

KA2 Stratégiai partnerségek

Felsőoktatás

2020

Támogatott projektek összefoglalói

Pályázat száma: 2020-1-HU01-KA203-078670
Intézmény: Szegedi Tudományegyetem
Projekt címe: New challenges for teaching, researching and practicing criminal law in the digital age

Partnerek:

UNIVERSITAT KONSTANZ (DE)
ISTANBUL UNIVERSITESI (TR)

Projekt összefoglaló:

The unique chance of DIGICRIMJUS is to conduct very important interexchange between the best young law students, from undergraduate to doctoral, coming from three very different criminal legal systems: the Hungarian criminal law with a socialistic history, the Turkish criminal law with an Ottoman tradition and many influences from Italian, French, Swiss, German, and even other influences within the past century, and the very traditional German criminal law with a tradition in philosophical and dogmatical development. While the three different legal systems also share some similarities through their past, differences, especially within the culturally dependent criminal law, prevail. However, they all are challenged by digitalization in similar ways. Artificial intelligence is used anywhere to apply autonomic systems. Likewise, people are using different online systems and applications within the clear, the deep, and as well within its darknet. Some of the users are using the internet to their advantage in illegal ways. Yet criminal laws are not prepared for digital fraud, theft trespassing, and different kinds of digitally trafficking with illegal goods, be it drugs, guns, or child pornography. Last but not least, investigators need to investigate within the internet as well as using digital means. Hereto we need to develop new rules of evidence taking and presenting in court. It is our plan to also use that chance by developing the methods of comparative work and research when challenged by digitalization for future law professionals. We want to discuss these current challenges within three transnational training seminars together with students of our universities. We will by teaching and learning make those challenges transparent to the public and discuss the need for further research and adoptions of criminal laws in our countries. By comparing our legal systems, we will look out for best practices and the need for change. Secondly, we will develop different kinds of national, comparative, and transnational lectures from the core subjects of the three seminars, a full one-semester specified class on digital criminal law, including online teaching materials; concentrated short and informative video-lectures of different research subjects of the research and including specific challenges to all criminal laws, which are subject of our research; podcasts formats, which will base on deepened case studies and also attract next-generation students. The result will be a very unique, entirely new form of teaching and learning in a multilingual, international and professionally high-quality environment. We plan to set up a knowledge hub for related issues in collaboration with law students. With the three transnational seminars, we will reach out to at least 90 students (30 from each university within three years). However, with the different class formats developed through the

research, in our universities directly and internationally “online” indirectly a large number of students will have the chance to participate in the future (outreach to high school students and students within all years of their law study; to students of other subjects, especially to those of computational science). By including the investigation teams within our states into the program, we will also reach out to different stakeholders, amongst those the International Police Agency INTERPOL. The program, all in all, functions as a start-up to deepen the relationship between our three universities. It is built on the yearlong relationship of its three leading partners, who since 2006 regularly teach, research, and train at each other’s university. In order to foster the interexchange, we plan to install a very unique Master program between our three universities on digital criminal law, and which will attract many students from all three states within the future. In total, that will include unique benefits in the long term for we will trigger the modernization of the criminal law curriculum: as part of studies through seminars and lectures and as part of masters with a digital criminal law master of law curriculum. Since our research will base on comparative approaches, it will help to develop a more positive attitude towards the European project and the EU values. Moreover, a comparative approach to digital challenges to criminal law allows facing the biggest challenge of different and conflicting criminal laws as such (mutual trust). Finally, intellectual outputs of the program address students of law, computational science, and other subjects, as well as the future generation and the interested public. The project will develop skills protecting from crimes like digital theft, computer fraud, or from being involved in illegally trafficking with goods in clear-, deep-, or darknet. In the very long run, this will strengthen (individual) digital human rights in the states, the European Union, and beyond.

Pályázat száma: 2020-1-HU01-KA203-078824
Intézmény: Pécsi Tudományegyetem
Projekt címe: New teaching fields for the next generation of journalists

Partnerek:

UNIVERSITATEA DIN BUCURESTI (RO)
hostwriter gUG haftungsbeschränkt (DE)
Masaryk University (CZ)
INSTITUTO UNIVERSITARIO DE LISBOA (PT)
ERICH-BROST INSTITUT FUR JOURNALISMUS IN EUROPA GEMEINNUTZIGE GESELLSCHAFT MIT
BESCHRANKTER HAFTUNG EBI GMBH (DE)

Projekt összefoglaló:

The project is the extension of the Erasmus+ KA2 project NEWSREEL - New Skills for the Next Generation of Journalists. The primary goal of NEWSREEL2 - New Teaching Fields for the Next Generation of Journalists is to improve such skills of a new generation of European journalists that are connected to the use of digital communication opportunities in a creative and responsible way for enhancing social benefits of the digital era. Creative and responsible use of digital tools is an indispensable ability of journalists. They should remain reliable and trustworthy sources of news in the digital noise to counterpoint the unverified information that affects the raw emotions and temper of the audience. To achieve these objectives, in the framework of NEWSREEL2, we will develop innovative teaching methods and materials for media and journalism students on the fields of:

Storytelling in social media in order to students learn how to present journalistic contents on social media networks; Graphic journalism to get to know the basic tools and subgenres of comics journalism; Improving democratic sensibility to be aware their social role and responsibility in a democratic society of the digital age; Covering migration to improve their research and reporting skills, and understanding migration in a global context; Foreign coverage to be able to contribute to a more balanced coverage of international topics; Journalism for voice-activated assistants and devices to learn how to use them and see the potential that they can bring to newsrooms; AI and journalism, robot journalism and algorithms to know how it can be used, and see clearly its potential and threats; Verifying and analysing fake news to be able to identify information and opinion going viral and to verify information with the help of suitable tools and softwares; Debunking disinformation to get solid knowledge regarding the mechanisms used for debunking fake news and disinformation.

Regarding these fields, the methodology used in the project's implementation phase is based on the following 7 steps process:

1. Conducting a research to introduce the current status of the new type of skills and tools of journalism and the needs of the stakeholders;
2. Developing curricula in order to establish the structure of the e-learning materials and embed these skills and tools into the programmes of journalism studies;
3. Developing electronic learning materials and teaching methods primarily for blended learning university courses;
4. Organizing a summer school with interactive workshops on the project fields, with the aim students work together on journalistic projects in multinational teams;
5. Having courses at the participating universities as a pilot teaching activity;
6. Publishing a teaching guide with dedicated chapters to the specific courses, that summarizes the professional and methodological content of the project;
7. Publishing an online glossary that helps to build a common knowledge base and cover all of our professional fields.

Furthermore, the project aims to facilitate an efficient international cooperation primarily between university-based journalistic ecosystems. Therefore NEWSREEL2 will be implemented by

- the Department of Communication and Media Studies at the University of Pécs (as project leader); - the Erich Brost Institute for International Journalism, an affiliated institute of TU Dortmund; - the CIES-IUL - Centre for Research and Studies in Sociology at the ISCTE-University Institute of Lisbon; - the Faculty of Journalism and Mass Communication at the University of Bucharest; - the Department of Media Studies and Journalism at the Masaryk University; - Hostwriter, an NGO that helps journalists to collaborate.

In the long run, NEWSREEL2 will contribute to

- broadening best practices for journalism and media education; - giving best practices for online distance learning methodologies; - increasing trustworthy, reasonable information and debates at national and European level - strengthening press freedom and democracy; - fostering fact-based policy making about the future of journalism; - improving critical thinking of European citizens

Pályázat száma: 2020-1-HU01-KA203-078828

Intézmény: Hello Wood Ltd.

Projekt címe: The Builder Method - action-oriented educational approaches in architecture

Partnerek:

Groupe Ecole Supérieure du Bois (FR)

Stowarzyszenie Architektow Polskich Oddzial w Poznaniu(PL)

Martial Marquet (FR)

UNIVERSITATEA SAPIENTIA DIN MUNICIPIUL CLUJ-NAPOCA (RO)

SZECHENYI ISTVAN UNIVERSITY (HU)

Projekt összefoglaló:

The Builder Method - action-oriented educational approaches in architecture research and innovative methodology development project network is coordinated by Hello Wood Ltd. (HU) with the partnership of Stowarzyszenie Architektow Polskich Oddzial w Poznaniu - SARP (PL), Groupe Ecole Supérieure du Bois and Martial Marquet Studio (F), Szechenyi István University (HU) and Sapientia Hungarian University of Transylvania (R).

The partnership undertakes to develop a new methodology of an alternative, presence and action-based architectural education with curricula supplementary purpose of the existing architectural programmes.

The Builder Method - as it is transmitted - builds 3 things: objects / buildings, communities, and personality. The fund-assets of the Builder Method are the presence and the buildingprocess. Architecture is a fine combination of disciplines, targets, paradigms, entities and realism, it is an attitude, mindset more than a profession and that is the message the Builder Method is trying to broadcast. Builders care for their environment, they prefer hand-build objects, they are capable of creating while forming themselves and preserving the environmental context they navigate in. They are fully aware of the materials they use, the impact they make and community they belong to. They really think global but act local.

The holistic principle of the Builder Method project is to give and to educate, to help with a tool to individuals (students, teachers, architects, non-architects) to learn about themselves, to develop their

skills and personality and to get connected with an ancient human competence: the competence to create and hand-build.

The primary target group of the project is those open-minded, experimenting professionals, artists, architects, educators who are willing to revolutionize firstly the architectural education in Europe and on the long-run in different field of higher education as an experience creating, point-of-view shaping, community building and self-development educational tool for every disciplines. The project aims to form attitudes and point of views not only in the primary target group of the outputs but with a high accent on the secondary target group: the future students of architecture.

The Builder Method project firstly aims to produce a well-elaborated, open source methodology (Builder Method Matrix) for out-of-the classroom education on the field of architecture with outstanding, distinguishing essences like community building, spirit and philosophy transmitting and contextual pedagogy to the primary target group of the project: the architectural educators. Secondly the partnership's goal output-wise is to publish a so-called Installation manual analyzing and structuring all the relevant (based on the shared experiences of the partnership) small and middle scale (mainly wooden) installations with know-hows about material-, assembly-, constructional needs for educational purposes. At last but not least it plans to build a database of Builder projects, a collection, analysis and synthesis of like minded initiatives from all over the world visualized on an interactive map to establish good practices for those who seek to study similar initiatives which are socially rooted, environmentally reactive and presence conscious.

Pályázat száma: 2020-1-HU01-KA203-078810
Intézmény: Eszterházy Károly Egyetem
Projekt címe: Poly-UNiverse in Teacher Training Education

Partnerek:

VISOKA TEHNICKA SKOLA STRUKOVNIH STUDIJA SUBOTICA (RS)
POLY-UNIVERSE Ltd. (HU)
Univerzita J. Selyeho (SK)
UNIVERSIDADE DE COIMBRA (PT)
Universitatea Crestina Partium (RO)
Experience Workshop az (FI); UNIVERSITAT LINZ (AT)

Projekt összefoglaló:

The aim of our project Poly-UNiverse in Teacher Training Education (PUNTE) is to develop, test and disseminate new innovative, deeply trans-disciplinary pedagogical methods in teacher training of the fields of STEAM and beyond. Based on a recently developed Poly-UNiverse tool we intend to build a new, module-based educational framework of improving disciplinary and transversal skills of future teachers, and stimulate a kind of visual paradigm shift in teacher training higher education in various programme and partner countries. The consortium consists of 8 members from 7 European countries, and an associated partner from the United States. The aim of PUNTE consortium is to make a significant step towards establishing long-term impact of this approach through systemic introduction of this tool into the framework of teacher training higher education.

Our specific objectives are to collect best teaching practices of applying Poly-UNiverse in various fields, with special emphasis on social inclusion and interdisciplinarity; to create and test a theoretical and practical methodical framework of reducing transversal skill-gaps of teachers and teacher training students by Poly-UNiverse; to promote excellence in teacher training through introducing the new pedagogical framework to regular teacher training higher education curricula and stimulate methodical paradigm shift through this method; to develop, adjust and publish open source teacher training materials supporting various forms and paths of teacher training higher education (distant learning, modular forms, blended learning etc.); and finally to disseminate and exploit the results in the European Higher Education Area and involve policy makers to further support long-term systemic change in this field.

Among the field-specific priorities, in this project we are TACKLING SKILL GAPS AND MISMATCHES in teacher training education through developing new, module-based curricula that better meet the learning needs of teacher training students. Based on our approach students as future teachers will acquire a skill-set more relevant for this wide labour market and ultimately for the entire society through higher level of education system. Our approach is inherently trans-disciplinary: although the first applications of Poly-UNiverse tool have been associated to Mathematics, the primary objective of our project is extend the usage of this tool to a much wider set of fields, encouraging inter- and trans-disciplinary approaches. Our innovative pedagogical methods will be implemented in flexible and modular teacher training courses in several disciplines, extending the application of tools from Mathematics to various STEM fields, Humanities and Arts.

We are also aiming at PROMOTING AND REWARDING EXCELLENCE IN LEARNING, TEACHING AND SKILLS DEVELOPMENT, through encouraging academic staff of teacher training higher education institutions in application of new and innovative pedagogical methods, including trans-disciplinary approaches in our new, modular curriculum design. The use of Poly-UNiverse tool evidently inspires creativity of academic staff and teacher training students, the two main target groups of our proposal.

Moreover, our approach is widely based on recent pedagogical and methodical research results in the field of gamification, visual learning, story-telling and further new results of educational research, thus promoting excellence and up-to-date knowledge-transfer in learning, teaching and skills development. The third Priority addressed in this proposal is SOCIAL INCLUSION. This horizontal priority well fits into the philosophy and principles of our initiative. The project is based on a novel pedagogical approach called Differentiated Development in Heterogeneous Student Groups, developed by a consortium led by the applicant organisation. This approach is specifically focused on the inclusion of students with socio-economically diverse background, whilst the method is highly appropriate to promote equality, to value diversity and to reduce discrimination still present in the European Education Area. Distant and blended learning approaches, fully supported by online materials planned to be developed in this proposal, will further help socially disadvantaged students to be involved in teacher training higher education. This is especially important in rural or otherwise hindered regions of the European Education Area, where the only way to preserve and support good quality regional education is to involve local people in teacher training, who will continue their career in that region. Poly-Universe is proved to be effective in formal and non-formal education as well, and the holistic approach is perfectly suitable to establish sustainable links between HEIs, local and regional schools, educational organisations and the wider society.

Pályázat száma: 2020-1-HU01-KA203-078750
Intézmény: Széchenyi István Egyetem
Projekt címe: STEM Upgrade by Creativity

Partnerek:

MISKOLCI EGYETEM (HU)
FACHHOCHSCHULE ST POELTEN GMBH (AT)
UNIVERZA V MARIBORU (SI)

Projekt összefoglaló:

The aim of the project is to promote the development of skills and employability, and to modernize and improve the quality of education, training and youth work. It will contribute to the improvement of the quality of European and national education and training within the framework of transnational partnerships and to deliver results that will be used by the institutions of the partnership and their smaller, wider environment even after project closure.”

The intention of the project is working out a combined set of thematic showcases and methodology as project intellectual output, including application of practice oriented creative tools to support STEM promotion. During the project each consortia partner defines its current good practice, it will be further developed using „creative approach”, make a pilot of the developed methodology, while continuously sharing within the consortia.

Overall objectives of the project, main outputs: The project result will be innovative products and dissemination undertaken by exploitation of existing STEM approach using innovative ideas and good practices. The specific outcomes are: • Creative thematic showcase books for STEM promotion • Creative methodology handbook for STEM promotion and its know-how.

Pályázat száma: 2020-1-HU01-KA203-078719
Intézmény: Nemzeti Közszoigálati Egyetem
Projekt címe: Interdisciplinary training on EU security, resilience and sustainability

Partnerek:

UNIVERSITY OF PIRAEUS RESEARCH CENTER (GR)
Fundação Fernando Pessoa-Universidade Fernando Pessoa (PT)
UNIVERSITA DEL SALENTO (IT)
UNIVERSITATEA SAPIENTIA DIN MUNICIPIUL CLUJ-NAPOCA (RO)

Projekt összefoglaló:

The core of our project is the development of a Simulation Supported HEI-level Massive Open Online Course entitled "Interdisciplinary training on EU security, resilience and sustainability" (EUSecure SimMOOC) - that also appears as an accredited elective in our universities' curricula. * Our alliance recognizes the responsibility of higher education institutions in forming a new society where citizens and leaders have a clear view of issues that are key to the European Unions's and its citizens' our societies' security, resilience and sustainability. These concerns that our societies face now, are of a new and unknown magnitude and complex dimensions, which needs proper understanding and adequate policy responses. * Our generic objective is to contribute to European cooperation in security-related issues through education by offering students, professors, researchers but also to practitioners and the interested public -a new international and interdisciplinary platform of study and -cutting edge and practice oriented knowledge. We intend to train students to be able to respond to the complex challenges of rapidly developing societies in a learner centred environment. Critical thinking but also the understanding of European values will be an important pedagogical objective of the project through participatory structures and transformative education. To reach the above goals, exploiting the synergies created by the complementarity of our institutions we intend to incrementally create a series of genuine transdisciplinary modules in Security, Sustainability and Resilience Studies (SSRS) with view to further develop these gradually into a vertical modular system and eventually in joint degree courses later. The EUSecure SimMOOC will consist of a series of online and blended modules focusing on a selected security/sustainability issue and completed by a participative and extensive simulation exercise moderated by specially trained staff. The main topics: the Impact of megatrends on the EU, EU strategic autonomy in a post-Americana world order, International governance: multilateral institutions, norms, regimes, Maritime security, Migration, Artificial intelligence, Water security and water diplomacy, Social media issues and fake news, Sustainable development, and environmental sustainability, Climate security, Food security, Public health security and Pandemic Management, Humanitarian Action, Crisis management and international development cooperation, Critical infrastructure protection and cybersecurity, Qualitative Pedagogical Methodologies. The course will appear as 1) accredited electives in the participating universities' curricula and 2) and as a Simulation Supported Massive Open Online Course as of the autumn 2022. We also see the importance of online learning as a major prerequisite for our future operational way, not forgetting about the importance of team work and team spirit and continuous dialogue among students and teachers and other stakeholders. Thus we aim to develop a method that is not an individual but a group learning experience. * All in all about 2000 students, teachers and other stakeholders will participate in the project. Researchers and teachers with diverse profiles related to the above mentioned topics and university students of a variety of backgrounds will participate, since our aim is to deliver this knowledge to all future European intellectuals. We also envisage a spinoff to

at least 450 secondary school students of the EUSecure Lite Course. * -Following a Situation Analysis and a Needs Assessment and reviewing case studies and best practices in security related MOOCs we will Design a detailed Course Catalogue and guidelines for the development of the Modules on EU Security Resilience and Sustainability. This Catalogue can serve as a basis for any institution planning on elaborating transdisciplinary course material similar to ours. -We will develop an interactive electronic platform that will be suitable for the delivery of the SimMOOC. -We will develop and elaborate a manual for a blended simulation exercise that aims at putting newly gained knowledge into practice. -The main output of the project will be an interactive and blended SimMOOC for which OER will be elaborated in detail (texts, videos, databases, links, etc). -Our plans, ideas, activities, products and findings will be multiplied via Policy Dialogues, Info Days, a final conference and Policy Recommendations publicised in an academic edition.

-Testing and tailoring will be supported by a pilot and a beta testing teaching/learning activity. - Intensive dissemination activities will be performed to make the new course known for a really wide audience and to be included in the teaching offering of universities globally. -Throughout project lifetime PCM quality assurance and risk and conflict management processes are foreseen.

Pályázat száma: 2020-1-HU01-KA203-078799
Intézmény: Debreceni Egyetem
Projekt címe: HEALTHY Life ALLiance for Health Tourism Education Development and Reorganisation

Partnerek:

MARCO POLO G.E.I.E. (IT)
UNIVERSITATEA SAPIENTIA DIN MUNICIPIUL CLUJ-NAPOCA (RO)
INNOVA ESZAK ALFOLD REGIONALIS FEJLESZTESI ES INNOVACIOS UGYNOKSEG NONPROFIT KFT (HU)

Projekt összefoglaló:

In the last years, media interest clearly showed a shortage of labour in tourism sector. Also the shortage of healthcare staff is a global phenomenon. Health and Wellness Tourism was a fast growing branch at a much faster rate than the overall tourism. The actual touristic situation of European tourism in the spring of 2020 cannot be drawn optimistic, but a requirement of special expertise and high quality of human resource, especially in Health and Wellness Tourism services can be foreseen.

The HEAL ALL project aims an international cooperation of institutions supporting health tourism education. The project planning was finished before the launch of Coronavirus response of the EU. With the run of time, it became more visible, that after the pandemic, tourism (including health tourism) will be one of the most sensitive economic sectors suffering from the consequences of the outbreak. This fact is why the proposed starting activity of a comparative market Survey in the sector will be not only a preparation for other activities, but will create a new foundation in every country for future development since any earlier surveying will lose its actual manner. This underlines the importance of a new ground zero for all activities built upon. This intellectual investment is necessary for the sustainability of the education in health tourism, and support not only a development but a restructuring of the sector including educational inputs.

The project consortium includes two higher educational bodies: University of Debrecen - Faculty of Health (Hungary) and Sapientia Hungarian University of Transylvania - Faculty of Economics, Socio-human Sciences and Engineering (Romania). Both Faculties offer education in different fields of tourism. The Faculty of Health controls a Health Tourism Specialisation in the framework of the Health Care Management BSc, while Faculty of Economics, Socio-human Sciences and Engineering manages a BSc study programme named Engineering and Management in Catering and Agrotourism. The non-educational partners of the cooperation are the INNOVA Észak-Alföld Nonprofit Ltd. (Hungary), which is a governmental-founded regional development and innovation agency established with the aim of boosting the regional economy and of managing innovative initiative, like the Thermal-Health Industrial Cluster; and the Marco Polo G.E.I.E. (Italy), which was established in 2006 with the main aim of promoting partnerships and European partnerships, especially through mobility projects and training development in HoReCa sector.

The main measurable outputs of the programme are: A mentioned situational comparative analysis of tourism sector based on surveying both demand and supply sides, as a situational description, after the hoped end of the coronaviruspandemic. The programme contains elements of best practice exchanges on international level gaining experience through GEMBA principles, but the most innovative content will be the creation of a Trainee Work Exchange (TWE) Portal, where the students will gain access to International Mobility offers of different companies from different countries. The Higher Education institutions will evaluate the needs of the surveyed companies and customers, and the innovative knowledge resulted by direct enterprise contacts will be built into a newly developed Curriculum of Health Touristic field, including 20 subjects and topics covering themes like growing

requirements of Hygiene in Tourism for rebuilding trust of travellers. The Curriculum subjects will be organized into Modules (Lifestyle, Medical basics, Health Tourism and Wellness, Touristic Management, Social basics) commonly covering the complete Health tourism field. Each subject and topic can be reached electronically, study materials, question and examination databases, which is guarantee for OpenAccess through the TWE webpage, where all project activities can be monitored also for the general public. The cooperation will invent a further Distance Learning System too. The Quality of the project materials will be assured by intensive trainings of the producing staff and intensive use of professional review (both theory and practice) and proofreading.

The final outcomes of the project will support the final beneficiaries (students - having better education, businesses - more qualified human resource, and customers - having a health touristic offer with enhancing quality) in building a healthier society and the proposal will strengthen the European Higher Educational Area in international competition compared to other economies and will reduce brain drain.

The programme will promote internationalisation with the use of innovative digital access practices, resulting in a sustainable investment through enhancing quality and efficiency of education and training of youth.

Pályázat száma: 2020-1-HU01-KA203-078844
Intézmény: Neumann János Egyetem
Projekt címe: Developing Flipped Methods for Teaching

Partnerek:

Colegiul National Pedagogic Mihai Eminescu (RO)
EUROPEAN UNIVERSITY CYPRUS (CY)
BURGASKI SVOBODEN UNIVERSITET (BG)
Univerzita J. Selyeho (SK)
UNIVERSIDADE DE COIMBRA (PT)

Projekt összefoglaló:

Flipped classroom (FC) is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers. Although using FC methods has multiple benefits and is growing popularity, researchers and practitioners indicate that among impediments of widespread usage of FC methods are the additional time and technological support in relation to development of flipped learning activities. The flipped approach often involves the investment of significant time and energy on the part of instructors (e.g., recording video lectures; designing additional in-class activities). It is therefore recommended for teachers flipping their courses in team. By working in team, teachers can share their experiences of implementing flipped classrooms as well as their teaching resources. The “Developing Flipped Methods for Teaching” project aims at developing all the necessary flipped learning pedagogical material (out-of-class tasks, pre-assessment tools, in-class activities) for teaching a discipline (psychology) covering a whole academic year course. The project aims at overcoming the difficulties of elaborating multiple materials for teaching with flipped classroom design. By collaboration of six education institutions an entire discipline will be covered with FC materials in seven languages (English, Romanian, Hungarian, Portuguese, Bulgarian, Slovak and Greek), tackling a gap between educational research and practice. One of the project partners, The Mihai Eminescu National Pedagogical High School (Romania) is a secondary-level educational institute. Due to the particularities of the Romanian education system they offer teacher and kindergarten teacher training program, whereby graduates receive a teacher-kindergarten teacher degree. In Romania psychology is part of the secondary-level school curricula, so high schools can also benefit from educational materials translated to Romanian. Their main role in the project is to translate the developed educational methods by the higher education institutes from the partnership, to test and adapt it to the Romanian requirements. The partnership is composed from other six Higher Education Institutes with Teacher Training Faculties, who have important experience as partners or leaders Strategic Partnership projects and educational innovation. The main intellectual output of the project are the pedagogical materials for teaching an entire course of psychology with flipped classroom (FC) methods (materials for 30 courses), available in seven languages. Each pedagogical material is composed of instructional video, out-of-class work plans (online activities) associated with Low-stakes, formative assignments as well as in-class activities and assessment tools. A questionnaire for surveying data regarding using FC methods in teaching social sciences will also be developed. Survey results will reveal the FC methods and sources used by teachers and academic staff from six partner countries. Results can be used as sources for developing pedagogical materials. Moreover, by publishing the results a source of inspiration will be available for teachers and policymakers for introducing flipped methods in the teaching practice. Teachers from higher and secondary education institutes will have all the necessary

materials for teaching the subject of psychology with flipped classroom methodology. Project results are expected to facilitate the use of FC practices in teaching psychology. Studies indicate that when changing traditional methods to flipped classroom student's performance and satisfaction will improve. FC methods increase student's motivation and their self-confidence, their commitment to learn. Considering scientific evidence, we the project will contribute in general to improving the quality of education, and to the digital literacy and competences of teachers and students.