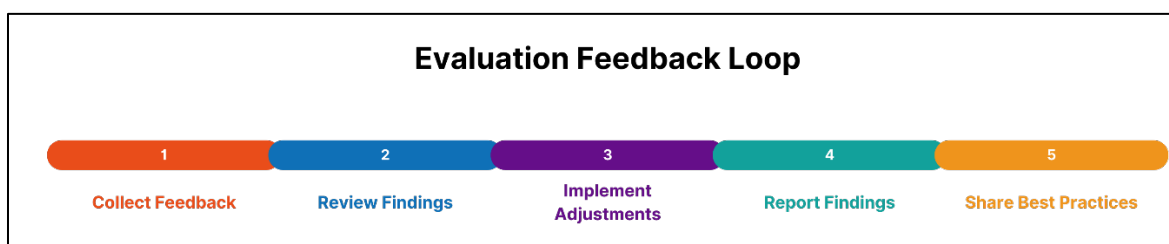


Figure 2: Evaluation Feedback Loop

4. Checklists for BIP Implementation

Effective implementation of a BIP requires careful planning, coordination, and adherence to Erasmus+ guidelines. The **checklists for the online and on-site**

¹ Quality Assurance Plan (QAP) developed for TEIMO in Work Package 2.

components provide a structured approach to organizing a BIP, ensuring that both virtual and physical mobility are coherently integrated. These checklists align with the logistics framework, which outlines the broader institutional and administrative processes necessary for successful execution.

While the **checklists** focus on practical steps, such as stakeholder coordination, course design, and participant preparation, the **logistics framework provides a strategic overview**, covering funding, inter-institutional agreements, and compliance with academic regulations. Together, they offer a **comprehensive guide** to managing BIPs efficiently and effectively.

The checklists are structured into three main categories: **Preparation**, **Implementation**, and **Follow-Up** (see *Figure 3*).

The **Preparation** phase includes all necessary arrangements before the event, such as scheduling meetings and events, organizing travel and accommodation, and ensuring access to learning resources and the Learning Management System (LMS).

The **Implementation** phase focuses on the smooth execution of activities. This includes monitoring progress and participation, maintaining communication, providing technical support, and encouraging active engagement.

Finally, the **Follow-Up** phase ensures a thorough evaluation and continuous improvement. It involves gathering feedback, preparing reports, issuing certificates, and identifying potential areas for enhancement.

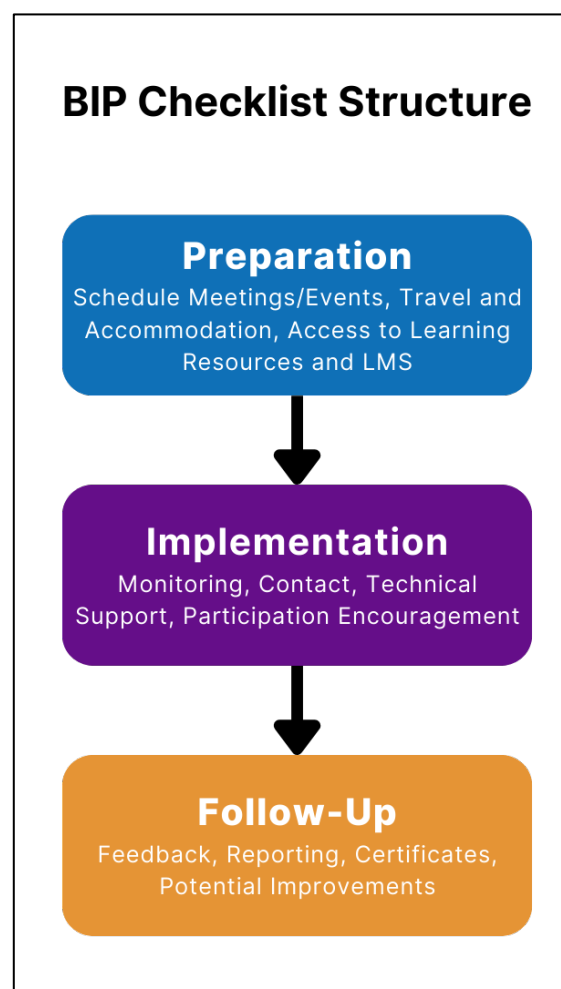


Figure 3: BIP Checklist Structure

At the end of this document (**Appendix 6.10.** and **6.11.**), there is a practical version of the **Checklists**.

4.1. Checklist for Online Components of a BIP

The virtual component should facilitate real-time collaboration among learners, engaging them in joint assignments that are essential to the BIP and contribute to the overall learning objectives.

4.1.1. Preparation

- ✓ Define clear learning outcomes for the virtual component, integrating international online collaboration objectives into the subject-specific objectives. Align these outcomes with assessment criteria use.
- ✓ Ensure alignment with partner institutions regarding grading (see **Appendix 6.9.**), recognition, and quality assurance.
- ✓ Choose a suitable online learning environment (LMS or equivalent) accessible to all participants before the start of the first activities, whether virtual or physical.
- ✓ Plan for time zone differences, unaligned academic calendars, and technological access issues.
- ✓ Create a project team and define roles
- ✓ Provide training for staff on online pedagogical methods.
- ✓ Communication between organization teams at the HEIs and international participants is key. Work with an organized contact database marked by roles (e.g., organization team, speakers/teachers/trainers, school staff, coaches/tutors, student participants) to ensure all relevant information is distributed effectively. Define the preferred communication channels (e.g., LMS announcements, Teams, WhatsApp, e-mail) to maintain clarity throughout the programme.
- ✓ Plan online briefings for staff and coaches/tutors.
- ✓ Provide access to learning resources and LMS through the **BIP Info Pack** (see **Appendix 6.3.**).

4.1.2. Implementation

- ✓ Schedule virtual sessions. Introductory sessions may be used for team building and BIP preparation.
- ✓ Schedule a preliminary test session before the first synchronous class so students can ensure their equipment is compatible with the LMS or virtual platform.
- ✓ Use interactive and collaborative tools to enhance engagement.

- ✓ Ensure students work in small, diverse groups for meaningful cooperation.
- ✓ Clearly define assessments and grading criteria.
- ✓ Set up technical support for troubleshooting during virtual sessions.

4.1.3. Follow-Up

- ✓ Conduct a feedback session with the **project team** on the virtual component's effectiveness.
- ✓ Collect student participants, coaches/tutors and project team reflections for future improvements through surveys, focus groups, meetups, etc. (see the **BIP Institutional Reflection Report Template (Appendix 6.8.)**). Face to face or online. This is tied to the **Quality Assurance Plan**².
- ✓ Provide consultation sessions for questions regarding travels, accommodation for students and international staff to ensure that all participants can join the on-site component.

4.2. Checklist for On-Site Components of a BIP

The on-site component should provide an interactive environment where participants engage in hands-on activities, group discussions, and practical applications that reinforce the BIP's objectives. It should foster meaningful in-person collaboration, complementing the virtual component and contributing to the overall learning outcomes.

4.2.1. Preparation

- ✓ Prepare recommendations for travel logistics, accommodation, and organize campus access for participants.
- ✓ Finalize the detailed program for the physical mobility phase.
- ✓ Avoid planning overloading the week and ensure there are sufficient opportunities for informal learning and social interaction.
- ✓ Ensure the inclusion of practical activities like fieldwork, laboratory work, and cultural exchange opportunities.
- ✓ Establish an emergency contact person for students and staff during the on-site period.

² Quality Assurance Plan (QAP) developed for TEIMO in Work Package 2.

- ✓ Provide students with the **BIP Guidebook** (maps, guides, contact, timetable, meal plans, institution information, etc.) (see **Appendix 6.6.**)

4.2.2. Implementation

- ✓ Ensure attendance tracking (see **BIP Attendance List Template (Appendix 6.7.)**) for documentation and funding purposes.
- ✓ Implement activities that foster group work and international collaboration.
- ✓ Schedule regular monitoring meetings with staff to adjust if needed.
- ✓ Issue Confirmation of Stay after the physical phase

4.2.3. Follow-Up

- ✓ Conduct a feedback session with student participants, this could be 15 minutes towards the end of the last on-site meeting.
- ✓ Issue transcripts of records after the last online session.
- ✓ Assess the impact of the physical component and integrate lessons learned into future programs.

5. References:

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6. Appendix:

6.1. BIP Timeline Flexibility Template

BIP Timeline Flexibility		
Task	Recommended Timing	Notes
Partner coordination	12 months before BIP	Adjust based on academic calendars and HEIs decision-making timelines.
Selection of programme dates	11 months before BIP	Consider public holidays, exam periods and national variations.
Budget planning and funding setup	11 months before BIP	Align with HEIs financial cycles or Erasmus+ application deadlines. Check funding availability.
Application	7 months before BIP	Ensure clear communication and eligibility criteria.
Student selection and nomination	5 months before BIP	Account for administrative processing time.
Pre-BIP orientation planning	4 months before BIP	Schedule digital meetups or info sessions.
Travel and accommodation booking	3.5 months before BIP	Earlier for peak seasons or visa requirements. Participants and staff in charge individually.
Final curriculum validation	3 months before BIP	Ensure alignment with learning outcomes across HEIs.
Launch of Virtual Component	2.5 months before On-Site	Prepare platforms and conduct tech checks.
On-Site logistics confirmation	2 months before On-Site	Reconfirm venues, catering, materials, etc.

6.2. BIP Eligibility Criteria Template

Eligibility Criteria Template		
Criterion	Max Points	Evaluation Guidelines
Letter of Motivation	10	Clarity of goals, alignment with BIP objectives,

		motivation, coherence, and language.
Academic Grades	10	Based on latest available academic record.
Diversity and Inclusion	10	Awarded for inclusive criteria (e.g., disability, low-income background, first-generation student, geographic balance).
TOTAL	30	Minimum threshold: <i>e.g., 18 points</i>

6.3. BIP Info Pack Template

BIP Info Pack				
Page #	Title	Purpose	Elements	Notes
1	Title of the BIP	Cover page and welcome	- Title of the BIP. - Date and Location. - Pictures of the location/city/university.	
2	Overview	Provide students, lecturers/teachers and tutors/coaches with general information, topics/themes and learning outcomes of the BIP	- Overview of the BIP including locations and dates. - Information about topics/themes and learning outcomes of the BIP.	
3	Contact Information	Provide students, lecturers/teachers and tutors/coaches with contact information for questions/issues before the BIP	Contact information of designated contact persons (e.g. email address, consultation hours, etc.)	
4	Travel and Accommodation	Provide students, lecturers/teachers and tutors/coaches with travel and	Hotel/hostel recommendations with information about prices and distances from the campus/venue.	

		accommodation information.	• Information about airports and central train stations. • If applicable: visa requirements and information.	
5	Important Actions and Deadlines	Provide students, lecturers/teachers and tutors/coaches with important deadlines before the BIP.	• Preparation for Erasmus+ funding • Assignments (incl. contacts for handing them in). • Dates for online meetings before and after the BIP. • Links to online meetings. • Access to learning resources and LMSs. • Contact lists of fellow students in case of group work.	
6	(Draft) Event Timetable	Provide students, lecturers/teachers and tutors/coaches with event timetable and scheduled events.	Timetables should include: • Keynote presentations, seminars, talks, panel discussions, school visits, group work slots, presentation slots, etc. • Breaks, breakfast/lunch/dinner times, planned recreational offers, optional activities if applicable, etc. • Free time.	
7	Further Information	Provide students, lecturers/teachers and tutors/coaches with further helpful information.	• Activity/tourist recommendations (e.g. sightseeing, museums, parks, etc. with links and/or map screenshots). • Cultural norms. • Any other information.	

6.4. Troubleshooting Frequent Issues

Troubleshooting FAQ	
Issue	Tip
Audio not working	Check microphone input in MS Teams/Zoom settings; try unplugging and replugging headset.
Low video quality	Turn off HD video MS Teams/Zoom settings or disable camera to preserve bandwidth.
Screen sharing fails	Make sure host permissions are granted; try closing other screen-sharing apps.
Internet lags/disconnects	Used a wired connection if possible; test speed at fast.com . You can check the minimum network requirements for both programmes here: MS Teams and Zoom .
Cannot enter breakout room	Leave and rejoin session; ask host to manually assign you again.
Chat not visible	Reopen the chat window; check if it is hidden under other windows.
Echo or background noise	Mute all when not speaking; use headphones to avoid sound feedback.
Difficulty joining session	Double-check time zones and meeting links; log in 10 min early to test setup.

6.5. Virtual Engagement Ideas

Virtual Engagement Ideas		
Activity	Tool(s)	Description
Icebreaker “Two Truths & a Lie”	MS Teams, Zoom, Mentimeter	A fun, quick way for participants to introduce themselves.
Breakout Room Debates	MS Teams, Zoom	Small group discussions on specific topics to encourage critical thinking.

Collaborative Board	Miro, Padlet, Jamboard	A shared space for brainstorming, ideation, or group reflections
Live Polls & Quizzes	Kahoot!, Slido, Mentimeter	Engages participants with live questions, voting, or knowledge checks.
Virtual Coffee Breaks	MS Teams, Zoom, Gather.town	Informal networking sessions to mimic hallway or café chats.
Gamified Learning Challenges	Quizizz, Classcraft	Turn learning tasks into points-based games to increase motivation.
Peer Feedback Rounds	Google Docs, Peergrade	Participants review each other's work and give constructive feedback.
Interactive Case Studies	MS Teams, Zoom	Small groups analyse and present solutions to real-world problems.

6.6. BIP Guidebook Template

BIP Guidebook				
Page #	Title	Purpose	Elements	Notes
1	Title of the BIP	Cover page and welcome	- Title of the BIP. - Date and Location. - Pictures of the location/city/university.	
2	Practical Information	Provide students, lecturers/teachers and tutors/coaches with necessary information for on-site part of the BIP	- Contact information of designated contact person (e.g. email address, mobile phone). - Campus/venue location with map screenshot. - Directions information for various transportation methods (e.g. public transport, car, walking/biking, etc.	

			• Parking information if applicable.	
3	Transportation	Provide students, lecturers/teachers and tutors/coaches with information about transportation during the event.	• Information about public transport prices/tickets and links to the transportation companies'/ticket vendors' websites or mobile apps. • Explanations about prices and fares. • Information about arriving to the location and hotels/hostels from central train stations/airports. • Map screenshots if applicable.	
4	Meal Information	Provide students, lecturers/teachers and tutors/coaches with information about included meals and meal recommendations.	• Explanations about how to receive breakfast/lunch/dinner vouchers. • Recommendations for affordable restaurants/cafés/markets in case some meals are not included. • In case of planned meals outside of campus, directions to the restaurants/cafés/markets from the hotels/hostels or campus/venue location.	
5	Event Timetable	Provide students, lecturers/teachers and tutors/coaches with event timetable and scheduled events.	Timetables should include: • Keynote presentations, seminars, talks, panel discussions, school visits, group work slots, presentation slots, etc. • Breaks, breakfast/lunch/dinner times, planned recreational offers,	

			optional activities if applicable, etc. • Free time.	
6	Working Groups	Provide students, lecturers/teachers and tutors/coaches with information about group organisation.	• Group organisation: names of the tutors/coaches and their assigned students. • If applicable: information about groups and school visits, assigned schools and school directions. • If applicable: information about dress code at the schools.	
7	Further Information	Provide students, lecturers/teachers and tutors/coaches with further helpful information.	• Activity/tourist recommendations (e.g. sightseeing, museums, parks, etc. with links and/or map screenshots). • Cultural norms. • Any other information.	

6.7. BIP Attendance List Template

BIP Attendance List						
Event/Meeting Name						
Participant	Virtual phase 1	Virtual phase 1	Day 1	Day 2	Day 3	Day 4
Participant 1	x	x	<i>signature</i>	<i>signature</i>	...	...
Participant 2	x	x	<i>signature</i>			
Participant 3	x	...	<i>signature</i>			
...	...	...				
...						

6.8. BIP Institutional Reflection Report Template

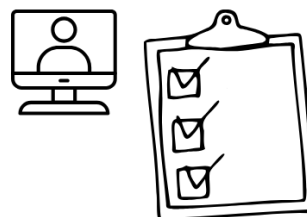
Institutional Reflection Report
Key Learnings
Summarize the main insights gained during the BIP.
...
Challenges Faced
Describe difficulties encountered and strategies used to overcome them.
...
Adjustments Made
Document any changes or adaptations made in response to feedback and/or observations
...
Participant Quotes or Highlights
Include noteworthy quotes or moments shared by participants.
...

6.9. BIP Universal Grading Template

Universal Grading Template					
Descriptor	5-Point Scale	10-Point Scale	15-Point Scale	20-Point Scale	Definition
Excellent	5	9-10	13-15	17-20	Outstanding performance with in-depth understanding and application.
Very Good	4	8	11-12	15-16	Above-average performance with minor errors.
Good	3	6-7	9-10	12-14	Solid performance with some shortcomings.
Satisfactory	2	5	7-8	10-11	Acceptable performance meeting minimum requirements.
Pass/ Sufficient	1	4	6	8-9	Barely adequate, meets the lowest acceptable standards.
Fail	0	0-3	0-5	0-7	Performance does not meet academic criteria.

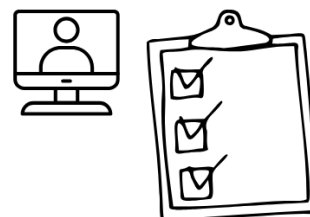
6.10. Checklist: Online Components of a BIP

Checklist: Online Components of a BIP



Preparation	
	Define clear learning outcomes for the virtual component , integrating collaborative international learning goals.
	Ensure alignment with partner institutions regarding grading, recognition, and quality assurance (see BIP Universal Grading Template).
	Create an overall BIP timeline with milestones (use BIP Timeline Flexibility Template).
	Identify and confirm partner HEIs and consider their academic calendars.
	Clarify institutional rules and Erasmus+ funding availability and requirements with all partners.
	Choose a suitable online learning environment accessible to all participants.
	Plan for time zone differences, unaligned academic calendars, and technological access issues .
	Provide training for staff on online pedagogical methods (see Virtual Engagement Ideas).
	Assign project team and name contact persons for: • technical support • administrative issues • emergencies (if needed during virtual period)
	Create an organized contact database marked by roles.
	Define preferred communication channels (e.g., LMS announcements, Teams, WhatsApp, e-mail).
	Prepare and share the Info Pack early (ideally already during application phase), including draft program, LMS access, assignments, travel info, etc.
	Provide access to learning resources and LMS through the Info Pack .
	Plan online briefings for staff, teachers, and coaches/tutors.
	Coordinate selection processes and confirm eligibility criteria with partners.

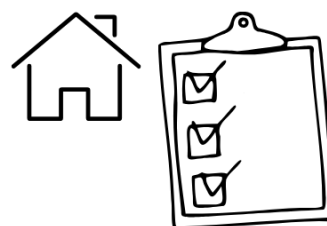
Checklist: Online Components of a BIP



Implementation	
	Recommendation: schedule introductory virtual sessions for team building and BIP preparation.
	Schedule a technical test session before the first synchronous class (students + teachers).
	Ensure the virtual component includes mandatory collaborative/team-based activities .
	Use interactive and collaborative tools to enhance engagement (see Virtual Engagement Ideas).
	Ensure students work in small, diverse groups for meaningful cooperation.
	Clearly define assessments, grading criteria , and how they connect to learning outcomes.
	Set up technical support for troubleshooting during virtual sessions (see Troubleshooting Frequent Issues).
	Ensure consistent use of platforms that will also be used during the physical component to avoid confusion.
	Ensure attendance tracking (use BIP Attendance List Template) for documentation and funding purposes.
Follow-Up	
	Conduct a feedback session with the project team on the virtual component's effectiveness .
	Collect reflections from students, coaches/tutors, and project team through surveys, focus groups, meetups, etc. (see BIP Institutional Reflection Report Template).
	Hold a teacher/tutor debrief meeting immediately after the virtual component.
	Provide consultation sessions for questions regarding travel, accommodation, and logistics for the on-site component.
	Issue Transcript of Records after last online session/end of the program

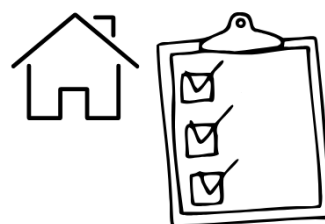
6.11. Checklist: On-Site Components of a BIP

Checklist: On-Site Components of a BIP



Preparation	
	Organize information on travel logistics, accommodation, and campus access for participants.
	Confirm inter-institutional agreements (IIAs) and check compliance with Erasmus+ requirements.
	Ensure all Erasmus+ documents are prepared: • Learning Agreements • Grant Agreements • Mobility Agreements (staff) • Certificates of Stay (end of physical mobility) • Transcript of Records (after last online session)
	Finalize the detailed program for the physical mobility phase.
	Avoid overloading the week ; ensure enough informal learning and social interaction opportunities.
	Ensure the inclusion of practical activities (fieldwork, lab work, cultural exchange).
	Verify alignment between virtual and physical components (continuity).
	Assign project team with clear roles and define emergency contact persons for students and staff during the on-site period.
	Provide students with the Guidebook (maps, contacts, timetable, venues, meals, etc., see BIP Guidebook Template).
	Prepare the Welcome Pack , ensuring sustainability (eco-friendly/reusable materials).
	Confirm classroom/venue access, equipment, IT infrastructure, and LMS access for use on-site.
	Coordinate with institutional offices for accessibility needs, disability accommodations, and inclusion support .
	Ensure that a Buddy Programme is implemented or considered (pair local volunteers with incoming students).
	Reconfirm venues, catering, materials, and logistics (2 months before, as per timeline).

Checklist: On-Site Components of a BIP



Implementation	
	Ensure attendance tracking (use BIP Attendance List Template) for documentation and funding purposes.
	Implement activities that encourage group work, intercultural collaboration, and practical application.
	Ensure consistent use of LMS and digital tools across both online and on-site phases.
	Schedule regular staff/teacher monitoring meetings to adjust program elements if needed.
	Provide on-site technical support and ensure quick access to IT services.
	Support informal learning through social, cultural, and networking activities.
	Maintain a safe environment through clear emergency contacts and protocols.
	Collect ongoing feedback during sessions when relevant.
Follow-Up	
	Conduct a feedback session with student participants (at the end of final on-site meeting).
	Conduct a teacher/tutor debrief immediately after physical mobility.
	Issue Certificates of Stay
	Apply the BIP Universal Grading Template for consistent ECTS recognition.
	Assess the impact of the physical component and integrate lessons learned into future programs (see BIP Institutional Reflection Report Template).
	Submit required Erasmus+ final financial and narrative reports to funding bodies.
	Finalize documentation in the Beneficiary Module (BM).
	Review and update internal processes, templates, and communication structures.