



PARTNER GUIDE

Project Title:

From digital technology to educational tools: Improving the quality of active learning and teaching in the online and hybrid environment in applied disciplines of agricultural sciences

Project Acronym: HEAL-in-ONE

Programme: Erasmus+

Action Type: KA220-HED - Cooperation partnerships in higher education

Call: 20213

Erasmus + Project No 2021-1-RS01-KA220-HED-000032054



HEAL-in-ONE Project Summary

The efficient implementation of teaching tools used to deliver online and face to face (F2F) courses is a challenge for much higher education institutions, especially those that deal with applied sciences. Many of these concerns can be addressed through the implementation of active learning and teaching (ALT) strategies that encourage students to actively participate in the online, F2F and hybrid course contents. Based on current research can be claimed that typically ALT is not associated with any online or hybrid learning environment. However, there are several strategies for effectively incorporating and practising ALT in non-F2F settings including the use of well-conceived discussions, group work and creating a collaborative environment that encourages and fosters a community of learning. It is critical to incorporate ALT through the major components of an online or hybrid course, including discussions, assignments and any other methodologies to promote a high level of student engagement.

The quality of an online course in comparison to its traditional F2F counterpart is the most critical issue that impacts the design and development of an online course. Some of the key components in online courses are the design of instructional material for the content delivery, student assessment of the material, discussion management, time management and frustration handling.

In the HEAL-in-ONE (Higher Education Active Learning in Online education) project, it will be applied the multidisciplinary approaches to the design and development of the key components of ALTONE (Active Learning and Teaching in ONLINE), the best practices of ALT in online course design and delivery and various mechanisms of student engagement they employed in online and hybrid courses. These student engagement mechanisms are founded on classic pedagogies but will be adapted to suit the online and hybrid course environment. In doing so, the idea of applying traditional ALT methodologies to the online and hybrid setting while retaining the function of actively engaging students in their learning will be central throughout the project realization.



HEAL-in-ONE Consortium

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2. Sveuciliste Josip Juraj Strossmayer in Osijek, Osijek, Croatia, www.unios.hr
3. Ss. Cyril and Methodius University in Skopje, Skopje, The Republic of North Macedonia, www.ukim.edu.mk
4. Trakiyski Universitet, Stara Zagora, Bulgaria, www.uni-sz.bg
5. Obrazovni forum, Belgrade, Republic of Serbia, <http://www.eduforum.rs/>

HEAL-in-ONE Aims & Objectives

Quality of learning in online circumstances requires students' higher independence in learning and work, the skill of self-regulated learning, and better developed metacognitive abilities. It helps learners choose the right cognitive tool for the task and plays a critical role in successful learning to manage one's learning process. To take all this into account when designing the teaching situation, knowledge and skills for creating a quality educational experience for students are needed.

Applied disciplines in agricultural sciences have faced a challenge in how to develop the necessary practical professional knowledge, skills and values in the online environment. Their curricular content is more practical and requires the acquisition of skills parallel with theoretical knowledge. Two main problems are the problem of creating adequate activities for students concerning the goals set and the problem of the poorer quality of teacher-student interaction.

Having in mind the above, the goals of the project are:

- The general goal is to provide students with a quality education. It means using high academic standards based on modern scientific knowledge to build a dynamic combination of knowledge, skills, and values, and the 21st-century competencies in study programs of applied agriculture disciplines in undergraduate studies in an online and hybrid environment;
- Development of the principles of ALTONE (Active Learning and Teaching in ONline Education) in HE (Higher Education) to make the most of the advantages of ICT (Information and communications technology) in teaching and learning;
- Raising the competencies of academics for creating prototypes of teaching situations for effective learning of the content of different epistemological nature that is found in applied disciplines;
- Curriculum redesign and implementation of curricular alignment between goals, teaching/learning methods, student activities, assessment of students and learning outcomes in pilot courses;
- Development of a bank of the scenario for teaching in an online environment according to the types of knowledge those students should master (declarative, procedural, practical);
- Creating continuous support for the improvement of ALT in HE (formation of a centre for learning/teaching at the faculty).

The partner organizations in the project want to integrate active learning into online and hybrid teaching on professionally applied subjects of applied agricultural sciences. Exchanges of good practices and experiences in ALT in an online and hybrid environment among partner institutions at every level (teachers, ICT staff, and students) will contribute to this. All experiences from solving problems caused by the transition to full online education in the pandemic will benefit the future organization of education in "normal" circumstances.

HEAL-in-ONE Project Background

Student engagement is not only a challenge in traditional face-to-face (F2F) classrooms but also, and debatably more so, in online courses. Online course delivery faces additional barriers to engaging students not typically present in F2F courses including the fact that course design and development must occur before the actual delivery of the teaching and learning materials. While the importance of active learning methodologies to improve student engagement has been thoroughly examined, the additional challenges faced by online course delivery change how active learning practices are put into practice. Thereby, because of the unique nature and challenges of online courses, an understanding of the distinctive approaches to active learning is needed. A few aspects that should be considered concerning online courses are the integration of design elements, accessibility of materials, the value of interdisciplinary collaboration, development of community among students and faculty, encouraging valuable discussions and the use of effective assessment methods.

The integrated course design models consist of the basic components of identification of situation factors, learning goals, teaching and learning activities and feedback and assessment. The proper design of these components is crucial to engaging students in an online environment. Next to that, effective time and resources management is necessary on the part of both the students as well as faculty when online. Further, methods of encouraging student communication and interactions amongst themselves and faculty differ greatly from F2F delivery methods. Consequently, the efficient implementation of teaching tools used to deliver the online course is a challenge for many faculties, especially those that deal with applied sciences. However, many of these concerns can be addressed through the implementation of active learning strategies that encourage students to actively participate in the online course content.

Based on current research can be claimed that typically active learning is not associated with online or hybrid learning environments. However, there are several strategies for effectively incorporating and practising active learning in non-F2F settings including the use of well-conceived discussions, group work and creating a collaborative environment that encourages and fosters a community of learning. It is critical to weave active learning through the major components of an online or hybrid course, including discussions, assignments and assessments to promote a high level of student engagement.

The quality of an online course in comparison to its traditional F2F counterpart is the most critical issue that impacts the design and development of an online course. Some of the key components in online courses are the design of instructional material for the content delivery, student assessment of the material, discussion management, time management and frustration handling.

In the project, it will be applied multidisciplinary approaches to the design and development of the key components of ALTONE, the best practices of ALT in online course design and delivery and various mechanisms of student engagement employed in online and hybrid courses. These student engagement mechanisms are founded on classic pedagogies but will be adapted to suit the online and hybrid course environment. In doing so, the idea of applying traditional active learning methodologies to the online and hybrid setting while retaining the function of actively engaging students in their learning will be central throughout the project realization.

HEAL-in-ONE Intellectual Outputs

During the implementation of the project, teachers of pilot subjects are expected to adopt principles of good practice of active learning/teaching (ALT), improve the planning of subject objectives for an online environment, acquire relevant competencies for applying ALT methodology in an online environment, contribute to improving interactivity between them and students also students to each other, fostering creativity in students as well as in themselves, fostering critical thinking in students as well as in themselves, improving students' self-reflection on learning, as well as self-reflection on teaching methods in themselves, improving shared inquiry between learners and teachers to answer questions and solve problems that will facilitate modelling, foster creativity, and enhance active and collaborative learning. In addition, because learners will continue to come from a variety of generations, teachers need to facilitate their learning needs to plan and implement effective programs using ALT. Formative and summative assessments will conduct to measure student abilities and knowledge before, during, and after participation in courses. Finally, the implementation of ALT is expected, the improvement of feedback on student learning success (feedback to learners about the course content and outcomes from technology can be used in such things as interactive exercises with feedback loops in online tests), evaluation of ALT and assessment implications for future use of online and blended active learning strategies.

During the implementation of the project, the following results are planned:

1. Report on the analysis of needs for improving the quality of ALTONE based on the findings of research in the partner's country and the world;
2. Desk analysis about reduced quality (decline in the volume and quality of knowledge; learning loss);
3. Development of the concept of ALT in the online and hybrid environment;
4. Writing a handbook on transforming active learning from a classroom to an online environment;
5. Training of teachers for the application of active learning methodology in an online environment;
6. Training for raising the competencies of teachers for adequate use of ICT for more effective engagement of students and better learning and monitoring of teaching specifically in applied disciplines in higher education;
7. Selection of pilot subjects from different agricultural applied disciplines;
8. Training report for revision and evaluation of the pilot subjects book following the analysis of necessary changes;
9. Redesigning pilot course books to achieve curricular coherence between objectives, active learning/teaching methods, student activities, evaluation of student achievement and learning outcomes;
10. Evaluation of revised pilot subject books;
11. Teacher-tailored training, personalized, with each teacher working with an ICT expert and teaching/learning quality expert on improving the competencies of pilot teachers in the preparation of scenarios, how to choose digital tools concerning the objectives of the subject and solving specific pedagogical problems;
12. Creating scenarios for prototype classes in applied disciplines in the online environment;
13. Evaluation of completed scenarios for ALTONE;
14. Creating a scenario for prototype classes in applied disciplines for hybrid learning, with a clear explanation of the activities that are realized live and those that are realized in the online environment;

15. Evaluation of completed scenarios for hybrid active learning/teaching;
16. Peer reviews of teacher satisfaction classes;
17. Development of the concept and formation of centres for continuous improvement of the quality of teaching/learning in a higher education institutions.

HEAL-in-ONE Project Timeline

ID	Activity Type	Starting period	End of Period	Activity Title
1	Transnational Project Meeting	2022-03	2022-03	Kick-off meeting
2	Project Results	2022-04	2022-08	Development of ALTONE principles and concept
3	Learning Teaching Activities	2022-09	2022-09	Analysis of ALT and introducing ALTONE methodology
4	Transnational Project Meeting	2022-10	2022-10	II TPM
5	Project Results	2022-11	2023-02	Raising the competencies of academics for creating prototypes of teaching situations
6	Learning Teaching Activities	2023-03	2023-03	Raising the competencies of academics for creating prototypes of teaching situations
7	Transnational Project Meeting	2023-04	2023-04	III TPM
8	Project Results	2023-05	2023-08	Curriculum redesign and implementation of curricular alignment
9	Learning Teaching Activities	2023-09	2023-09	Curriculum redesign and implementation of curricular alignment
10	Transnational Project Meeting	2023-10	2023-10	IV TPM
11	Project Results	2023-11	2024-03	Development of a bank of scenario for teaching and creating continuous support for improvement of ALT in HEIs
12	Learning Teaching Activities	2024-03	2024-03	Development of a bank of scenario for teaching and creating continuous support for improvement of the ALT in HEIs
13	Transnational Project Meeting	2024-04	2024-04	V TPM
14	Multiplier Event	2024-05	2024-05	Multiplier Events in Belgrade
15	Multiplier Event	2024-06	2024-06	Multiplier Events in Osijek
16	Multiplier Event	2024-09	2024-09	Multiplier Events in Stara Zagora
17	Multiplier Event	2024-10	2024-10	Multiplier Events in Skopje
18	Multiplier Event	2024-12	2024-12	Multiplier Events in Belgrade
19	Transnational Project Meeting	2025-01	2025-01	VI TPM



Reporting period:	From-To	Deadline for submission of the partnership reports by the beneficiary to the coordinator
1 st reporting period	28/2/2022 – 31/8/2022	September 15, 2022
2 nd reporting period	1/9/2022 - 28/2/2023	March 15, 2023
3 rd reporting period	1/3/2023 – 27/8/2023	September 7, 2023
4 th reporting period	28/8/2023 – 31/5/2024	June 15, 2024
5 th reporting period	1/6/2024 – 27/2/2025	March 15, 2025

Type of the report	Deadline for submission of the reports by the coordinator to the NA	Deadline for submission of the reports by the beneficiary to the coordinator
The progress report on the implementation of the project	(at the latest) half-way through the eligibility period, on 27/09/2023	at the latest 20 days before 27/09/2023
Final report	at the latest 60 days from the end of the eligibility period	at the latest 30 days from the end of the eligibility period

HEAL-in-ONE Project Management and implementation

Obligations and Responsibilities

General obligations and role of the beneficiary

The beneficiary:

- a. is entirely responsible for carrying out the activities attributed to it, and shall conduct the work following the work programme and schedule outlined in the Grant Agreement and approved application, working to the best of its abilities to achieve the defined results and taking full responsibility for its work following accepted professional principles;
- b. undertakes to comply with all the provisions of the Grant Agreement and its annexes, with all the provisions of this Agreement, as well as with applicable law (as defined herein);
- c. is entirely and solely liable for complying with any legal obligations incumbent on it;
- d. shall provide staff, facilities, equipment and material to the extent needed for executing the activities as specified in the work programme.

Specific obligations and role of the coordinator

The coordinator undertakes to:

- a. be responsible for the coordination and management of the project following the Grant Agreement;
- b. be the intermediary for all communication between the beneficiary and the NA, inform the beneficiary of other beneficiaries participating in the project and their particular activities and tasks, and inform the beneficiary of any relevant communication exchanged with the NA;
- c. inform the beneficiary of any changes connected to the project or the Grant Agreement, or of any event likely to substantially affect the implementation of the project;
- d. as the sole recipient of payments on behalf of the beneficiary, transfer funds to the beneficiary without unjustified delay and following the dispositions for payments laid down in Article 6 of this Agreement;
- e. manage and verify the appropriate spending of the funds following the dispositions of the Grant Agreement and this Agreement;
- f. comply with all reporting requirements vis-à-vis the NA, as per the dispositions of Article I.4 of the Grant Agreement;
- g. establish payment requests on behalf of the beneficiary, as per the dispositions of Article I.4 of the Grant Agreement;
- h. provide the beneficiary with official documents related to the project, such as the signed Grant Agreement and its annexes, a list of supporting documentation for the justification of costs requested by NA, the various reports templates and any other relevant documentation concerning the project;
- i. transmit to the beneficiary copies of all reports submitted to the NA, as well as copies of any feedback letters received from the NA following report assessment and field monitoring visits;
- j. be responsible for the sound financial management and cost efficiency of the Erasmus+ grant contribution, as well as its contribution to the project.

Specific obligations and role of the beneficiary

The beneficiary undertakes to:

- a. communicate properly with the coordinator and, when necessary, with the other beneficiaries;
- b. support the coordinator in fulfilling its tasks according to the Grant Agreement;
- c. prepare, complete and submit in due time to the coordinator all relevant data needed to draw up the reports, financial statements and any other documents provided for in the Grant Agreement, all documents provided for in this Agreement, as well as all necessary documents in the events of audits, checks or evaluations or that may be requested by NA;
- d. provide the coordinator with any other information or documents it may require and which are necessary for the management of the project;
- e. notify the coordinator on time of any event likely to substantially affect or delay the implementation of the project, as well as of any important deviation of the project (e.g. replacement of the project contact person, changes in beneficiary's budget, deviations from work plan etc.);
- f. inform the coordinator on time of any change in its legal, financial, technical, organisational or ownership situation and any change in its name, address or legal representative;
- g. be responsible for the sound financial management of the allocated Erasmus+ grant contribution and related own contribution for the project;
- h. provide the validation of the information of submitted documentation which is contained therein;
- i. participate in the work of the Project Management Team, Project Implementation Team and Project Quality Management Team, with the tasks as defined in this Agreement;
- j. perform all activities foreseen by the Description of the Project (Annex II of the Grant Agreement), as well as all tasks as set at the kick-off meeting of the Project Management Team and other meetings of the Project Management Team and meetings of the Project Implementation Team and Project Quality Management Team; and
- k. more specifically, the beneficiary shall be charged for carrying out the project activities detailed in the Partnership Agreement.

Proper budget control and time management

- The proper budget will be ensured and controlled by a dedicated administrative team of the University of Belgrade with experience in the management of public education funds.
- At every transnational project meeting, the project coordinator and partners are obliged to deliver and present a budget realization report according to the rules and signed project agreement.
- The payments will be realized according to well documented and finalized activities.
- The adoption and approval of the plans and the reports will be carried out by voting, only one vote from each partner organization included in the project will be accounted for.
- The University of Belgrade (UB) will be in touch with each partner responsible for the preparation of the transnational partner meetings and workshops to be certain that they are taking the right arrangements to accomplish those as scheduled.



- The monitoring and evaluation of the quality of the project's activities and results will be done by the International Relations Office of the University of Belgrade and RS01 - Foundation Tempus – Erasmus.
- An evaluation of the fruitfulness of workshops to build a consensus of practices and training curriculum will be asked from each participant right after each meeting.
- A participatory model where all the partners have the chance to evaluate and contribute in all phases of the project will be used.
- At the same time, efforts will be made to involve professionals with experience in qualitative research methods to monitor and evaluate the methodology used in the workshops.
- Monitoring of the progress of the activities will be arranged through reports shared between the work teams in each transnational meeting, at the end of each year and at the end of the project.
- The UB will supervise and coordinate the progress of the intellectual outputs of the project training curriculum and the guide with good practices.
- The Education Forum will involve a very competent team with consolidated experience in European projects, including the conduction of internal evaluation processes.
- The case profiles elaboration and discussion will count on teachers with experience related to active learning and teaching methodology and online education as well as students.
- The major risks involved in the cooperation between the partner organizations are influenced by several factors: economic criticalities in a difficult economic historical moment, bureaucratic and administrative procedures as well as daily activities that can be obstacles to the respect of the project timing, fragmentation of the network due to normative and legislative differences between partner organization's countries, absence of key members of the team for the project realization, risks related to the implementation of activities, etc.
- Favourable factors are the previous experience and the reciprocal acquaintance of different partners, the connection that exists thanks to the RS01 - Foundation Tempus – Erasmus Program activity and participation in European projects, which all facilitate the capacity to discuss and find answers to the most complex problems that partner organizations find in their daily work. In the project will be used a few commonly known and used project key performance indicators that are essential to effective project budget management: the actual cost of work performed, cost variance that indicates whether the estimated project cost is above or below the set baseline, earned value that shows the approved budget for performed project activities up to a particular time, the planned value that estimated cost for project activities planned/scheduled as of the reporting date and returns on investment that shows a project's profitability and whether the benefits have exceeded the costs.
- Regarding project time management six steps are involved: Activity Definition, Activity Sequencing, Estimating Resources, Activity Duration Estimating, Project Schedule Development and Schedule Control.

The tasks and responsibilities of each partner organisation

The coordinator organization will play a primary role in the running of the project and will be responsible for its successful realization. The task of the coordinator organization is to ensure that the project proceeds within the specified time frame and under the established budget while achieving its objectives. Also, the responsibilities of the coordinator organization are to make sure that projects are given sufficient resources while managing relationships with partners and participants.

The coordinator's organization tasks and responsibilities are to:

- develop the project plan;
- recruit project staff;
- lead and manage the project team;
- determine the methodology used on the project;
- establish a project schedule and determine each phase;
- manage deliverables according to the plan;
- participation in the development of ALTONE and preparation of the project material; provide regular updates of tasks, activities and results.

The partner organizations will actively work on more phases of the project and their duties will include:

- contributing to overall project objectives, completing individual deliverables, providing expertise, working with teachers to establish and meet their needs, and documenting the project implementation process.

The tasks and responsibilities of the Education Forum are:

- participation in the development and preparation of the project proposal;
- defining a methodology for analyzing the quality of teaching/learning during a pandemic and creating templates for reports;
- development of the ALTONE concept in collaboration with academics;
- preparation of training program and materials;
- writing a manual on the transformation of ALT to ALTONE;
- training of academics for the application of ALTONE and adequate use of ICT (Information and Communications Technology) in applied disciplines in HE;
- participation in the evaluation of the pilot subjects book;
- participation in bank scenario analysis for online and hybrid ALT.

The tasks and responsibilities of all partner HE institutions are:

- analysis of the quality of teaching/learning during the pandemic and writing a report;
- selection of pilot courses and subjects from applied disciplines (scientific-professional and professional-applied), and different fields (technical-technological and social-humanistic sciences); participation in pieces of training;
- analysis of the epistemological nature of subjects' knowledge from the angle of effective teaching/learning in an online context;
- revision of the book of pilot subjects based on previously performed analysis to achieve the curriculum alignment between objectives, teaching/learning methods, student activities, assessment methods and learning outcomes;
- creating scenarios for prototype classes in applied disciplines in the online and hybrid environment.

The tasks and responsibilities of all partner organizations to perform:

- participating in the transnational project meeting and the project workshops;
- participation in the development of the concept and formation of centres for quality teaching/learning in the partner institution;
- organizing an international conference and active involvement in its work; and
- monitoring project activities, writing reports and disseminating products.

Monitoring the progress, quality and achievement of project activities

Qualitative and quantitative indicators to measure the quality of the project's results

Monitoring indicators will be essentially performance indicators as they will reflect the performance of the project and also of the people directly responsible for the same. The achievements of the monitoring process will be:

- active participation of all parties involved,
- up-to-date information on the project phases,
- accurate and on-time task implementation,
- on time and quick reaction to eventual obstacles,
- identification of the need for additional activities,
- assistance from and to the other project partner institutions in task completion if problems occur,
- accurate insight of project documentation, etc.

The Quantitative indicators of the project results:

- No of the pilot subjects were selected and changed;
- No of the people involved in the project
- No written scenarios for ALTONA lessons;
- No of realized ALTONA lessons;
- No reports on the analysis of the realization of teaching and learning in different HEI contexts during the COVID-19 pandemic;
- No participants in the dissemination conference;
- In the frame of the project, there will be planned creation of the web page, so the indicator can be: number of the visitor to the web page, number of downloads of prepared guidelines;
- No project presentation in media during the project;
- No presentation meeting inside every partner organization to present and motivate university staff of the organizations for the project mission.

The Qualitative indicators in the project are:

- Increase of awareness and involvement of academics in teaching processes that can be recorded in evaluation lists after each workshop;
- Increase of initiative of university teachers in applying ALTONA in lesson planning that can be recorded in the evaluation of their lesson scenarios during the project;
- Increase of teachers' competence for evaluation of the quality of teaching/learning in ALTONA framework that can be recorded in the analysis of their lesson plans;
- Development of cooperation between HEI teachers from different universities that can be recorded in TPM and Multiplier events reports and (at least) several joint planning lessons;
- Development of quality teaching/learning culture in the HEI partners institutions that can be recorded in reports of academics in different HEI contexts;
- Development of commitment to project sustainability can be recorded in the report from the last Workshop.

Information about the involved staff, as well as the timing and frequency of the monitoring activities

- The management team consists of one person from all partner organizations (5 persons in total).
- Implementation teams in the project for the design and preparation of training materials and implementation of all activities in the project (training, monitoring the activities of trained teachers, etc.) are four experts from the EF and one expert from each partner HEIs (8 people).
- The Focus group in the project that will be trained are a total of 16 teachers.
- The project directly involves 4 experts from the EF, three of whom are experts in the methodology of active learning and teaching and one in the application of the methodology of ALT in OHE.
- One person from each partner higher education institution is involved in providing, checking and improving the quality of teaching and learning.
- Participants in the project that will be trained are included a total of 16 teachers; 7 teachers from the University of Belgrade - Faculty of Agriculture and 9 from each partner higher education institution.
- In addition, one expert from each partner higher education organization involved in the maintenance and application of ICT is included.
- The cross-section of the state of realization of annual activities following the planned realization will be monitored every 6 months and the realization of annual activities at the end of each year.

Plans for handling risks during the project (e.g. delays, budget, conflicts, etc.)

Risk identification and risk analysis began in the project preparation, as an assessment of the probability of its occurrence, and the degree of impact on the schedule, scope, costs and quality of project activities. Among the different kinds of risk for the project are the relevant following:

- People risks are associated with the availability, skill level, and retention of the people on the project team. In the selection of partner institutions, it was taken into account that these are institutions that have already worked on European projects and that have had some contacts and experience with these institutions;
- Size risks are associated with the magnitude of the product and the project team. The development of ALTONE is a "large" and complex intellectual product that assumed a good theoretical and practical knowledge of both subjects' content and the psychology of learning. The selection of project partners enables an efficient combination of their complementary expertise;
- Process risks are related to whether team members follow a defined, appropriate process. Project tasks are precisely defined with an explanation of their outcomes and links to the project objectives, and this is discussed among the partners, as well as expectations from the project process and results;
- Organizational and managerial risks are derived from the environment where the project is being developed. In this category, the greatest risk is the uncertain course of the COVID-19 pandemic. Continuation of anti-infective measures may affect project activities, especially the implementation of workshops. In case workshops and a conference cannot be held live for health reasons, then this would have to be realized in a virtual form. This would reduce its impact, but would enable the implementation of activities in general;

- Estimation risks are derived from inaccuracies in estimating the resources and the time required to build the project outcomes properly. If the project receives support, and adequate funding, through the dedicated work of the participants following the project schedule, the project goals can be achieved in three years. We see risk as an important part of progress, and failure is an integral part of learning. If we have already thought in advance about the possible causes of the risk, we are in a position to mitigate unplanned events. But the main thing is what was learned from the risk. As in the old saying, "What doesn't kill me makes me stronger."

Implementation

The project activities that lead to the achievement of the project objectives and delivery of the planned results

Project activities were derived from literature review, needs assessment analysis (performed in the preparatory phase of the project) and project aims. Each of the activities corresponds to a specific aim and results in relevant outcomes. Here is an overview of the activities by aims, with defined results of the activity.

Aim 1. Development of the principles of ALTONE in HE to make the most of the advantages of ICT in teaching and learning:

- defining a methodology for analyzing the quality of teaching/learning during a pandemic and creating templates for reports;
- analysis of the quality of teaching/learning during the pandemic and writing a report;
- development of ALTONE concept and principles;
- writing a manual on the transformation of ALT to ALTONE and
- creation of training programs and materials.

Results: analysis of quality of teaching/learning during the pandemic in selected HE, written reports with the findings; developed ALTONE manual and training programs and materials based on ALTONE

Aim 2. Raising the competencies of academics for creating prototypes of teaching situations for effective learning of the content of different epistemological nature that is found in applied disciplines:

- selection of pilot subjects from applied disciplines (scientific-professional and professional-applied), and different fields (technical-technological and social-humanistic sciences);
- analysis of the epistemological nature of subjects' knowledge from the angle of effective teaching/learning in an online context;
- training of academics for the application of ALTONE and adequate use of ICT in applied disciplines in HE

Results: developed academic competencies for implementation of ALT in an online environment and the most beneficial use of ICT in teaching/learning

Aim 3. Curriculum redesign and implementation of curricular alignment between goals, teaching/learning methods, student activities, assessment of students and learning outcomes in pilot courses:

- analysis of the epistemological nature of subjects' knowledge from the angle of effective teaching/learning in an online context;
- evaluation of the pilot subjects book;
- revision of the book of pilot subjects based on previously performed analysis to achieve the curriculum alignment between objectives, teaching/learning methods, student activities, assessment methods and learning outcomes;
- training of academics for the application of ALTONE and adequate use of ICT in applied disciplines in HE.

Results: developed curriculum development methodology, competencies of academics for curriculum design and implementation of ALT in an online environment

Aim 4. Development of a bank of a scenario for teaching in an online environment according to the types of knowledge those students should master (declarative, procedural, practical):

- training of academics for the application of ALTONE and adequate use of ICT in applied disciplines in HE;
- creating scenarios for prototype classes in applied disciplines in the online and hybrid environment;
- writing a bank of scenarios and
- bank of scenarios analysis for online and hybrid ALT.

Results: developed competencies of academics for implementation of ALT in an online environment, and creation of teaching/learning scenarios; bank of scenarios for prototype classes in an online and hybrid environment in applied disciplines

Aim 5. Creating continuous support for the improvement of ALT in HE

- development of the concept and formation of centres for quality teaching/learning at the partner institution;
- strengthening links between participants, their networking through joint project work and future cooperation of ALT centres

Results: networked project partner institutions, developed 'community of learners' working to improve HE teaching/learning; established centres for quality teaching/learning in partner HE institutions to recall, all outcomes would contribute and be used in future education in either "normal" or extraordinary circumstances.

HEAL-in-ONE Project Budget

According to

1. ANNEX II - KA2 - Agreement Number: 2021-1-RS01-KA220-HED-000032054 and
2. Partner agreements

ANNEXES

Annex I: Calculations related to the project management and implementation of the grant amount:

- a. the grant amount is calculated by multiplying the total number of months of the project duration by the unit contribution applicable to the beneficiary, as specified in Annex IV of the Agreement. The beneficiaries must agree on the distribution of the amount between them depending on their respective workload and contribution to the project activities and results.
- b. Triggering event: the event that conditions the entitlement to the grant is that the beneficiary implements the project activities and produces the project outputs to be covered from this budget category as applied for in the grant application and as approved by the National Agency.
- c. Supporting documents: proof of activities undertaken and outputs produced will be provided in the form of a description of these activities and outputs in the final report. In addition, outputs produced must be uploaded by the coordinator in the Erasmus+ Project Results Platform and/or, depending on their nature, available for checks and audits at the premises of the beneficiaries.
- d. Reporting: on behalf of the Project as a whole, the coordinator must report on the final distribution of funds and undertaken activities and results.

Annex II: Calculations related to the Transnational Project Meetings

- a. Calculation of the grant amount: the grant amount is calculated by multiplying the total number of participations by the unit contribution applicable, as specified in Annex IV of the Agreement. By default, the place of origin is understood as the place where the sending organisation is located and the place of the venue as the place where the receiving organisation is located. If a different place of origin or venue is reported, the beneficiary must provide the reason for this difference.
- b. Triggering event: the event that conditions the entitlement to the grant is that the participant has participated in the transnational project meeting.
- c. Supporting documents:
 - Travel: Proof of attendance of the activity in the form of an attendance list or individual attendance certificates signed by the receiving organisation specifying the name of the participant, the purpose of the activity, as well as its starting and end date;
 - In case of travel from a place different than that where the sending organisation is located and/or travel to a place different than that where the receiving organisation is located which leads to a change of distance band, the actual travel itinerary must be supported with travel tickets or other invoices specifying the place of departure and the place of arrival;
 - Proof of attendance of the transnational project meeting in the form of a participants list or individual attendance certificates signed by the participants and the receiving organisation specifying the name, date and place of the transnational project meeting, and for each participant: name and signature of the person, name and address of the sending organisation of the person;
 - Detailed agenda and any documents used or distributed at the transnational project meeting.
- d. Reporting:
 - On behalf of the Project as a whole, the coordinator must report on the venue of the meeting, the date and the number of participants.
 - In all cases, the beneficiaries must be able to demonstrate a formal link with the persons participating in transnational project meetings, whether they are involved in the Project as staff (whether on a professional or voluntary basis) or as learners of the beneficiary organisations.

Annex III: Calculations related to the Project results

- a. Calculation of the grant amount: the grant amount is calculated by multiplying the number of days of work performed by the staff of the beneficiaries by the unit contribution applicable per day for the category of staff for the country in which the beneficiary concerned is established, as specified in Annex IV of the Agreement. The category applicable does not relate to the professional profile of the person, but the function performed by the person to the development of the project result. Staff costs for managers and administrative staff are expected to be covered already under the "Project management and implementation" budget item. These costs can be used under the "Project results" budget item only if applied for and approved by the NA, as specified in Annex II.
- b. Triggering event: the event that conditions the entitlement to the grant is that the project result has been produced and that it is of an acceptable quality level, as determined by the evaluation of the NA.
- c. Supporting documents:
 - proof of the project result produced, which must be uploaded in the Erasmus+ Project Results Platform and/or, depending on its nature, available for checks and audits at the premises of the beneficiaries;

- proof of the staff time invested in the production of the project results in the form of a timesheet per person, identifying the name of the person, the category of staff in terms of the 4 categories specified in Annex IV, the dates and the total number of days of work of the person for the production of the project result.
 - proof of the nature of the relationship between the person and the beneficiary concerned (such as type of employment contract, voluntary work, SME ownership, etc.), as registered in the official records of the beneficiary. In all cases, the beneficiaries must be able to demonstrate the formal link with the person concerned, whether he/she is involved in the Project on a professional or voluntary basis. Persons working for a beneficiary based on a service contract (e.g. translators, web designers etc.) are not considered as staff of the organisation concerned. Their working time can therefore not be claimed under the "Project results" budget item but may be eligible as exceptional costs under the conditions specified in the related section below.
- d. Reporting: on behalf of the Project as a whole, the coordinator must report on the activities undertaken and results produced. The coordinator must include information on the start and end date and on the number of days of work per 5 categories of staff for each of the beneficiaries cooperating directly on the development of the project result.

Annex IV: Calculations related to the Multiplier events

- a. Calculation of the grant amount: the grant amount is calculated by multiplying the number of participants from organisations other than the beneficiary, the associated partners hosting a multiplier event and other project partner organisations as specified in the Agreement by the unit contribution applicable per participant, as specified in Annex IV of the Agreement.
- b. Triggering event: the event that conditions the entitlement to the grant is that the multiplier event has taken place, physically or virtually, and that it is of an acceptable quality level, as determined by the evaluation of the NA.
- c. Supporting documents:
 - Proof of the actual number of participants in the activity through a declaration signed by the organiser and specifying the name of the participant and the name and address of the sending organisation (if applicable).
 - Detailed agenda and any documents used or distributed at the multiplier event.
- d. Reporting:
 - On behalf of the Project as a whole, the coordinator must report on the description of the multiplier event, the project results covered, the leading and participating organisations, the venue of the meeting and the numbers of local and international participants.
 - In the case that the beneficiaries do not develop the project results applied for and approved by the NA, the related multiplier events will not be considered eligible for grant support either. If the NA awarded support for the development of several project results but only some of them are ultimately realised, the NA must determine to which extent each of the related Multiplier events is eligible for grant support.

Annex V: Calculations related to Learning, teaching and training activities

- a. Calculation of the grant amount: the grant amount takes the form of a unit contribution towards the inclusion support for organisations, travel, individual support and linguistic support. It is calculated as follows:
 - Inclusion support for organisations: the grant amount is calculated by multiplying the total number of participants with fewer opportunities in 6 learning, teaching

and training activities by the unit contribution applicable, as specified in Annex IV of the Agreement.

- Travel: the grant amount is calculated by multiplying the number of participants by the unit contribution applicable to the distance band and type of travel as specified in Annex IV of the Agreement; for the establishment of the distance band applicable. In the case of green travel modes (train, bus, shared car, boat), the green travel unit contributions apply, otherwise, the standard travel unit contributions apply. The beneficiaries must use the online distance calculator available on the Commission's website at: http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm.
 - Individual support: the grant amount is calculated by multiplying the number of days per participant, including accompanying persons, by the full unit contribution or its respective proportion, applicable per day for the type of participant, as specified in Annex IV of the Agreement. If necessary, the beneficiary may add one day of standard travel or up to three days in the case of green travel directly before the first day of the activity, and one day of standard travel or up to three days in the case of green travel directly following the last day of the activity. These extra days for travel will be considered for the calculation of the individual support.
 - Linguistic support: the grant amount is calculated by multiplying the total number of participants receiving linguistic support by the unit contribution applicable, as specified in Annex IV of the Agreement.
 - Support to participants in Learning, teaching and training activities taking place in their own country is eligible under this budget category provided that the activities involve participants from beneficiary organisations from at least two different Programme Countries and that the distance between the place of departure and place of arrival as specified above is at least 10 km following the online distance band calculator.
- b. Triggering event:
- Inclusion support for organisations: the event that conditions the entitlement to the grant is that the participant has actually undertaken the activity.
 - Travel costs: the event that conditions the entitlement to the grant is that the participant has actually undertaken the activity.
 - Individual support: the event that conditions the entitlement to the grant is that the participant has actually undertaken the activity.
 - Linguistic support: the triggering event for the entitlement to the grant is that the participant has undertaken an activity exceeding 2 months and that the 7 person has actually undertaken language preparation in the language of instruction or of work.
- c. Supporting documents:
- Inclusion support for organisations: proof of attendance of the activity in the form of a declaration signed by the receiving organisation, specifying the name of the participant, the purpose of the activity, as well as its starting and end date. In addition, documentation specified by the relevant National Agency as relevant proof that the participant belongs to one of the categories of fewer opportunities listed in the Programme Guide.



- Travel: Proof of attendance of the activity in the form of a declaration specifying the name of the participant, the purpose of the activity, as well as its starting and end date, signed by the participant and by the receiving organisation. In addition, in case of the use of sustainable means of transport (green travel), a declaration of honour signed by the person receiving the travel grant and the sending organisation will serve as supporting documentation.
 - Individual support: Proof of attendance of the activity in the form of an attendance list or individual attendance certificates signed by the receiving organisation specifying the name of the participant, the purpose of the activity, as well as its start and end date.
 - Linguistic support - Proof of attendance of courses in the form of a declaration signed by the course provider, specifying the name of the participant, the language taught, the format and duration of the linguistic support provided, or - Invoice for the purchase of learning materials, specifying the language concerned, the name and address of the body issuing the invoice, the amount and currency, and the date of the invoice, or - In case the linguistic support is provided directly by the beneficiary: a declaration signed and dated by the participant, specifying the name of the participant, the language taught, the format and duration of the linguistic support received.
- d. Reporting: On behalf of the Project as a whole, the coordinator must report on the description, venue, date and number of participants of all learning, teaching and training activities. Inclusion support for organisations: the coordinator must report on the justification and number of participants eligible under inclusion support.