



Teacher Education across Europe: Innovative Mobility Opportunities

WP3: The BIP Online Phase Implementation Guidelines

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List of Abbreviations

BIP	Blended Intensive Programme
BM	Blended Mobility
HE	Higher Education
HEI	Higher Education Institution

TEIMO Teacher Education across Europe: Innovative Mobility Opportunities

VE Virtual Exchange

VM Virtual Mobility

Overview

This document, developed within the Teacher Education across Europe: Innovative Mobility Opportunities (TEIMO) project under the Erasmus+ programme, outlines guidelines for designing the online phase in Blended Intensive Programmes (BIP). It is intended for BIP coordinators, academic staff, and administrative personnel involved in implementing such programmes.

Previously, TEIMO produced a literature review on Virtual Mobility (VM) practices. This document translates findings from previous TEIMO research into practical design recommendations, with a focus on **inclusivity**, **interculturality**, and **collaboration**.

How to use this guide:

- ☐ Start by defining key learning themes for the BIP ([chapter 2](#))
- ☐ Translate themes into activities ([chapter 3.3](#) & [table 4](#))
- ☐ Align activities with assessment ([table 3](#))
- ☐ Ensure continuity across all phases of the BIP ([chapter 2.3](#) & [figure 2](#))
- ☐ Implement with organiser checklists ([chapter 3](#))

1. Introduction

Traditional mobility programmes in Higher Education (HE) typically involve extended stays at a study destination. New forms of mobility have emerged to support students with fewer resources for long-term exchange. Blended Mobility (BM) is a form of international learning that combines online learning with a period of travel to work together in person (O'Dowd & Werner, 2024). Blended Intensive Programmes (BIP) are short, intensive courses that combine innovative teaching and learning with physical mobility and online cooperation (European Commission, 2025, p. 48).

Accordingly, BIPs draw on VM models in organising the online phase of the programme. However, the design of the online component often remains underdeveloped and requires systematic guidance. A key element of VM is making mobility accessible to a wider and more diverse student population who are not physically mobile, and creating diverse, international, and collaborative experiences for participants (De Wit, 2016, p. 78). Thus, the online phase of BIP provides structured opportunities for intercultural interaction and collaboration. The online phase functions as a form of VM that can serve as a preparatory or follow-up activity to physical mobility (Giralt et al., 2022). The design of this phase depends on the organiser and the specific programme design. Thus, the online component is not independent but complements the physical mobility component in a BM setting (European Commission, 2022). Overall, the planning of the online component should consider successful digital teaching and learning, digital team-building, intercultural communication and exchange, and a pedagogy of diversity (Brück-Hübner & Nierste, 2024).

The BIP online phase provides substantial opportunities but also presents several pedagogical and organisational challenges. BIPs enable participants to develop intercultural competencies through communication and collaboration in international teams. Intercultural learning and competence development occur through continuous interaction in an international setting (Werner & O'Dowd, 2025). However, intercultural settings may also present difficulties for students. Workload distribution in small groups during the online phase can pose challenges (Symeonidis & Impedovo, 2023; Prada et al., 2025). Therefore, it is essential to define the learning themes and the design principles to achieve them. This document addresses this need by providing guidelines for designing an effective and inclusive online phase for BIPs.

2. Designing the BIP online phase

This chapter will define design principles for the BIP online phase and learning themes. The structure separates design principles and learning themes to reflect their distinct roles. The design principles are in place to guide the whole process. The learning themes are designed to translate design principles into practice and are therefore presented separately.

2.1. The design principles

Based on the previously conducted literature review by TEIMO, **inclusivity**, **interculturality**, and **collaboration** comprise the core principles that should be carried out throughout the BIP online phase. These principles create a foundation for the BIP, and learning themes are set to operationalise them. Figure 1 provides details about each design principle.

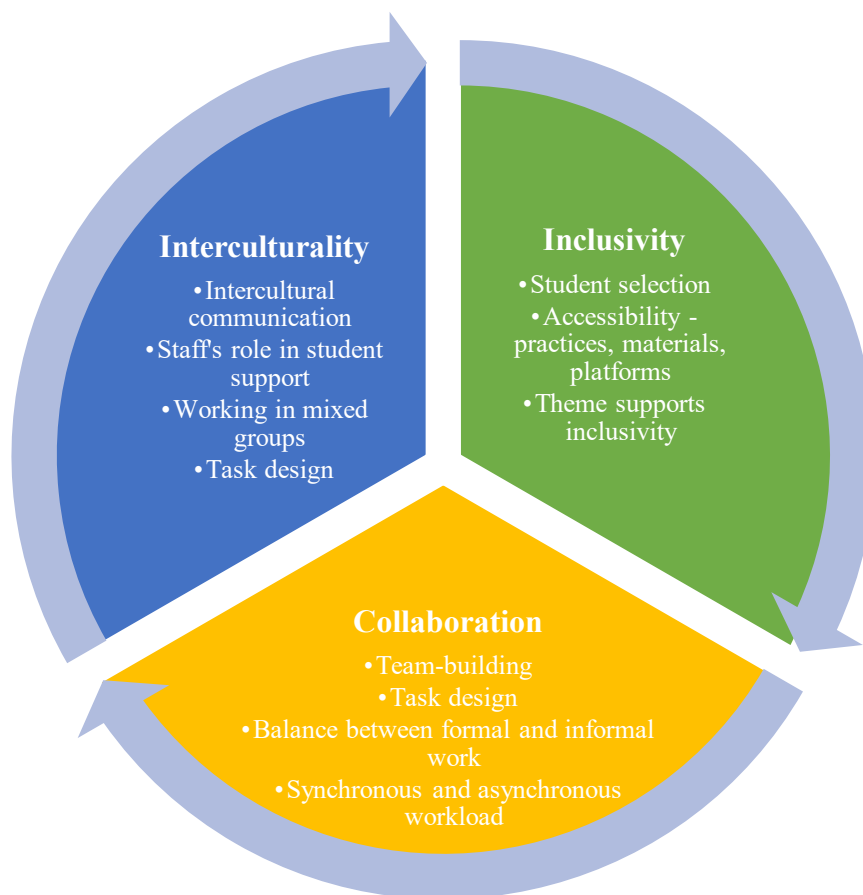


Figure 1: VM design principles

1. Inclusivity

Inclusivity refers to ensuring equal participation across diverse student backgrounds, learning needs, and accessible modes of engagement within the BIP design. It is essential in an increasingly interconnected and intercultural educational context. This principle can be operationalised as follows:

- ☐ Student selection – Selecting students from a broad and diverse range of backgrounds, including differences in age, study phase and academic specialisation. This diversity adds depth to the participant body, as students come to the programme from different stages in their lives and studies.
- ☐ Accessibility – Promoting accessible practices gives individuals equal opportunities to participate in BIP exchanges. These matters include digital infrastructure, various travel options, and preparing to address the needs of individuals with additional support needs.
- ☐ Programme theme – The theme could support inclusivity. Since students join BIPs from different cultural backgrounds and are preparing to operate in a globalised world, the theme could be related to inclusivity.

2. Interculturality

Interculturality refers to the inherently international and culturally diverse nature of the BIPs. Students join the programme from different Higher Education Institutions (HEI) and cultures. Participants bring communication and working practices shaped by their cultural context to the programme.

Interculturality as a principle is essential, as it addresses the need to establish shared working routines and appropriate communication between participants. Interculturality should emphasize mutual learning rather than comparison alone. This principle can be operationalised as follows:

- ☐ Intercultural communication – First, participants should be made aware of possible misunderstandings and problems that working in an intercultural group can create. Second, a Massive Open Online Course (MOOC) on intercultural communication and working in intercultural groups could be provided before participation in a BIP. Finally, this preparatory education fosters awareness of cultural differences in communication and prepares individuals to engage in effective intercultural communication.
- ☐ Task design – Within the principle of interculturality, emphasis should be placed on elements that seek understanding of a topic between cultures. Students are encouraged

to identify similarities and differences. Cultural exchange broadens participants' perspectives and offers them means to reflect on their own profession.

- ☐ Staff's role in student support – Ensuring clarity of roles for each staff member. Using teachers as facilitators for mixed groups and supporting engagement in intercultural work.
- ☐ Working in mixed groups – Creating sufficient opportunities for students to work with fellow students from other institutions during the online phase. Establishing fixed groups that combine students from different cultures, while also mixing groups in selected activities. This approach may help students feel more comfortable working with new people and in a foreign language.

3. Collaboration

BIPs are a joint effort among several HEIs. Individuals are required to work cross-institutionally which must be addressed in the BIP design. Collaboration fosters a sense of belonging within intercultural groups. This way, group work can be carried out more effectively as participants are encouraged to collaborate early on. This principle can be operationalised as follows:

- ☐ Team-building – Fostering a sense of belonging among participants. BIPs enable networking and the development of international relationships. Including purposeful activities to enhance cohesion among students could help individuals feel more comfortable, prepared to engage in activities and motivated in their self-development.
- ☐ Task design – Focus on producing as a group. Selecting working methods and platforms that require a collaborative approach to assignments. Digital tools should be selected to support joint engagement.
- ☐ Group work – Providing an appropriate amount of formal and informal time for group work. Groups require sufficient time to establish working routines and determine the balance between synchronous and asynchronous work. Insufficient structure may lead to unequal participation.

Together, these principles form the pedagogical foundation of the online phase.

2.2. The key learning themes

The design of the BIP online phase starts with setting learning themes and defining expected outcomes. Good practices of a BIP include transparent planning and structure of the programme (O'Dowd & Werner, 2024). Hence, participants should be clearly informed about what they are expected to achieve. The learning themes guide the selection of activities and assignments used throughout the programme. The design of the pedagogical model is crucial for achieving the programme's goals (Machwate et al., 2021). The online component should include collaborative and interactive activities, as well as opportunities for students to develop effective working relationships with one another (O'Dowd & Werner, 2024). Overall, achievable outcomes and carefully selected activities combined with suitable digital tools can create a successful online phase for BIPs.

Key learning areas and expected learning outcomes will guide staff in the evaluation of the online phase. Reflecting on the process is critical for quality control and adjusting future editions of the same BIP. The key learning themes presented here serve as a general basis for BIPs and they are aligned with design principles presented in this document. They can be modified to serve the needs of a specific BIP. Five key learning themes for the BIP are: **Orientation, internationalisation, content knowledge, capacity building and digital and online competence**. Table 1 illustrates these themes, expected outcomes and suggests activities for each theme. A detailed example of activities can be found in [the activity template appendix](#).

Key learning theme	Key outcomes	Example Activities	Assessment
Orientation (<i>inclusivity, collaboration</i>)	Participants can articulate expectations toward the programme work Participants have access to digital platforms Staff–student cooperation occurs Participants recognise the multicultural nature of the programme	Introductory session BIP Alumni greeting / BIP virtual café with alumni Platform walkthrough	Readiness survey Participation in orientation tasks
Internationalisation (<i>interculturality, collaboration</i>)	Participants demonstrate intercultural awareness	Ice-breaker sessions Cultural quizzes	Group reflection Peer feedback Teacher observation

	Participants collaborate efficiently in mixed groups Participants demonstrate intercultural communication and collaboration	Group discussions Breakout room activities	
Content knowledge (all principles)	Participants understand key concepts Participants apply knowledge in context Participants identify how key concepts appear in their national context Participants apply gained knowledge in producing assignment	Lectures / readings Quizzes Concept mapping Group discussions	Reflection posts Self-assessment Quiz results Rubric-based assessment – link to overall grade / final assignment
Capacity building (interculturality, inclusivity)	Participants critically reflect on their learning and intercultural experiences Participants effectively engage in self- and peer assessment during the online phase	Reflection assignments Peer feedback tasks	Reflection reports Development surveys
Digital and online competence (inclusivity, collaboration)	Participants apply digital tools effectively Participants collaborate effectively in online environments Participants demonstrate ability to use required online platforms Participants follow good digital working practices	Tool tutorials Collaborative assignments Co-creation task in the online workspace.	Rubric-based assessment – link to overall grade / final assignment Observation of digital tool usage

Table 1: Key learning themes for a BIP online phase

The key learning themes guide the decision-making on activities, digital tools, assessment, and the online phase structure presented in the chapter three. Certain elements of the BIP online phase are considered core elements and should be maintained across implementations, such as alignment between learning themes, activities and assessment, as well as collaborative group work across phases. Other elements, such as specific tools, formats of activities, and session structures can be adapted to local contexts, participant needs, and institutional practices.

2.3. Alignment between the online and physical phases

The online phase is structured in relation to the physical phase and should not be considered an independent component. It functions as both a preparatory part and a follow-up phase, ensuring the continuity of learning and the progressive development of knowledge and skills. Alignment refers to the coherence between key learning themes, activities, and assessment across both phases of the BIP. The key learning themes defined for the programme guide the design of activities in both the online and physical phases, ensuring that students engage in the intercultural learning process in a structured manner.

The online phase complements the physical mobility component by reinforcing key learning themes and enabling participants to prepare for and reflect on their learning experiences. Themes introduced earlier provide a foundation for aligning activities and expected outcomes across the programme. Task progression supports alignment by linking individual preparation with collaborative activities across phases. Activities and tasks are aligned with key learning themes to ensure consistency in learning outcomes. To perform designed activities, the selection of digital tools is a key factor. Digital tools support alignment by enabling communication and continuity across the programme.

For the full learning journey in the BIP, it is essential to identify how, for example, a group project is integrated across all stages of the programme. Figure 2 presents the full learning journey of the group project for BIP organisers. It is applicable to a chosen theme, for example inclusivity, diversity, or internationalisation.

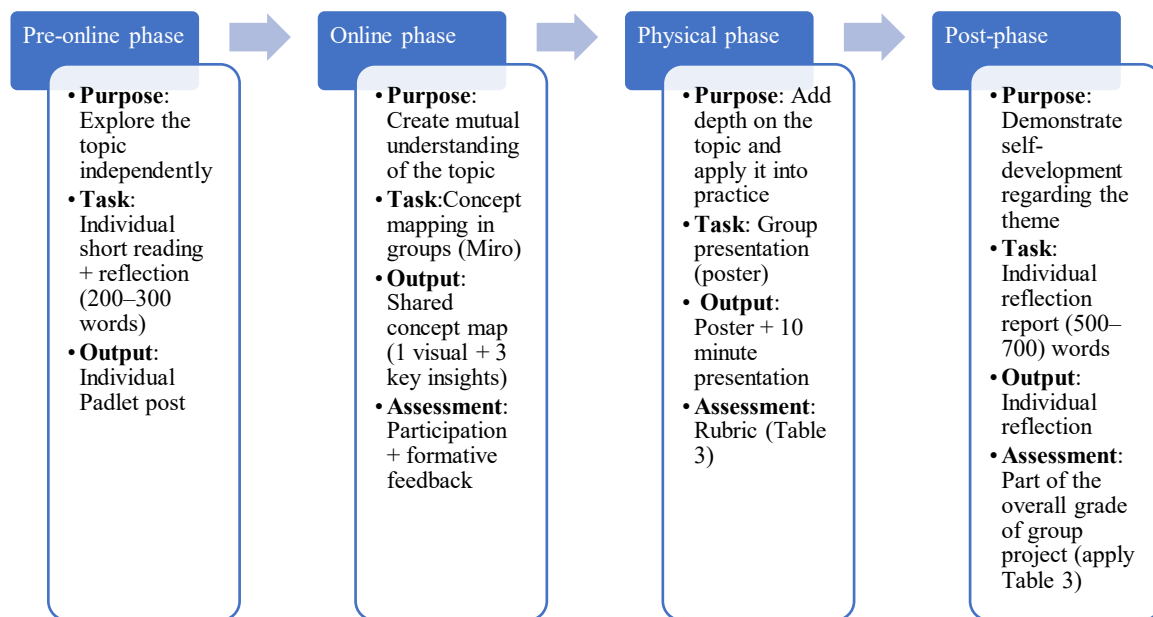


Figure 2: The group project learning journey

Structuring the online phase in a way that considers inclusivity ensures that all participants have equitable opportunities to contribute and benefit from the learning process. Overall, alignment between the online and physical phases provides a coherent framework that supports effective learning, meaningful interaction, and successful implementation of the BIP.

3. Implementation of the online phase

This chapter discusses the implementation of the BIP online phase. The purpose is to provide BIP organisers with instruments to plan and implement the online component. Effective implementation of the online phase requires careful coordination of logistical, pedagogical, and technical elements. The following practices illustrate concrete implementation. Organisers are encouraged to adapt specific tools and formats while maintaining alignment with the core elements described earlier.

3.1. Designing the online phase

The online phase of a BIP is conducted in two parts: a pre-physical phase and a post-physical phase. The online component itself includes a series of virtual sessions with staff and students. The quantity of sessions depends on the specific BIP design. In the BIPs related to TEIMO, the standard has been two sessions prior to the physical phase and one after. Two well-structured sessions provide sufficient time to introduce the BIP (meaning, theme, practical matters) to the participants and kick off the intercultural learning of the programme.

Working methods depend on the selected theme and the desired outcomes. During the online phase, it is recommended to introduce digital tools used in the programme, practical matters (contact information, schedules) and start the work related to the theme.

Organiser checklist: Logistical considerations

- ☐ Session schedule – Determine session schedule (quantity, length, dates) early on as it guides pedagogical choices regarding content.
- ☐ Digital tools – Meeting platform (e.g. Zoom, Teams), needed learning platforms (e.g. Miro, Padlet).
- ☐ Time frame – Awareness of differences in academic calendars and time zones.
- ☐ Staff resources – Define roles and responsibilities across participating institutions to ensure effective coordination and student support.
- ☐ Communication – Ensure clear communication among stakeholders. Provide a handbook that includes all necessary information to successfully participate in the programme.

3.2. Structure of the online session

The structure of an online session depends on the defined themes. The BIP is an international programme that includes participants from multiple HEIs. The sessions include general information regarding programme completion and practical matters. Organisers are encouraged to provide information in advance via an information booklet. Thus, participants can take time to familiarise themselves with practical matters to enable prompt coverage of key topics during the online session.

Providing information in advance facilitates organisers to establish an online phase that initiates the intercultural learning process of the BIP. Sessions should be designed to progressively support the learning from pre-phase preparation to physical phase collaboration. An [example session plan](#) can be found in the appendices. However, session structures can remain flexible depending on learning themes and group dynamics.

Organiser checklist: Pedagogical considerations

- ☐ Session time frame – Division between practical matters and group work. 2-hour session may include 20 % instruction, 50 % group work and 30 % discussion.
- ☐ Fostering interculturality – Make multiculturalism visible, remind constantly about working language (facilitates the physical phase).
- ☐ Usage of breakout rooms – Fixed groups. Visual instructions to help working process. Assign at least one staff member with each group if multiple groups.
- ☐ Task design – Set key learning themes and desired outcomes for each session. The selection of tasks and activities should be based on the objectives of the session.

3.3. Task design for the online phase

The tasks described in this section operationalise the key learning themes introduced in chapter two into concrete learning activities. Tasks in the online phase are designed to progress from individual preparation to collaborative group work, thereby supporting increasing levels of interaction, engagement, and intercultural collaboration among participants. This progression enables students to build confidence and develop competencies gradually.

Activities should progress from preparatory assignments to interactive ice-breakers and collaborative group work. This approach allows participants to familiarise themselves with the topic before online sessions, build cohesion with the group and form working routines in mixed groups. Task design should incorporate a reflective approach and include tasks for continuous reflection along the BIP journey.

The ice-breaker assignments are critical for fostering a sense of belonging among students. The aim is to strengthen participants' intrinsic motivation to make connections with each other and build cohesion in working groups. This is critical for emotional well-being and helps participants manage the BIP's workload in a balanced manner.

For detailed activity examples, see [the activity template appendix](#). The activities presented in the template are applicable to different BIP contexts or can be modified to fit the needs of the programme.

Organiser checklist: Pedagogical considerations

- ☐ Pre-assignments – The pre-assignments are intended to support students in starting the BIP. This is done both in terms of content and by providing an equal starting point for everyone to participate.
- ☐ Ice-breaker activities – The purpose of the ice-breaker tasks is to build cohesion and safe space among the participants and promote intercultural interaction.
- ☐ Group-assignments – The aim of group assignments is to support the working processes of mixed-groups during the online phase. The assignments are recommended to include collaboration methods and the use of different digital platforms, thereby supporting learning themes. Tasks may be stand-alone tasks, or they can contribute to the final assignment of the BIP.
- ☐ Reflection tasks – Including reflection tasks throughout the programme's different phases provides depth to learning and encourages participants to reflect critically on their own thinking in ways that support professional and self-development.

3.4. Digital tools to use in a BIP online phase

Digital tools for collaboration, engagement, and accessibility should be selected with their intended use throughout the BIP in mind. They should be selected based on suitability and usability. Digital

tools are used to facilitate communication, collaboration, and continuity of learning beyond the physical meetings. They support integration of activities and ensure that participants remain engaged throughout the programme. This approach enables participants to use the defined tools while maintaining autonomy in selecting alternative digital tools if desired. Figure 3 presents digital tools for each category listed in the checklist.

Organiser checklist: Technical considerations

- ☐ Collaborative tools – Ideally offers a digital whiteboard or canvas where everyone can post and collaborate synchronously or asynchronously. Tools and ideas for using:
 - Miro – concept mapping
 - Padlet – reflections
 - Canva – poster creation / visualisation

- ☐ Engagement tools – Allows participants to interact with session host via polls, quizzes or Q&A. Tools and ideas for using:
 - Mentimeter – polls, quizzes, wordclouds
 - Kahoot – quizzes with assessment of results
 - Slido – live polls, quizzes and Q&A, enabling presenter to collect feedback live

- ☐ Accessibility tools – Platforms that support accessibility and inclusivity by addressing the needs of participants, for example a screen reader or voice to text translator. Tools and ideas for using:
 - Voiceitt – speech to text / voice translator for speech impaired participants
 - JAWS – screen reader, text to speech for visually impaired participants
 - NVDA – screen reader, text to speech for visually impaired participants

Digital tools for the online phase

Collaboration	Engagement	Accessibility
• Miro • Padlet • Canva	• Mentimeter • Kahoot • Slido	• Voiceitt • JAWS screen reader • NVDA

Figure 3: Digital tools for the online phase

Tools presented in figure 3 could be integrated into activities assigned in the online phase. This approach enables participants to familiarise themselves with the digital tools in their intended use and implement tools into their own work during the rest of the BIP. Tools are used to support the determined activity and learning process. Organisers can consider anonymity in certain activities, which may limit tool selection.

3.5. Inclusivity of the online phase

Inclusivity in the BIP online phase is achieved through a combination of technological, pedagogical, and social design choices. Applying inclusive design choices aims to improve the student experience, especially for individuals with special needs, within the programme.

Technical accessibility:

- ☐ Low bandwidth options for video conferencing
- ☐ Access to digital tools without requiring designated accounts or access granted before the online phase by the host

Pedagogical accessibility:

- ☐ Guidelines for ensuring bandwidth in videoconferencing (video off, resolution reduction, screen sharing options)
- ☐ Captions in video conferencing if possible
- ☐ Language scaffolding (glossaries, visual summaries, plain-language guidelines)

Assessment inclusivity:

- ☐ Inclusive assessment – options to present assignments in different formats (video, voice, text)
- ☐ Criteria transparency – assessment criteria presented by inclusivity guidelines

3.6. Evaluation of the online phase

Evaluation in the online phase covers the aspects of student and programme assessment. Assessing student work should not be treated as a separate component during the online component. The BIP is a whole, so the assessment covers the entire programme. Evaluation should include both formative and summative components. The final assignment can start during the online component and be worked on throughout the programme. The final assignment can be assessed for example with this [grading matrix appendix](#).

Evaluation also concerns programme development. Organisers should collect data systematically for iterative improvement of the BIP. Data can be collected from student surveys, tasks, participation data, and observations. Based on the collected data, organisers can improve participant experience in the future BIPs. Feedback can result in a more structured online phase design, which takes student engagement, accessibility, task design, and programme alignment better into account.

Organiser checklist:

- ☐ Evaluation criteria transparency – grading matrix and criteria presented to all parties in early stages
- ☐ Alignment with the physical phase – clarify which assignments contribute to the overall grade
- ☐ Formative assessments – properly designed so that students understand the purpose of this aspect and reflect on their self-development
- ☐ Data collection – Systematic collection of feedback to inform future BIP development

3.7. Managing common challenges in the online phase

The online work presents challenges, especially when participants are joining the programme from different countries or continents. Time zones, low engagement, uneven participation, and technical issues are among the common challenges that organisers must consider while running the BIP.

Time zones:

- ☐ Rotate meeting times – cooperation between staff from participating institutions
- ☐ Offer asynchronous alternatives – provide tasks or outputs that may be completed outside of the synchronous sessions

Low engagement:

- ☐ Assign structured tasks – provide tasks with clear purpose linked to programme theme and progression
- ☐ Set clear outputs – provide determined output details what students are expected to produce to reduce uncertainty among students

Uneven participation:

- ☐ Assign roles for group work – facilitator, note-taker, presenter
- ☐ Offer asynchronous alternatives – clear definition of tasks which can be completed outside of meetings individually or with the group

Technical issues:

- ☐ Provide backup tasks – alternative methods for completion if necessary
- ☐ Use low-bandwidth options – online sessions, output options (video, text)

4. Summary

The online phase forms a substantial component of BIPs. It provides opportunities to initiate intercultural learning processes before the physical phase. Careful consideration of design choices makes a considerable difference to the success of the online phase.

The design is grounded in the principles of **inclusivity**, **interculturality**, and **collaboration**, which guide both pedagogical and organisational decisions. Design principles provide the foundation for the key learning themes. Explicit themes structure the online phase and ensure alignment between activities and assessment. However, it should be emphasised that the online and physical components are not separate from each other. Alignment between these components ensures **continuity of learning** and supports the **progressive development** of knowledge and skills throughout the BIP.

BIP organisers need to respond promptly to potential issues arising during the online phase. Issues may arise due to accessibility, network limitations, or communication challenges. Effective implementation of the online phase requires consideration of **logistical**, **pedagogical**, and **technical** factors. These factors apply to the online session structure, digital tool selection, task design, inclusivity choices, and evaluation. Carefully designed tasks and structured online sessions support interaction, collaboration, and engagement among participants.

The selection of digital tools can influence the success of the online sessions. Digital tools should be selected based on pedagogical purpose and accessibility requirements. Inclusivity should be ensured through these factors and through assessment-related design choices. The appendices provide practical tools, including a session plan and grading matrix, to support implementation. Evaluation and assessment include both assessment of student work and programme development based on collected data. Systematic evaluation, including both formative and summative approaches, supports continuous improvement of the programme.

Figure 4 illustrates planning and implementation of the BIP online phase. It follows the planning process and serves as a guiding framework for successfully planning and implementing the online component.

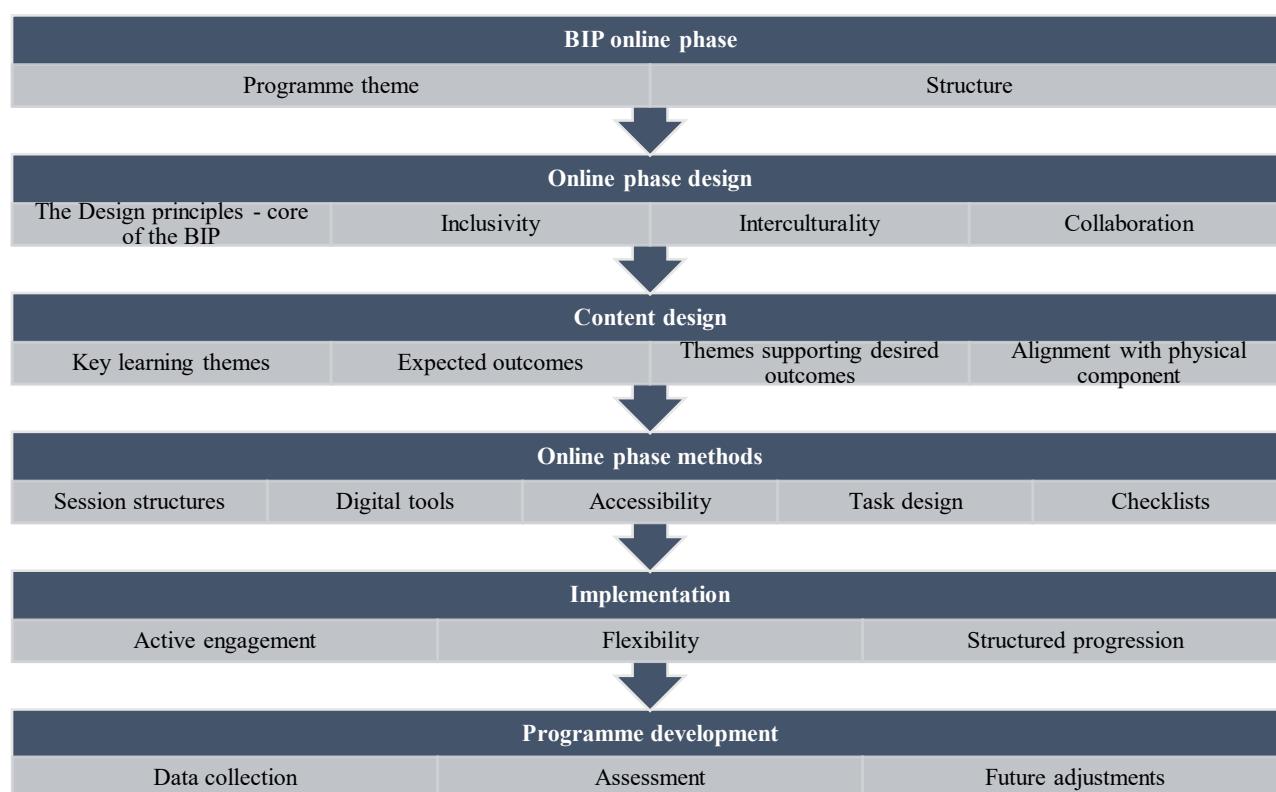


Figure 4: The BIP online phase planning and implementation

The guidelines presented in this document offer practical support for designing and implementing effective online phases in BIPs. A systematic and reflective approach in the online phase design enhances the overall quality, inclusivity, and long-term impact of BIPs.

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Appendices

The BIP online phase session plan example

This lesson plan is intended to serve as an example for the first online session of the BIP. The lesson plan can be modified to serve the needs of the organiser. This lesson plan is designed for a 2-hour session.

Time frame	Objective	Activity	Methods
5 minutes	Orientation (Host introduction, online session agenda)	Welcome to BIP	All participants in the virtual (Teams, Zoom) environment Presentation via screen sharing Welcome to BIP-video
30 minutes	Orientation (BIP as a programme, what to expect, theme introduction, participants introduction, digital tools and platforms)	Orientation presentation	All participants in the virtual (Teams, Zoom) environment Presentation via screen sharing BIP-alumni video greeting / Video from previous BIP Ice-breaker activity: engaging participants when their institution is mentioned / reacting with an emoji to show how they feel about participating in this programme
15 minutes	Content knowledge (concept mapping in a group), Internationalisation (communicating and collaborating)	Pre-assignment discussion	Participants are assigned to breakout rooms Discussion and concept map on theme of pre-assignment material

			Discussion task about theme (expectations, previous knowledge, national context) and concept mapping Groups are to prepare short synthesis about their discussion to share with the whole programme One teacher / coach to monitor each breakout room (facilitator if needed) Teacher / coach prepares few questions while monitoring activity for the next phase
20 minutes	Content knowledge (concept mapping in a group), Internationalisation (communicating and collaborating)	Pre-assignment reflection	Groups have selected a spokesperson who shares their synthesis briefly Open questions / teacher asks prepared questions
5 minutes	-	Break	-
30 minutes	Internationalisation (establishing working routine, communication and collaboration in mixed groups), digital and online competence (usage of shared digital environment)	Mixed groups start-up workshop	Group ice-breaker: introductions (name, institution, etc.) Group coach facilitates start of the process: encourage students to take different roles during this task Establishing shared online platform Establishing group communication platforms Negotiation of working routines
10 minutes	Orientation (preparation for next steps of the programme)	Session wrap-up	Assignment information: what and how to prepare for next online session Sharing physical phase programme Providing timely and structured information regarding programme progression
5 minutes	Capacity building (supporting individual's academic and personal growth)	Reflection of first session	Participants post short reflection / answer feedback questionnaire to the shared digital platform "How have my expectations of the BIP changed during the first online session? What have I learned today that is new?" Participants access the shared platform via their own devices

			Instructions verbally and visually
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Table 2: Online session lesson plan example

The BIP Assignment grading matrix

The grading matrix presented here serves as an example of how students' work can be assessed in the BIP and its online phase. Since the BIP itself is conducted in the online – and a physical phase, assessment is not directed solely at the online phase but at the programme as a whole. **It is recommended that the work carried out in the online phase continues during the physical phase.** Ensuring alignment, it is possible to present grading criteria early on and teachers can observe group work from the start of the programme. It is possible that prior to the physical phase, participants prepare a task (poster, presentation) that can be assessed with this matrix.

Grade	Content Quality in Topic Exploration (40 %)	Clarity and Structure in Argumentation (30 %)	Creativity and Engagement in Presentation (20 %)	Teamwork (10 %)
5	Exceptionally clear and comprehensive topic exploration. Deep, insightful analysis with strong critical thinking. Detailed, competently supported arguments and synthesis of ideas supported by credible, relevant academic references.	Exceptionally well-organized and coherent. Clear structure with professional academic argumentation and strong support by the evidence. Cohesive, balanced formation, and style.	Outstanding creativity with highly engaging visuals and interactive elements. The presentation is based on innovative design that enhances understanding and interest. The assignment is polished and professionally formatted.	The workload is exceptionally well-balanced among group members, and the group members work effectively as a team.
4	Clear and thorough topic exploration. Well-developed arguments with strong critical thinking. Arguments are well-supported, and ideas are supported by accurate academic references.	Well-organized and mostly coherent. The overall structure is logical and clear. Argumentation is persuasive, effective, and evidence based. Clear formation.	Creative and engaging use of visuals and interaction. The presentation engages the audience with originality or innovativeness. The assignment is adequately structured and professional in appearance.	The workload is well-balanced, evenly divided among group members, and there are various examples of interaction.

3	Good exploration of the topic. Covers the basics but may lack depth or critical engagement. Arguments are supported. References are present and consistent.	Adequately organized and coherent. May contain minor lapses in clarity, structure or argumentation, but the overall work is effective, well-understandable and grounded in evidence.	Good use of visuals and interactive elements. Generally, it follows academic conventions for formatting and style. Some originality is evident in the presentation, but there is also room for stronger innovation.	The workload is generally acceptable, but some imbalance exists in the contributions of group members.
2	Partial or somewhat limited exploration of the topic. Information is general, with gaps in detail or relevance. Academic references are partial and may have inconsistencies.	Limited organization and coherence. Arguments may be unclear, underdeveloped, or inconsistently supported by evidence. Overall, the structure lacks professionalism.	Minimal or limited use of visuals and interactivity. The presentation is inattentive and does not show efforts of originality or innovation and is limited in terms of creativity.	Sufficient, but some group members contribute significantly more than others, leading to an imbalance in workload distribution.
1	Insufficient exploration of the topic. Lacks relevance, depth, or coherence. Few or no academic references are provided.	Poor organization and coherence. Arguments are scattered, illogical, or unsupported by evidence. Argumentation is fractional and difficult to follow.	Negligible effort in visual or interactive design. Does not effectively engage the audience. The assignment lacks a professional appearance.	The workload is very unevenly distributed, with one or more members doing most of the work while others contribute little or nothing.
0	Superficial or inadequate exploration of the topic. Information is missing or entirely irrelevant. Referencing is missing.	No organization or coherence. Arguments are unclear, or irrelevant. Presentation is disjointed, flawed, or absent.	No use of visuals or interactive elements. Lacks any engagement and creativity	Qualifications for Sufficient have not been met.

Table 3: The BIP assignment grading matrix

The BIP activity template

The activities described in this template act as an example for BIP organisers. Activities can be implemented directly within each BIP's context or altered to fit the needs of a specific programme.

Activity	Key learning themes	Purpose	Instructions	Time	Resources	Output	Assessment
Digital orientation & readiness task <i>Pre-online phase</i>	Orientation Digital competence	Adapting new learning environments Reducing technical barriers Early engagement	Students complete digital platform walkthrough individually Students fill in readiness survey Students complete mini-task as they upload a short intro post or video – they introduce themselves, explain their motivation for joining the programme and one insight of the programme topic	1 hour platform walkthrough 10 minutes survey completion 1 hour mini-task All tasks are done individually pre-online phase	Access to learning management system Access to collaboration tools and guidelines or introductory videos Survey access link provided to students	Students successfully log in to required platforms Students complete the readiness survey Students post their intro posts to shared platform	Participation rate Survey completion rate Intro post completion
Pre-assignment <i>Before first online session</i>	Content knowledge Orientation	Prepared participation for online sessions Engaging discussions in online sessions	Individual article read (pre-selected) Reflection post (150 words) to Padlet Prepare one question for concept mapping task	1 hour article read and note-taking 1 hour reflection post and question preparation	Selection of articles in learning management system Padlet link shared for reflection posts	Reflection posted before first online meeting (including question for the group)	Task completion
Concept mapping <i>Pre-physical phase online sessions</i>	Content knowledge Capacity building Digital and online competence	Develop shared understanding of key concepts This activity prepares students for group project work in the programme	Work in pre-assigned groups Create a visual concept map in Miro Include: • 3–5 key concepts • connection between them	30 minutes group work 5–10 minutes presentation	Break-out rooms (Teams, Zoom) divided into pre-assigned groups Miro	Concept map 3–5 key insights (bullet points) presented to the group	Formative feedback Participation

			at least one cross-cultural comparison		Staff members monitoring break-out rooms		
Ice-breaker: identity & perspective map <i>Pre-physical phase online sessions</i>	Internationalisation Capacity building	Activity builds trust, safe space, and cohesion among the group Encourages identity negotiation	In mixed groups, create a visual poster that includes: - cultural background - academic interests - expectations Posters will be uploaded to shared digital environment Roles in group work: facilitator, note-taker, presenter Staff monitors: group dynamics, ensure equal participation, support quieter students	15 minutes discussion 20 minutes poster creation	Meeting platform (break-out rooms) Collaboration platform (Canva, Miro)	Visual poster uploaded to shared digital platform (Padlet, Miro etc.) The poster presents similarities and differences in a diverse group	Content contribution Participation in discussions Output contribution
Session reflection journals <i>After every online session</i>	Capacity building Internationalisation	Continuous assessment Reflection builds up learning Connects experiences to key concepts and personal context Participants demonstrate critical thinking with continuous reflection	Students post a short (150–200 words) reflection after online sessions Students answer prompts: - What did I learn? - What is something that I can use in my practical work? - What would be one question to ask about the topic?	1 hour reflection writing and posting	Learning management system or collaboration platform (Padlet)	Reflection post written and posted to the shared environment	Journals contribute to the final reflection Formative assessment Completion rate

Table 4: The BIP online phase activity template