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PRINTEL

**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING &
LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN
PARTNERSHIP COUNTRIES”**

QUALITY EVALUATION REPORT

WP 4 DELIVERABLES

Prepared by Universidade do Porto

August 2021

PRINTeL – List of abbreviations commonly used in PRINTeL documents

AC	Academic Council
DEV	Development
DISS	Dissemination
EPC	European Partner Country
HEI	Higher Education Institute
LP	Lead Partners
OER	Open Educational Resources
OP	Operational Plan
PC	Partner Country
PRP	Peer Review Program
T&L	Teaching and Learning
TEC	Technology Enhanced Classrooms
TF	Task Force
TOR	Terms of Reference
TOT	Training of Trainers
TSDC	Teaching Strengthening Staff Development Centers
TT	Teacher Training
QA	Quality assurance
QC	Quality Control
QC&M	Quality Control and Monitoring
QEC	Quality Evaluation Committee
VATL	Virtual Academy of Teaching and Learning
WG	Work Group
WP	Work package
Yx	Year x

Partner HEIs: Institutions' names and acronyms	Lead partner
P1 YSU Yerevan State University – Yerevan, Armenia	WP7
P2 NPUA National Polytechnic University of Armenia – Yerevan, Armenia	WP1
P3 VSU Vanadzor State University after H. Tumanyan – Vanadzor, Armenia	
P4 ISU Ilya State University – Tbilisi, Georgia	WP2
P5 GTU Georgian– Tbilisi, Georgia	WP4
P6 TeSaU Iakob Gogebashvili Telavi State University – Telavi, Georgia	
P7 BSU Belarusian State University – Minsk, Belarus	WP3
P8 BrSTU Brest State Technical University – Brest, Belarus	WP6
P9 YKSUG Yanka Kupala State University of Grodno – Grodno, Belarus	
P10 NCSRHE National Center for Strategic Research in Higher Education – (YSU) Yerevan, Armenia	
P11 KU Leuven Katholieke Universiteit Leuven – Leuven, Belgium	WP5
P12 UB Universitat de Barcelona – Barcelona, Spain	
P13 UP Universidade do Porto – Porto, Portugal	
P14 LiU Linköping Universitet – Linköping, Sweden	
P15 FHJ FH Joanneum Gesellschaft mbH – Graz, Austria	

INTRODUCTION

The Quality Evaluation Committee (QEC) is established for the purpose of an effective accomplishment and to assure that PRINTEL'S objectives are effectively fulfilled. In addition, the QEC assesses and provides recommendations for all planned activities to be implemented in accordance with the agreed high standard. Therefore, the role of the QEC is to guarantee the quality of all the products developed under this project. The U. PORTO, as part of this committee, produced this Quality Report, which analysis the results of the WorkPackage4 (WP4). This report, reflects on the quality of the respective results, also allows the identification of gaps and provides recommendations on possible ways to improve and address these same gaps.

The current quality report focused on the following aspects of the PRINTEL'S project:

- 1) Analysis of the activities' implementation of WP 4
- 2) Analysis of the main results achieved
- 3) Providing recommendations considering the main results of the deliverables

PLANNED ACTIVITIES OF YEAR 3: OVERVIEW & TIMEFRAME

WORKPLAN for project year 3

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP.4	(DISS): Raising Awareness on Innovative T&L	40												
4.1	Creation of virtual communities of teaching practice	10	XXXX	XXXX	XX									
4.2	Establishment of VATL forum on innovative T&L	10			XX	XXXX	XXXX							
4.3	Creation of VATL's social networking services	8						XXXX	XXXX					
4.4	Adoption of incentive policies & award programs for innovative T&L at PC HEIs	12							XXXX	XXXX	XXXX			
WP.5	(QPLN): Quality Control & Monitoring (QC&M)	12												
5.2	Internal monitoring & evaluation of project activities	2						X						X
5.3	Evaluation of project WPs' quality	8	XXXX											XXXX
5.4	Annual external quality control activities	2											XX	
WP.6	(DISS): Dissemination & Exploitation	21												
6.1	Creation & maintenance of the project website	2						X						X
6.2	Publication & dissemination of information materials and the teacher's handbook	8						XXXX						XXXX
6.3	Organisation of press conferences & interviews	3	X						X					X
6.4	Organisation of workshops & information seminars	4							XXXX					
6.5	Organization of interim & final dissemination conferences	4												XXXX
WP.7	(MNGT): Management	32												
7.2	Organisation of the kick-off and coordination meetings	4						==						XX
7.3	Overall project management & administration	24	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
7.4	External financial audit	4												XXXX

Table 1: information extracted from the Project's Description/Proposal

Besides the permanently ongoing Project Management activities in WP7, the PRINTEL project activities foreseen for year 3 are mainly in WP4, WP5 and WP6. The activities scheduled for this evaluation period were adequate and challenging but possible to carry out. Considering the current circumstances, the consortium turned the threat of the pandemic into a great opportunity to solve the most demanding needs of the 15 partners. A retrospective insight the beginning of 2020 did not presage a pandemic situation like the one we are experiencing, no one really had a contingency plan for this type of risk that falls under the category of "black swan". However, it ended up testing the capacity of the project members, leading each partner to reinvent themselves and achieve the required goals in a more creative way and adapt to the circumstances. The results were clearly surpassed with the effort of each project member and excellent teamwork.

ANALYSIS BY ACTIVITY/PERFORMANCE INDICATOR OF WP 4

WP4 Raising Awareness on Innovative Teaching and Learning (T&L)

The activities referred in WP4 have as main goal the promotion and greater awareness on types & methods of innovative technology-enhanced in teaching and learning (T&L), as well as dissemination of good practices. This WP was led by Partner Country (PC) – Georgian Technical University, Georgia (GTU).

The main outcomes produced were documents with recommendations and strategies and were released in 4 languages: English, Armenian, Georgian and Belarusian. This form of diversified disclosure facilitates the application of the strategies and recommendations discussed within the scope of the project in each target country.

WP4.1 VATL Communities of Teaching Practice

Aims of WP 4.1– Create three virtual communities, Virtual Academy of Teaching and Learning (VATL) of teaching practice around particular teaching approaches; Create three communities of disciplinary groups (Humanities & Social Sciences, Pedagogy & Teacher Training and Science & Engineering). The aim is to focus on promoting and raising awareness in types and methods of innovative technology-enhanced T&L, as well as disseminate good practices.

Outcomes

VATL administrators created 3 virtual communities from different disciplinary groups, a) Humanities and Social Sciences, b) Pedagogy and Teacher Training and c) Science and Engineering. These community members had the opportunity to explore and find knowledge on innovative teaching and learning practices as well as state-of-the-art of different pedagogical approaches in the given discipline. Share, review or discuss experiences about using OERs and teaching with technology. Also, it is expected that these communities attract other members and the communities will be expanded, given sustainability for the project.

Deliverables

VATL administrators created and coordinated 3 virtual communities of teaching practice around particular teaching approaches (e.g. problem-based T&L, case studies-based T&L, gamification, etc.) and 3 communities of different academic fields, such as Humanities & Social Sciences, Pedagogy & Teacher Training and Sciences & Engineering.

Five VATL Communities of Virtual Practice have been established:

- Hybrid/ Blended Teaching & Learning: The main objective of this forum concerns the familiarization of the participant teachers with the Blended teaching and learning method. Blended T&L is an innovative pedagogical approach on how traditional classrooms and independent studying methods can be connected with e-learning in the overall T&L process. The issues related to the content that are being discussed in the forum are related to the introduction to the Blended T&L theme, the role of the teacher in online courses, the learning environment (multimedia production, online project management, assisted group work, cultures of work...).
- Active Learning and ICT-enhanced teaching: M-learning and gamification: The main objective of this forum is to introduce the participating teachers to the method of Gamified class activities and application of mobile devices inside and outside the classrooms. The forum enables the participating teachers to effectively use innovative teaching technologies and technological tools for promoting the students' active learning. Gamification is a pedagogical strategy used to motivate students to learn from gaming mechanisms or video game design elements in learning/classroom environments. Here, it can be discussed issues such as gamification, M-learning and virtual reality.
- Active Learning in the Flipped Classroom: The main objective of this forum is to introduce the participating teachers to the Active Learning in the Flipped Classroom method. This method looks for the rearrangement of traditional inside and outside classroom activities in order to increase students' interaction and the quality of T&L processes. Here, it can be discussed issues such as Active Learning classroom, Outside class material and Flipped Classroom course design.
- Active Learning with a special focus on Technology Enhanced Collaborative Learning: The main objective of this forum is to introduce the participating teachers to the Active Learning method, with an emphasis on technology-enhanced collaborative learning. This method enables the teacher to effectively use innovative learning technologies, promoting the interaction and

collaboration of the T&L environment. Here, it can be discussed issues such as Active Learning, Collaborative learning, Technology for enhanced learning experiences.

- Video as a Learning Tool for Teachers and Students/ Video Lecturing and Promoting Interaction in the Classroom: The main objective of this forum is to introduce the participating teachers to the Video lecturing method. Video lecturing forum enables teachers to be able to use video lecturing for teaching purposes and hence promote interaction in the classroom. Here, it can be discussed issues such as video capture, video production, etc.

VATL has currently **323 registered members, five VATL communities of virtual practices** (described previously) and a **vast number of courses** in the following categories: Academic Support Services, Arts, Business, Education, Humanities, Mathematics and Statistics, Science and Technology, Social Sciences, Workforce Development, and others.

More information about the forums and the VATL registrations can be found through the following website links:

- Video Guide for Registration in VATL Discussion Forums/ Communities: <https://www.youtube.com/watch?v=CeN8vgB4JAU>.
- Hybrid/ Blended Teaching & Learning: <https://vatl.yzu.am/moodle/mod/forum/view.php?id=218>.
- Active Learning and ICT-enhanced teaching: M-learning and gamification: <https://vatl.yzu.am/moodle/mod/forum/view.php?id=3>.
- Active Learning in the Flipped Classroom: <https://vatl.yzu.am/moodle/mod/forum/view.php?id=214>.
- Active Learning with a special focus on Technology Enhanced Collaborative Learning: <https://vatl.yzu.am/moodle/mod/forum/view.php?id=215>.
- Video as a Learning Tool for Teachers and Students/ Video Lecturing and Promoting Interaction in the Classroom: <https://vatl.yzu.am/moodle/mod/forum/view.php?id=217>.

WP 4.2. VATL Forum on Innovative T&L

Aims of WP 4.2. First Annual Forum on Innovative Teaching and Learning of VATL/PRINTEL.

The Forum took place on the 20th of May, 2021 and we chose the online webinar format. The event focused on how European and Eastern Partnership Country (EPC) universities respond to the changes in teaching and learning (T&L) that came as a consequence of the COVID-19 pandemic crisis. The main goal was to promote dialogue amongst academic communities in regional & international levels, including

VATL virtual communities as well as to share and discuss the specific topics in teaching and learning that the current year required or demand to all HEI.

Outcomes:

The annual VATL Forum (virtual conference) was established to promote dialogue amongst academic communities in regional & international levels. The annual VATL Forum was an opportunity to analyze and scrutinize what was done over the past year in order to support higher education communities, addressing key challenges of T&L. This moment was also a chance to reflect on the demands of the future T&L needs and higher education needs. Also, in this virtual conference, findings of the recent experience of the PRINTEL project partners on innovative and technology-enhanced T&L in times of COVID-19 were highlighted.

First Annual Teaching and Learning Forum “Issues and Perspectives of Digitally-Enhanced Teaching & Learning in Higher Education” - Programme:

10:00-10:55 - Official Opening and Session I: “Expectations placed on university teachers in the post-Covid digital age of the future”

- Chaired by: Doris Kiendl, FHJ
- Moderated by: Galina Pusenkova, BSU:
 - Welcome speech by Deputy Minister Zhanna Andreasyan, Armenia (5min)
 - Welcome speech by Lana Karlova, NEO Armenia (10min)
 - Keynote speech by Wim Van Petegem: “The Future Digital Scholar: Prepared for tomorrow’s education?”, KU Leuven (15min)
 - Keynote speech by Anna Aleksanyan: “Features of Online Teaching Competencies for Creating Offline Outcomes: E-tivity Based Teaching and Outcome Centered Learning”, YSU (15min) .
 - Q&A (10 min).

11.10-12.25 Session II: “Connecting with Students Online”

- Chaired by: Janerik Lundquist, LiU
- Moderated by: Levan Tsagareli, ISU
 - Peter Dalenius: “Designing Online Learning Based on the Community of Inquiry Framework”, LiU (15min)
 - Boris Gitolendia "What Happened in the Classroom?! (COVID Lessons - GTU Experience)", GTU (15min)
 - Joan-Tomàs Pujolà: “Interactive Teaching in an online environment”, UB (15min)
 - Natallia Chetyrbock, Maryia Tsukanava “Problems and perspectives of online education in Belarus. Experience of Brest State Technical University”, BrSTU (15min)
 - Q&A (15min)

12.40-13.55 Session III: “Student assessment: How to evaluate student performance online”

- Chaired by: Doris Kiendl, FHJ
- Moderated by: Anna Aleksanyan, YSU
 - Wolfgang Weiß: “Designing online examinations”, FHJ (15min)
 - Wim Van Petegem, KU Leuven, Lilit Sargsyan, YSU: “Assessment of and for online learning” (15min)
 - Giga Khositashvili: “Distance learning and academic misconduct in case of Ilia State University”, ISU (15min)
 - Margarida Amaral: “How the numbers of the on-line quizzes change since the pandemic situation”, U.PORTO (15min)
 - Q&A (15min)

14.10-15.25 Session IV: “Teacher support importance and organization”

- Chaired by: Maria Pinto, U.PORTO
- Moderated by: Nikoloz Abzianidze, GTU
 - Teresa Correia: “Teaching Support Strategy During Covid19 pandemic at University of Porto”, U.PORTO (15min)
 - Jorge Ascensão Oliveira: “The Reduction of COVID-19 Transmission Risk as a Driving Force for Pedagogical Innovation”, U.PORTO (15min)
 - Mariana Fontes da Costa: “Build an e-assessment initiative from scratch in a couple of weeks”, U.PORTO (15min)
 - Natalia Mantsurova and Natalia Morozova: “BSU experience in using ICT in educational process”, BSU (15min)
 - Q&A (15min)

15.25-15.35 Concluding remarks by:

- Joan-Tomàs Pujolà, UB and Wim Van Petegem, KU Leuven (10min)

Participation:

Around 500 people registered to attend the PRINTEL’s First Annual Forum’s Webinar and 312 out of the 500 registered ones, actually participated in the webinar. Throughout the Forum we had the participation of twenty-five very active panelists-presenters. These experts, who intervened throughout the Forum represented well the diversity and richness of the PRINTEL’s project group. The participation of professors and technicians from all higher education institutions involved in the project was extremely important. (3 Chairpersons, 4 Moderators - of which one of them was also speaker; and 19 speakers). There was a total of 15 presentations, which can be accessed through the project website: <http://www.printel.am/>. The webinar targeted higher education and school teachers, quality assurance officers and management, as well as staff involved in Teaching and Learning processes of Higher Education institutions. Throughout the

Forum we also had the participation of students, policy-makers and other stakeholders in higher education

Deliverables:

The ERASMUS+ funded PRINTEL Project successfully held a virtual conference on its First Annual Teaching and Learning Forum, entitled “Issues and Perspectives of Digitally-Enhanced Teaching & Learning in Higher Education”. The Forum focused on how European and Eastern Partnership Countries (EPC) universities responded to the T&L approach and needs shifts that were urged because of the COVID-19 pandemic crisis. The deliverables that follow this activity are: Feedback of the First Annual Teaching & Learning Forum; Video recording of the PRINTEL First Annual Teaching & Learning Forum (five sessions/ moments) and the presentation materials prepared by the invited speakers.

Feedback of the First Annual Teaching & Learning Forum:

The First Annual Teaching & Learning Forum of PRINTEL project involved the participation of 312 participants and took place online, via ZOOM video-conference platform. After the Forum it was sent to all participants an evaluation survey concerning all aspects of the event. The results of this survey are based on the responses/ feedback received from 105 out of 312 participants.

According to the Evaluation Survey Results Report of ERASMUS+ PRINTEL Project’s First Annual Teaching & the participants showed that they were pleased with the overall organization of the event. The participants considered that the content of the Forum was interesting, useful, very informative and that the content responded to the current needs and demands of distant teaching and learning processes (As demonstrated by the comments presented in Table 1 - *Participants’ additional feedback concerning the Forum*).

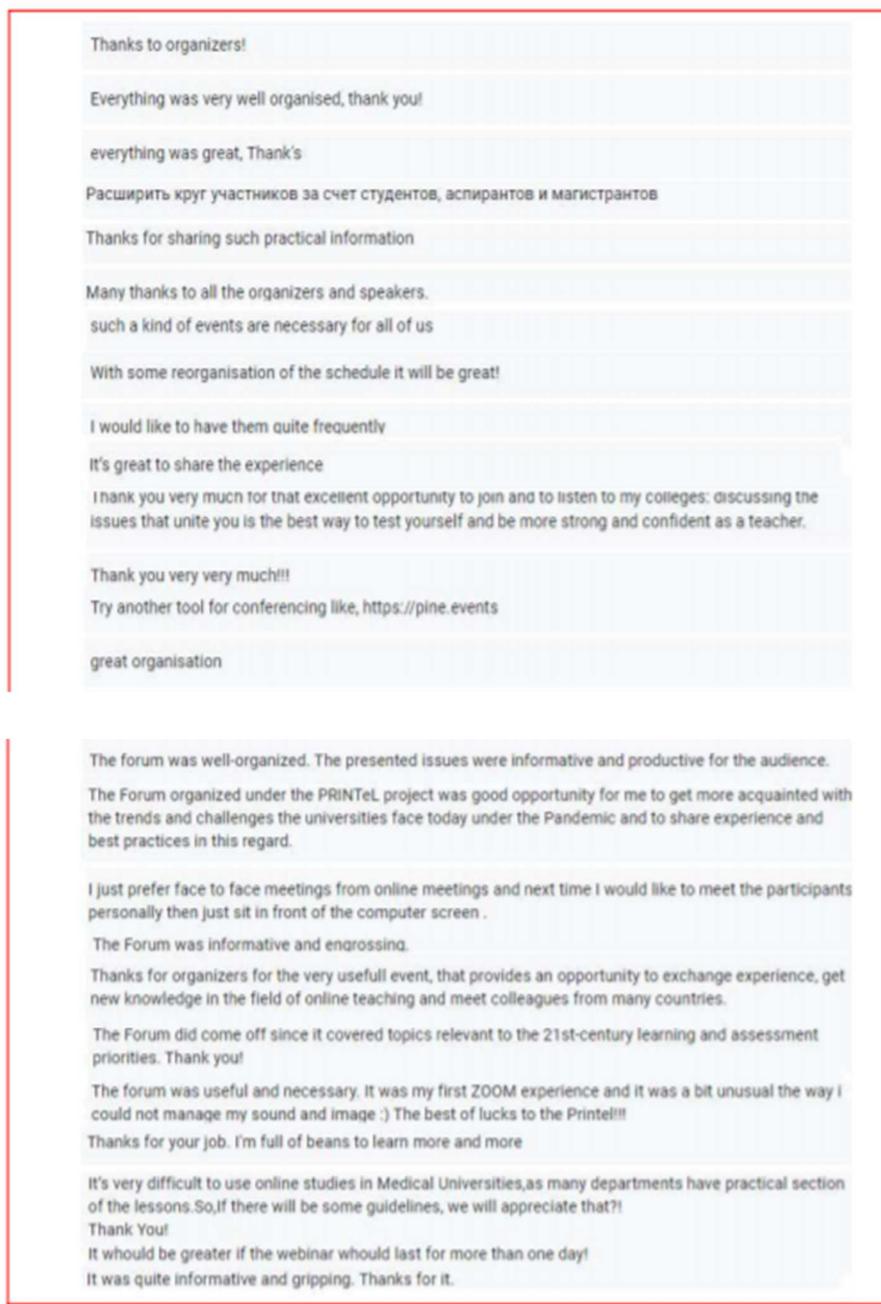
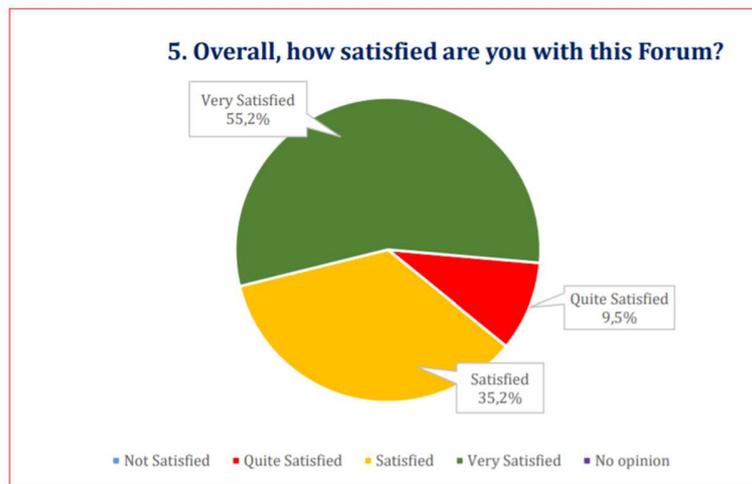


Figure 1- - Participants' additional feedback concerning the Forum

In general, participants expressed satisfaction for having the opportunity to take part of the forum and learn new and engaging teacher-trainers' experiences (As can be seen below in Graphic 1 - *Overall, how satisfied are you with this Forum?*). Participants shared some concerns about the efficiency of the organization on scheduling and on the enlargement of the circle of the higher education students from different cycles of studies, involved in this particular project.



Graphic 1 - Overall, how satisfied are you with this Forum?

A more detailed report concerning the evaluation of the Learning Forum can be accessed here: http://printel.am/uploads/news/pdfs/Survey%20Evaluation%20Report_Webinar%202021.pdf

Reports of Recommendations:

Almost all participants agreed that the Forum had to be delivered on-line, due to the Covid 19 situation. Never the less the best way to organize this important event it would be an in-person event, as face-to-face is the best way to share and debate ideas and strategies in education. As it was not possible to organize in any other way, this was a very successful solution, with great effort from the organizers and which produced valuable results.

WP 4.3. VATL Social Networking Services

Aims of WP 4.3.: Through social networking services, VATL seeks to encourage collaboration and dialogue amongst its community members. VATL platform should provide an environment that facilitates discussion and access to a collection of materials of interest. Facebook and Twitter should enable the community to engage in conversations about teaching and learning with the support of technology; The YouTube channel featuring VATL videos for promotional & instructional use.

Outcomes:

PRINTEL's Facebook has been streamlined in order to boost and engage the user involvement, as any social media should act. This Facebook engagement matters as it can help extend organic reach of the PRINTEL's project.

PRINTEL's YouTube channels has a set of videos, from activities and different actions directly associated to the activities developed within the Project. There is no defined frequency or periodicity of post's in YouTube channel, as it is generally recommended, but for PRINTEL's project it makes more sense to post as the activities take place.

The enrichment of the platform with videos and other materials, creating a collection that generates interaction and communication are essential for the maintenance of the VATL platform. As video posts have a direct link with a specific activity we are sure that these videos are reviewed by those involved in the actions and properly broadcasted by possible interested parties, as HEI, decision makers, teachers, technicians and students. YouTube videos have a very wide range of target groups, which makes this medium a good way to spread the many outcomes of the project actions and results.

Deliverables:

- The VATL blog, with comments written by BATL administrators and contributors.
- Facebook and Twitter, enabling the community to engage in conversations concerning teaching with technology. Facebook – comments, “likes” and “shares” expose posts to the audience's extended network. PRINTEL's facebook has more and more interaction shown by the user's engagement. Audience engagement is a very successful way to spread and involve the project's results
- Discussion Forums, user comments and ratings for every material in the VATL collection.
- YouTube channel featuring VATL videos for promotional and instructional use. Printer's YouTube channels has a set of videos, from activities and different actions directly associated to the activities developed within the Project.

WP 4.4. Incentives and Awards for Innovative T&L

Aims of WP 4.4: Recognize and stimulate staff engagement in innovative teaching practices. The HEIs involved seek to include the criteria developed by the project team into their institutional policies of

teaching staff job promotion to encourage staff engagement in innovative and technology-enhanced T&L practices.

Outcomes:

Participating PC HEIs will establish institutional award schemes for the excellence in teaching to recognize and stimulate staff engagement in innovative teaching practices. The awards (not necessarily material) will be awarded/granted annually.

Deliverables:

- Regulation on institutional awards schemes for excellence in teaching (one per HEIs involved).
- Criteria.
- Prize Winners.

HEIs involved: Yerevan State University (YSU), National Polytechnic University of Armenia (NPUA), Vanadzor State University (VSU), Ilia State University (ISU), Georgian Technical University (GTU), Telavi State University (TeSaU), Belarusian State University (BSU), Brest State Technical University (BrSTU) and Yanka Kupala State University of Grodno (YKSUG).

Activity 4.4.1. Incentives & Awards for Innovative T&L - Yerevan State University (YSU):

For the second year, YSU organized the annual competition “**YSU Teaching Excellence Award**”, which aimed to improve teaching methods at YSU, to promote T&L modern methods, and to share the best pedagogical practices. In 2021, the competition awarded the winners by giving a certificate and a prize in the amount of 300,000 AMD, including taxes provided by the RA legislation. Also, the winners have the chance to videotape one education module.

The winners are:

- In the physics and mathematics’ field: The Head of the Chair of Algebra and Geometry Varuzhan Atabekyan and the Head of Chair of Telecommunication and Signal Processing HovHannes Haroyan.
- In the natural sciences’ field: The Head of the Chair of Inorganic and Analytical Chemistry Armen Martiryan.
- In the philological field: Associate Professor of the Chair of Russian Linguistics, Typology and Communication Theory Diana Gazarova, the Dean of the Faculty of Oriental Studies Ruben Melkonyan, and the Chair of Foreign Literature Professor Tigran Simonyan.
- In the social sciences’ field: Associate Professor of the Chair of History, Theory and Logic of Philosophy Hovhannes Hovhannisyan, Associate Professor of the Chair of Pedagogy Anna

Aleksanyan, and Associate Professor of the Chair of History, Theory and Logic of Philosophy Silva Petrosyan.

Activity 4.4.2. Incentives & Awards for Innovative T&L - National Polytechnic University of Armenia (NPUA):

The establishment of the award is mentioned in National Polytechnic University of Armenia (NPUA) strategy. The main aim of this award is to contribute to the improvement of education quality, to reach the international standards through the development of appropriate conditions that facilitates productive and successful teaching and learning practices. In other words, the top-priority goals are summed-up in the following ideas: encouragement of innovative initiatives from teachers; creation and implementation of intra-university mechanisms to encourage and spread the advanced pedagogical experience, raising the role of NPUA Continuing Education and Faculty Development Centre in the contemporary methods and forms of instruction. This NPUA annual competition is entitled “**Excellence in Innovative Teaching Technologies**”.

The competition winners are awarded monetary awards based on the initial amounts declared in Regulation published by NPUA, along with correspondingly designed certificates. As monetary rewards for prize-winners the following amounts are set up:

- First Place: 100,000 AMD (per each discipline group).
- Second Place: 75,000 AMD (per each discipline group).
- Third Place: 50,000 AMD (per each discipline group).

Besides, within three months after the award giving, video-recording of full cycle courses offered by awardees must be ordered and implemented on the University’s on-line educational platform.

Activity 4.4.3. Incentives & Awards for Innovative T&L - Vanadzor State University (VSU): there is no information available yet. *(we will wait for more information until September 15^t according to Armen information on August 20th)*

Activity 4.4.4. Incentives & Awards for Innovative T&L - Ilia State University (ISU): there is no information available yet. *(we will wait for more information until September 15^t according to Armen information on August 20th)*

Activity 4.4.5. Incentives & Awards for Innovative T&L - Georgian Technical University (GTU):

GTU has a competition that aims to encourage the use of innovative teaching and learning methods by the institution staff. The competition is entitled “**Incentive Awards for Academic Staff, Invited Professors and Teachers at Georgian Technical University**” and also seeks to increase the academic staff motivation.

The decision about awarding the staff is made considering the results of the previous academic year and each faculty can select the staff in two nominations:

- The best professor/invited professor/teacher of the year at the faculty.
- Innovator professor/invited professor/teacher of the year at the faculty.

The winning staff is awarded with symbolic prizes and a certificate, and the budget of the relevant faculty may provide a cash award for the winning staff.

Activity 4.4.6. Incentives & Awards for Innovative T&L - Telavi State University (TeSaU):

The initiative “**Incentive Awards for Academic Staff, Invited Professors and Teachers at IAKOB Gogebashvili Telavi State University**” is associated with the use of innovative teaching and learning methods by the academic staff and aims to promote innovative T&L practices with the university and to increase the academic staff motivation. One of the missions of Telavi State University is to have highly qualified academic and administrative staff that are responsible to prepare future professionals for the region/country with the help of innovative teaching and learning methods and tools, so this initiative is part of the institutional strategic development plan.

The decision about awarding the staff is made considering the results of the previous academic year and each faculty can select the staff in two nominations:

- The best professor/invited professor/teacher of the year at the faculty.
- Innovator professor/invited professor/teacher of the year at the faculty.

The winning staff is awarded with symbolic prizes and a certificate. Also, it will be considered during competition for academic positions at the university and winning academic staff is also encouraged by publishing articles in internationally scientific journals.

Activity 4.4.7. Incentives & Awards for Innovative T&L - Belarusian State University (BSU): *The website information is in Russian, I'm sorry I can't read. (we will wait for more information until September 15^t according to Armen information on August 20th)*

Activity 4.4.8. Incentives & Awards for Innovative T&L - Brest State Technical University (BrSTU):

The competition entitled “**The Best Innovative Course of BrSTU**” identifies the most outstanding results of teachers in creating and conducting innovative courses.

The main purposes of this competition are:

- Integration/implementation of innovative pedagogical technologies in the educational process of BrSTU;
- Improving the professional and pedagogical competencies and professional culture of the university teaching staff, the level of educational and methodological work;
- Increasing motivation for further professional development of teachers and stimulating the introduction of innovative pedagogical technologies by creating favorable conditions for professional self-realization of university teachers;
- And activation of the process of creating innovative courses and applying innovative pedagogical technologies.

The Best Innovative Course of BrSTU looks for improving the quality of the educational process, teaching and methodological work; dissemination of advanced pedagogical experience in the use of innovative teaching methods; creation of a virtual discussion platform for the dissemination, exchange of experience and popularization of innovative pedagogical technologies among the teaching staff of BrSTU; stimulating the improvement of the level of pedagogical skills of teachers and the development of the innovative potential of the individual teachers of BrSTU; and improving the social status and professionalism of teachers, strengthening their public support.

The winners were awarded with certificates and cash prizes. Deciding on the winner of the competition, the committee considered the submitted asked materials and after hearing the presentations of the contenders, determined the following winners:

- “Best innovative course in technical disciplines” - Ellina Tur, with the course “Animal raw material processing technology”.
- “Best innovative course in IT disciplines” - Svatlana Matiukh, with the course “Engineering computer graphics”.
- “Best innovative course in economic disciplines” - Elena Hutova, with the course “Merchandising”.
- “Best innovative course in social and humanitarian disciplines” - Olga Ipatove with the course “Commercial law”.

4.4.9. Incentives & Awards for Innovative T&L - Yanka Kupala State University of Grodno (YKSUG):

YKSUG works with a ranking system entitled “**Faculty reward system for implementation of innovative education technologies in teaching**”. YKSUG has implemented a staff development system, staff motivation mechanism by attestation and ranking of the performance, Manager School and Council of Young Specialists, reserve of managerial staff and a group of promising personnel reserve.

One of the main aims of the faculty ranking system at YKSUG is the enhancement of the staff provision of teaching, educational and research activities by creating a motivating and challenging environment for professional qualification growth and development of creativity of teaching staff.

YKSUG created an index to assess the performance of an employer during the previous calendar year. This ranking score is based on the staff performance in four areas, such as teaching activity, research and innovation activity, internationalization, ideological and educational activity and public work. Therefore, the ranking score is the sum of the points for each area of activity, which are assigned automatically from the data system and corrected based on the reports from employers.

The following ranking indexes are used for the classification of the faculty performance:

- A – high productivity (Index A is attributed to 20% of the total number of the university departments which have the highest-ranking scores);
- B – successful productivity (Index B is attributed to the university departments which have the ranking scores of an average level at university but were not assigned index A);
- C – standard productivity (Index C is attributed to the departments which have the ranking scores lower than an average level at university);
- D – insufficient productivity;
- E – low productivity.

These indexes influence the salary increments and bonuses of the faculty. Once the focus is on the implementation of innovative technologies in teaching, consequently, the calculation of the performance outputs contains the criteria aimed at active implementation of innovative forms of teaching and learning and dissemination of best practices at all university faculties.

CONCLUSIONS

Despite all the constraints of the pandemic, the project successfully managed to adapt and find the best solutions to achieve the initial objectives of the proposal.

All sub-work packages 4.1, 4.2 and 4.3 were well succeeded mainly to a strong collaboration between the coordination and all project members. The coordination between the partners from Armenia, Georgia and Belarus and the partners from Europe union was very strong and there were some advantages taken from the pandemic situation of not being able to travel and not been able to meet face-to face with all the partners. We all learned from each other as the pandemic situation affected all partners in a similar way. For the success of WP4 it was necessary to readjust and redistribute some tasks. The availability of everyone and the ability to innovate and adapt was essential for the successful realization of this WP.

In order to find viable and impactful solutions as well as ensure compliance with what was provided for each task from the initial proposals, the partners held regular meetings specifically dedicated to the discussion of this WP4, which allowed for a smooth adaptation and an effective implementation of the tasks. These meetings took place online. This virtual form was undoubtedly the best solution for the project to continue under the world situation we were all living.

These meetings resulted in the development of a good relationship between the partners. Frequent communication (namely between zoom meetings, email and others) allowed to minimize the consequences of the pandemic.

The consortium managed to stay united, maintain communication, this was reflected in: 1 - in compliance with what was planned 2 - in the number of internal and external participants in the events

WP 4.1 –

Five VATL Communities of Virtual Practice have been established. The number of participants in each of the 5 courses prepared and offered through the VATL platform was the planned, which reflects the interest in the theme as well as the good dissemination of each courses. Some of the courses had a more intense workload as others. This is due to the theme involved but also as it was prepared by different higher education institutions and standards can differ. The good feedback from the course participants supports the assumption that also important qualitative indicators were met.

WP 4.2 –

The forum was a real challenge. Everything was a new experience, but its success demonstrated the effectiveness of coordination between the different partners. In this event, the role of the coordinator and his involvement in every detail was essential, so that nothing was forgotten.

WP 4.3 –

Social networks were essential, especially at this stage when face-to-face meetings were not possible. Project members managed to maintain a set of activities through various digital means of communication. Thus, maintaining a digital community that is always active and interested in the subject.

The Facebook and YouTube channels, the VATL platform were always kept active, as well as the constant updating of the website and the documentation made available.

WP 4.4 – *(We will complete or adjust this information as soon as partners send or share the missing documents).*

All PC HEIs establish institutional award schemes for the excellence in teaching to recognize and stimulate staff engagement in innovative teaching practices.

Based on each higher education institution organization and principals, specific regulations and procedures were created and published on PRINTEL's website. The different awards were adopted and applied by each one of the PC HEI's, having as a main goal teaching staff job promotion, encourage staff engagement in innovative & technology-enhanced T&L practices.

We believe that the mechanism of launch these awards will be a very effective way of maintaining the project "alive" and with visible impact even after the end of the partnership.