



EMTECH



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EmTech4 Higher Excellence Guide for HEI educators

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Introduction

The Erasmus+ EmTech4HE project aims to stimulate innovation and excellence in higher education teaching by supporting Higher Education Institution (HEI) educators in the meaningful integration of emerging technologies, including Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR).

The project responds to the growing need for modern, flexible, and inclusive pedagogical approaches that enhance student learning experiences, foster transferable skills, and strengthen the capacity of higher education institutions to adapt to digital transformation.

Within this context, Work Package 4 (WP4) focuses on the implementation of EmTech4 Higher Excellence Flexible Learning Pathways, providing HEI educators with opportunities for capacity building, applied practice, mentorship, and peer exchange. WP4 aims to translate the project's curriculum, tools, and digital resources into real teaching practice, while promoting a culture of quality, recognition, and excellence in higher education instruction.

1. Purpose and Scope of the EmTech4 Higher Excellence Guide for HEI educators

The EmTech4 Higher Excellence Guide for HEI Educators has been developed to support the effective and coherent implementation of WP4 across all partner countries.

The purpose of the Guide is to provide a practical and structured reference framework for HEI educators, project partners, and mentors, outlining how the EmTech4 Higher Excellence Flexible Learning Pathways are designed, implemented, documented, and quality-assured.

The Guide serves as an implementation manual, offering clear guidance on roles, phases, activities, tools, and monitoring mechanisms. It ensures consistency and quality across national implementations, while allowing flexibility for adaptation to different institutional and educational contexts.

By supporting educators in applying emerging technologies in real teaching environments and documenting their learning and teaching innovations, the Guide contributes to the recognition, transferability, and sustainability of teaching excellence beyond the duration of the project.

2. Specific Objectives of the EmTech4 Higher Excellence Guide for HEI educators

The specific objectives of the EmTech4 Higher Excellence Guide for HEI Educators are to:

1. Provide clear and practical guidance for the implementation of the EmTech4 Higher Excellence Flexible Learning Pathways within WP4 across all partner countries.
2. Support HEI educators in applying the EmTech4HE Curriculum and digital tools developed in WP2 and WP3 to real teaching contexts involving students.
3. Ensure a shared understanding of roles, phases, minimum requirements, and quality assurance mechanisms for WP4 activities, including national flexible learning

journeys, mentorship and apprenticeship initiatives, and transnational dialogue activities.

4. Promote evidence-informed and reflective teaching practices by guiding educators in documenting learning processes, application experiences, and outcomes through portfolios, evaluation tools, and platform-based data.
5. Facilitate the recognition and rewarding of teaching excellence through the use of digital badges, micro-credentials, and structured monitoring mechanisms.
6. Enhance the transferability and sustainability of project outcomes by providing adaptable implementation frameworks that can be reused beyond the project duration.

3. Target Groups of the EmTech4 Higher Excellence Guide for HEI educators

This Guide is primarily addressed to the following target groups:

- Higher Education Institution (HEI) educators participating in the EmTech4HE Flexible Learning Pathways.
- Project partner organizations responsible for the coordination and national implementation of WP4 activities.
- Mentors and experts from academia and industry involved in mentorship and apprenticeship initiatives related to emerging technologies.

Each target group uses the Guide according to its role within WP4, ensuring a shared understanding of objectives, processes, and quality requirements.

4. Use of the EmTech4 Higher Excellence Guide for HEI educators

The EmTech4HigherExcellence Guide is designed to be used supporting activities from preparation and capacity building to implementation, mentoring, evaluation, and reflection. The Guide provides step-by-step guidance, practical tools, templates, and examples that support HEI educators and project partners in applying emerging technologies in real teaching contexts. It also supports the systematic documentation of learning processes, application experiences, and outcomes, contributing to quality assurance, recognition of teaching excellence, and transferability of results.

5. Use of the EmTech4HE Curriculum Section

The EmTech4 Higher Excellence Curriculum is intended to be used as a **flexible and modular resource** that supports higher education teaching practice. It is not designed as a linear training programme, but as a collection of modules and activities that educators, mentors, and institutions can selectively use according to their needs, context, and objectives.

In practice, the Curriculum can be used to:

- **Support the design or enrichment of existing courses**, by integrating AI and XR-related concepts, activities, or case examples into lectures, seminars, or workshops;
- **Guide experimentation with emerging technologies**, allowing educators to test ideas, tools, or approaches in a structured but adaptable way;
- **Facilitate professional dialogue and mentoring**, by providing a shared reference point for discussion, reflection, and feedback;
- **Support reflection and documentation**, through activities and prompts that encourage educators to record decisions, experiences, and lessons learned;
- **Inform institutional and policy-level discussions**, by offering structured insights into teaching, organisational, and system-level considerations related to the use of emerging technologies.

Educators are encouraged to engage with selected modules or parts of modules, rather than completing the full curriculum. The Curriculum is designed to accommodate different disciplines, levels of experience, and institutional settings, enabling meaningful use in diverse higher education contexts.

5.1. Structure of the EmTech4HigherExcellence Curriculum and Modules

The EmTech4HigherExcellence Curriculum consists of a set of thematic modules focusing on the pedagogical integration of emerging technologies in higher education, with particular emphasis on **Artificial Intelligence (AI)** and **Extended Reality (XR)**, including Virtual Reality (VR) and Augmented Reality (AR).

The Curriculum is organized into two main module clusters:

- **AI-focused modules parts**, addressing the use of artificial intelligence in teaching and learning, such as AI-supported learning design, assessment, feedback, and ethical considerations;
- **XR-focused modules parts**, addressing the pedagogical use of VR and AR technologies for experiential, immersive, and simulation-based learning activities.

Each module follows a common internal structure to ensure consistency, usability, and quality across the Curriculum. Specifically, each module includes:

- **Clearly defined learning objectives**, describing the knowledge, skills, and competences to be developed;
- **Introductory learning materials**, including texts, multimedia resources, and examples of practice;
- **Applied learning activities**, requiring educators to analyse cases, design learning activities, or adapt existing teaching practices using AI or XR tools;
- **Practical assignments**, focusing on the application of emerging technologies in real or simulated teaching contexts;
- **Reflection tasks**, prompting educators to critically reflect on pedagogical choices, challenges, and learning outcomes;
- **Portfolio contributions**, where educators document their work, reflections, and evidence of application through uploads on the digital platform.

An overview of all modules is provided in the following table.

Overview of all modules in the EmTech4HignerExcellence Curriculum

N	Module Title	Content	Details	How to use it
0	Before we get started	An overall introduction of the context of the EmTech4HigherExcellence project, its objectives, and the partners.	Elaboration of the fundamental references for the curriculum and how it was developed. References to micro-credentials. Set-up of portfolio and forum introduction. Information about the authors who contributed to the development of the curriculum	This module supports academic onboarding and alignment. Participants situate their teaching practice within the project context, engage with the learning community, and establish a reflective portfolio that documents professional growth and evidence for micro-credentials.
1	Introduction	AI <ul style="list-style-type: none"> ● Definitions: List of AI definitions: AI, generative AI, machine learning, general purpose AI, data mining... ● Providers: AI Example providers: OpenAI, Google Gemini, Microsoft Copilot, Mistral, DeepSeek... XR	Basic definitions, concepts and providers.	A shared conceptual foundation is established through key AI and XR definitions and providers. Participants relate core concepts to their disciplinary context and identify technologies that are relevant, appropriate, or problematic for higher education teaching and learning.

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> Definitions: AR, VR, MR, XR Providers: XR hardware: Meta, Pico, HTC, Valve, Varjo; XR software: Unity, Unreal, Insta 		
2	Under the hood	<p>Technological perspective of AI</p> <ul style="list-style-type: none"> Large language models (US, Chinese, EU, Open source...), data collection, data training Multimodal models Hype of singularity: statistical models (limitations) <p>Human-technology interaction perspective of AI (< Holmes, 2022; SURF: Human Value Compass)</p> <ul style="list-style-type: none"> Ethical use: no bias, transparent and understandable, user has agency, privacy is secured AIED research is limited (caution for over-generalisation) Copyright issues AI colonialism 	<p>Technical elaboration of the technologies with essential concepts. Human perspective on the technologies (ethics, privacy, copyright...).</p>	<p>This module develops critical technological and ethical literacy. Participants examine how AI and XR systems function and reflect on implications for academic integrity, copyright, data protection, and human-centred design when selecting and deploying educational technologies.</p>

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> • Techno-solutionism (technology push instead of educational needs driven) • Education is being commercialised • AI increases solitary use, what about social nature of learning? <p>Technological perspective for XR</p> <ul style="list-style-type: none"> • Immersion, presence, embodiment, agency, fidelity, interactivity • Motivation, interest, self-efficacy, self-regulated learning • Cognitive load, motion sickness • Standards: OpenXR, LTI <p>Human-technology interaction perspective for XR</p> <ul style="list-style-type: none"> • Data collection: eyes, voice, gestures, height, name, movements, interactions... 		

N	Module Title	Content	Details	How to use it
3	Affordances on student level	Affordances provided by AI for students <ul style="list-style-type: none"> ● Personalised learning, adaptive learning ● AI assistance: translation, writing assistant ● Aid for learning disabilities (e.g. text to speech) ● Tutor: continuous (personalised) feedback (chatbot) ● Reading assistant (chat with pdf), dialogue-based tutoring systems ● Formative assessment (self-testing) ● Learning network orchestrators (ask for help to community) Affordances provided by XR for students <ul style="list-style-type: none"> ● Virtual field trips ● Unlimited learning opportunities ● Safe learning 	How can the technology be used to foster students' learning process and outcomes?	Attention is given to how AI and XR can enhance student learning processes and outcomes in higher education. Participants redesign learning activities to support personalisation, accessibility, feedback, experiential learning, and higher-order cognitive skills.

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> ● Experiential, hands-on learning; empathy machine ● Visualisation of abstract concepts ● Personalised, adaptive learning 		
4	Affordances on teacher level	Affordances provided by AI for teachers <ul style="list-style-type: none"> ● Automated (summative) assessment and feedback; ● Supporting learners with disabilities (e.g. text to speech, enlarging, reading complexity...) ● Plagiarism check ● Scraping the web for useful learning resources ● Student monitoring (e.g. e-proctoring; but also predictive of drop-out) ● Classroom orchestration (e.g. group consistence) ● Lesson planning efficiency 	How can the technology be used to support the teacher in day-to-day practice?	The focus is on supporting academic practice and teaching efficiency. Participants explore how AI can assist with assessment, feedback, lesson planning, and learning material creation, while maintaining pedagogical quality and academic standards.

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> ● Creating learning materials (e.g. game, quiz, reading test, vocabulary list) ● Other tasks/roles > CENET <p>Affordances provided by XR for teachers</p> <ul style="list-style-type: none"> ● Virtual field trips ● Unlimited learning opportunities ● Safe learning spaces ● Experiential, hands-on learning ● Visualisation of abstract and complex concepts ● Personalised learning ● Continuous feedback 		
5	Affordances on institution level	<p>Affordances provided by AI for institutions</p> <ul style="list-style-type: none"> ● Introduction ● Why talk about “affordances” of AI? ● Strategic curriculum design and programme coherence 	How can the technology be used to strengthen an institution’s quality (label)?	Institutional perspectives on AI and XR adoption are examined. Participants consider how these technologies contribute to curriculum coherence, quality assurance, inclusion, staff development, and strategic

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> ● Learning support and feedback at scale ● Evidence-informed governance and quality assurance ● Academic services and the student journey ● Staff development, reflective practice and organisational learning ● Inclusion, accessibility and diversification of participation ● Research, innovation and external engagement ● Constraints, risks and design principles <p>Affordances provided by XR for institutions</p> <ul style="list-style-type: none"> ● Cost reduction (materials, equipment, travel) ● Boosting innovative image ● Supporting professional development of teaching staff ● Link to industry 		<p>positioning within higher education institutions.</p>

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> Supporting the development of teachers' digital competences 		
6	Implementation on teacher level	Learning theories/instructional pedagogies for AI & XR <ul style="list-style-type: none"> Constructivism Social-constructivism Motivational learning Self-efficacy learning (aspirational learning) Inquiry-based learning ('discovery learning') Problem-based learning Challenge-based learning Game-based learning 	How should the technology be implemented effectively in the classroom?	Pedagogical implementation is addressed through alignment with learning theories applied in higher-education. Participants design concrete course-level applications that integrate AI and XR in inquiry-based, problem-based, challenge-based, or game-based learning environments.
7	Implementation on institution level	Implementation provided by AI for institutions <ul style="list-style-type: none"> Attitudes and perceptions of teachers > acceptance > implementation strategies Technology acceptance models and research Teacher-design teams 	How should the technology be implemented in the institution, fostering acceptance and adoption on an institutional level?	Organisational change and adoption processes are explored. Participants reflect on attitudes towards AI and XR, engage in collaborative design practices, and examine roles that support sustainable innovation and institutional acceptance.

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> ● Ambassador role in school Implementation provided by XR for institutions ● Attitudes and perceptions of teachers > acceptance > implementation strategies ● Technology acceptance models and research <ul style="list-style-type: none"> ○ < Boel et al., 2022; 2023; 2024 ● Teacher-design teams ● Ambassador role in school 		
8	Implementation on system / policy level	Implementation on system / policy level by AI <ul style="list-style-type: none"> ● Frameworks <ul style="list-style-type: none"> ○ < Unesco ● Funding ● Networks ● Collaboration (e.g. with companies) Implementation on system / policy level by XR <ul style="list-style-type: none"> ● Frameworks <ul style="list-style-type: none"> ○ XR < Boel et al., 2024 	How can educational policy makers support the acceptance and adoption of the technologies on a system level?	System-level conditions for adoption are analysed, including policy frameworks, funding mechanisms, and cross-sector collaboration. Participants consider how governance decisions shape educational practice and innovation in higher education.

N	Module Title	Content	Details	How to use it
		<ul style="list-style-type: none"> ● Funding ● Networks ● Collaboration (e.g. with companies) 		
9	What's next	<p>A peek into the future Advanced data literacy</p> <ul style="list-style-type: none"> ○ Different types of data ○ Reliability and validity ○ Learning analytics vs. educational data mining ○ Learning dashboards and standards (xAPI, LTI) <p>Creating your own XR</p> <ul style="list-style-type: none"> ○ Game engines ○ XR authoring tools <p>Creating your own AI</p> <ul style="list-style-type: none"> ○ Custom GPTs and Gemini Gems ○ No-code AI tools and workflows ○ Multimodal models (e.g. GPT-4o, Gemini 1.5) 	<p>What is expected in the (near) future? More advanced ways of implementing the technologies.</p>	<p>Future-oriented developments are explored through advanced data literacy, XR creation tools, and AI customisation. Participants engage in experimentation and prototyping while critically evaluating educational value, feasibility, and scalability.</p>

N	Module Title	Content	Details	How to use it
		Fine-tuning and “creating your own (LLM)”		
10	Behind the scenes		Collection of feedback and evaluation data related to the curriculum and its use. This module supports continuous improvement and quality enhancement processes and is not designed as a learner-facing training module.	This module supports evaluation and continuous improvement. Feedback and usage data are analysed to inform curriculum refinement, quality enhancement, and research-informed educational innovation within higher education.

5.2. Methodologies and Pedagogical Approaches Embedded in the Curriculum

The EmTech4 Higher Excellence Curriculum has been designed to support the practical integration of emerging technologies in higher education. The methodologies outlined below are embedded in the structure and activities of the curriculum modules and inform how the material is intended to be used.

- **Design-based development:** The curriculum has been developed through an iterative design process that combines expert input, educational research, and feedback from higher education educators, ensuring relevance to real teaching contexts.
- **Challenge-oriented structure:** Modules are organised around authentic challenges related to the use of AI and XR in higher education, supporting educators in addressing concrete teaching, institutional, and policy-level questions.
- **Learning through application and reflection:** The curriculum emphasises applied activities and structured reflection, encouraging educators to connect module content with their own teaching practice and document insights through portfolio contributions.
- **Flexible and self-paced learning:** Modules can be accessed independently and completed at the educator's own pace, supporting diverse professional backgrounds, disciplines, and institutional contexts.
- **Alignment across levels:** The pedagogical design supports application at teaching, institutional, and policy levels, enabling consistent reflection and informed decision-making across higher education contexts.
- **Human-centred and pedagogically-driven integration:** The curriculum promotes a critical and intentional use of AI and XR, ensuring that technological choices are aligned with learning objectives, safeguard student and teacher agency, and prioritise pedagogical value over technological novelty.

5.3. Quality and Assessment – Practical Use of Evidence

The EmTech4HigherExcellence Curriculum generates a range of qualitative and quantitative information that can be used to support reflection on teaching practice and informed decision-making.

In practical terms, the curriculum allows users to:

- Reflect on teaching practice, by reviewing portfolio entries and reflections documenting how AI or XR were integrated into specific lectures, seminars, or learning activities;
- Identify changes in understanding and confidence, by comparing pre- and post-assessment responses related to the use of emerging technologies;
- Capture evidence of engagement and experimentation, through participation in activities, discussions, and applied tasks within the modules;
- Support mentoring discussions, by using documented reflections and examples as a basis for feedback and professional dialogue;

- Inform institutional or policy-level discussions, by aggregating insights from module use, reflections, and feedback to identify patterns, needs, and areas for development.
- Engage with educational evidence in an ethical and responsible way, using qualitative and quantitative data generated through the curriculum in a transparent, privacy-aware, and reflective manner, while avoiding reductive or purely performance-driven interpretations of teaching and learning processes.

Rather than serving as a formal evaluation framework, these elements are intended to support continuous improvement, shared reflection, and evidence-informed enhancement of teaching and learning practices.

6. Use of the EmTech4 Higher Excellence Integration Guide (E-learning platform)

This section of the EmTech4HigherExcellence Guide supports users in accessing and navigating the EmTech4HE e-learning platform. The platform is implemented through Moodle and hosts the project's online curriculum, learning materials, and collaboration spaces. It provides structured access to training modules, supporting resources, and opportunities for interaction and reflection.

The platform can be accessed through the following link:

<https://emtech4he.cs.ucy.ac.cy/moodle/>

Once the platform is fully operational, this section will be complemented with visual guidance (screenshots) and additional instructions to facilitate navigation.

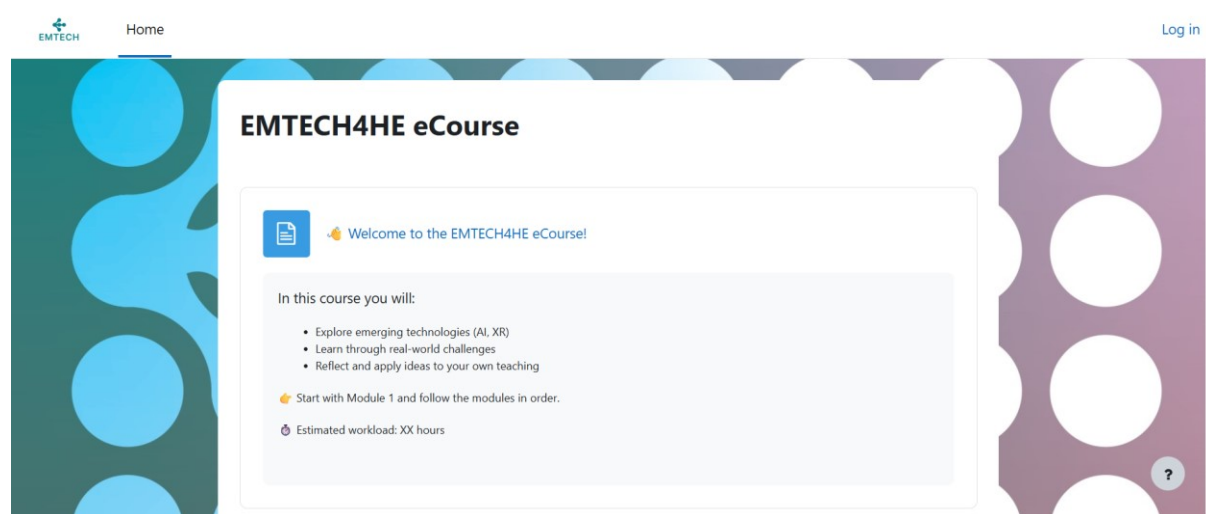


Figure 1. EmTech4HE Moodle platform homepage.

6.1 Accessing and Registering on the Platform

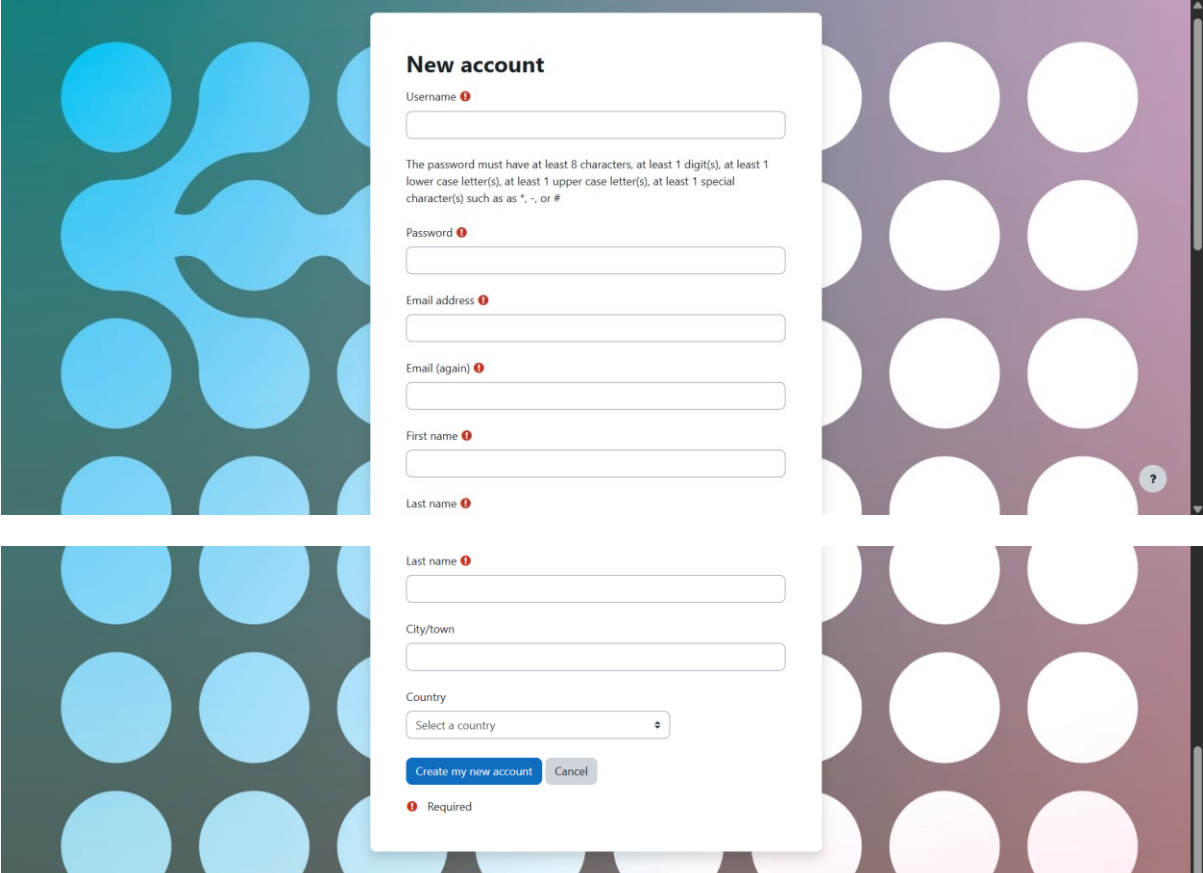
Users can access the EmTech4HE e-learning platform through the Moodle homepage.

Creating a New Account

New users can create an account by selecting “**Create new account**” on the login page. During the registration process, users are asked to provide the following information:

- First name
- Last name
- Country
- Email address
- Username and password

After completing the registration form, users will receive a **confirmation email** to activate their account. Once the account has been activated, users can log in to the platform using their credentials.



New account

Username ●

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, ., or #

Password ●

Email address ●

Email (again) ●

First name ●

Last name ●


Last name ●

City/town

Country

Select a country ▼

● Required

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Developed by: 

Figure 3. Registration form for creating a new user account on the platform.

Logging In

Registered users can log in using their **username and password** through the login page. After logging in, users are redirected to the Moodle dashboard, where they can view the available courses and learning modules.

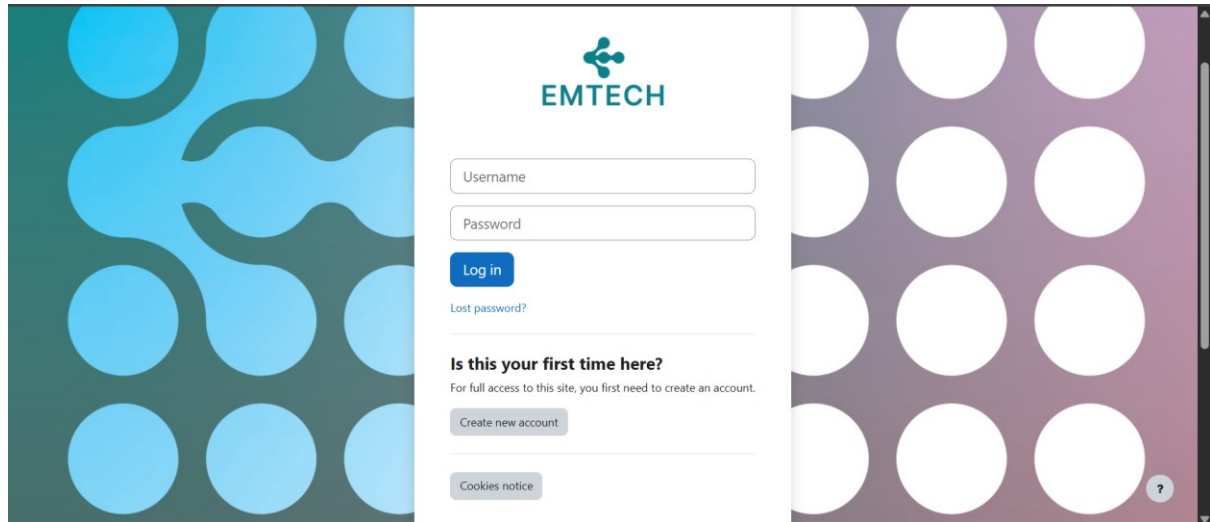


Figure 3. Login page of the EmTech4HE e-learning platform.

Self-Enrolment in Courses

The platform allows users to **self-enroll in the available learning modules**. After logging in, users can browse the available courses and select the modules they wish to follow.

Self-enrolment enables participants to access the full content of the module, including learning materials, interactive activities, and reflection exercises. Users can enroll in multiple modules depending on their interests and learning needs.

6.2 Navigating the Course Environment

The Moodle dashboard provides an overview of the available courses and modules. Each module appears as a course card containing the module title and topic. Users can access a module by selecting the corresponding course card.

The EmTech4HE curriculum is organised into a series of thematic modules that explore the integration of **Artificial Intelligence (AI)** and **Extended Reality (XR)** in educational contexts. Each topic is addressed from multiple perspectives, including student, teacher, institutional, and policy levels.

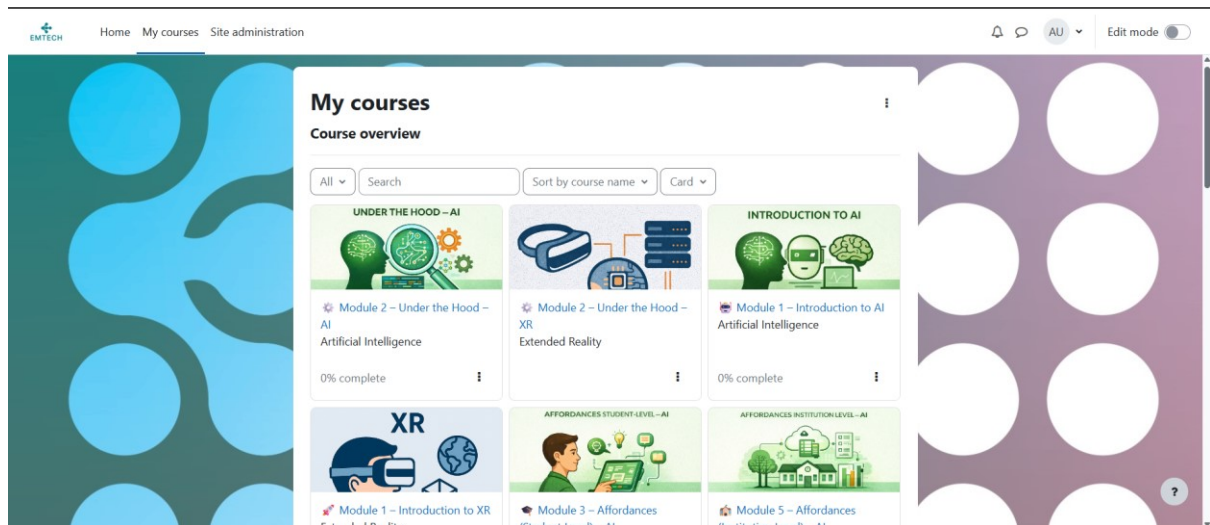


Figure 4. Overview of the EmTech4HE curriculum modules available on the platform.

The modules available on the platform include:

Introductory Modules

- Module 0 – Before We Get Started
- Module 1 – Introduction to Artificial Intelligence
- Module 1 – Introduction to Extended Reality

Understanding the Technology

- Module 2 – Under the Hood: Artificial Intelligence
- Module 2 – Under the Hood: Extended Reality

Affordances of AI and XR in Education

- Module 3 – Affordances at Student Level (AI)
- Module 3 – Affordances at Student Level (XR)
- Module 4 – Affordances at Teacher Level (AI)
- Module 4 – Affordances at Teacher Level (XR)
- Module 5 – Affordances at Institutional Level (AI)
- Module 5 – Affordances at Institutional Level (XR)

Implementation of Emerging Technologies

- Module 6 – Implementation at Teacher Level (AI)
- Module 6 – Implementation at Teacher Level (XR)
- Module 7 – Implementation at School Level (AI)

- Module 7 – Implementation at School Level (XR)
- Module 8 – Implementation at System Policy Level (AI)
- Module 8 – Implementation at System Policy Level (XR)

Advanced and Concluding Modules

- Module 9 – What’s Next? (XR and AI)
- Module 10 – Behind the Scenes

Each module follows a structured learning pathway including introductory material, interactive activities, reflection exercises, and additional resources that support deeper exploration of the topics.

6.3 Structure of the Learning Modules

Each module follows a structured learning design that guides users through different types of learning activities. After opening a module, users can navigate through the module sections via the left-hand menu.

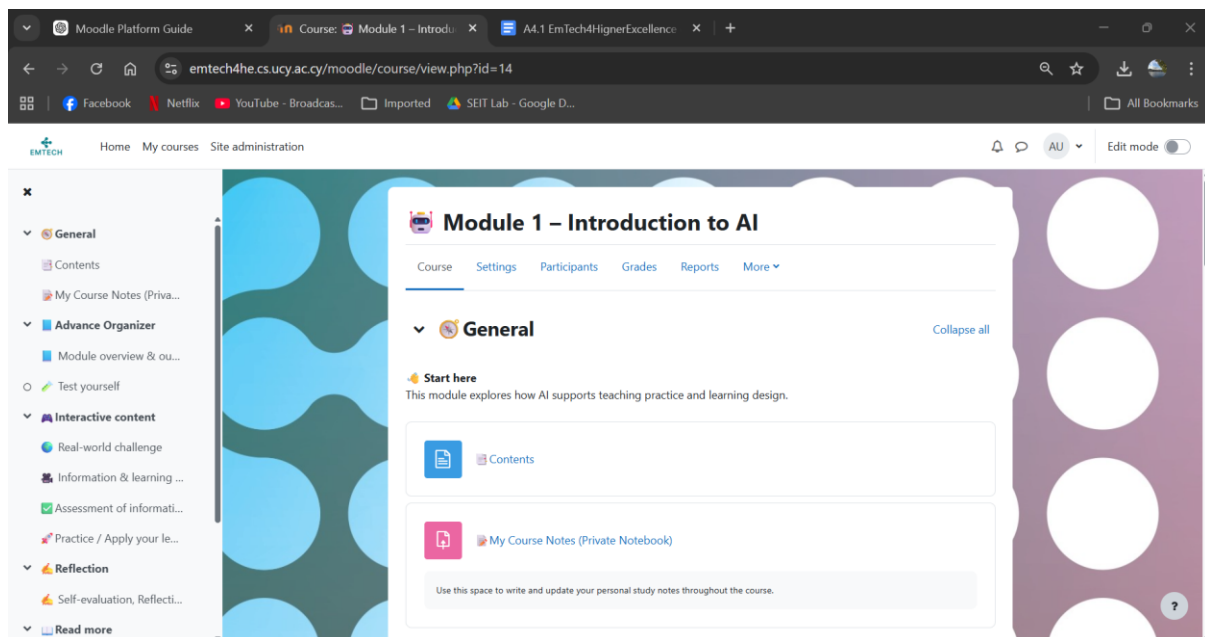


Figure 5. Internal structure of a learning module showing the different learning sections.

Typical sections within a module include:

General

- Start here (module introduction)
- Core learning content
- Personal course notes (private notebook)

Advance Organizer

- Module overview and learning outcomes
- Guidance on how the activities are structured

Interactive Content

- Real-world challenges
- Learning activities
- Information and learning tasks
- Practice or application exercises

Reflection

- Self-evaluation and reflection activities encourage participants to reflect on their learning process.

Read More

- Additional learning materials and extended resources.

Toolkit

- Practical tools and digital resources supporting the application of the concepts introduced in the module.

Resources / References

- Supporting references and recommended materials for further exploration.

This structure supports both **self-paced learning and reflective practice**, enabling users to engage with theoretical knowledge, practical exercises, and self-evaluation activities.

Module Completion and Digital Badges

Each module includes completion criteria that guide participants through the learning activities. To complete a module, users are required to finish all learning materials and successfully complete the quizzes included in the module.

Once all required components have been completed, the system automatically awards a digital badge recognizing the successful completion of the module. Participants will receive an email notification when a badge is issued.

These badges serve as a form of micro-credential, acknowledging the participant's engagement with and completion of the learning content. Users can view all earned badges in their Moodle profile, where they are stored as a record of their achievements and participation in the EmTech4HE training programme.

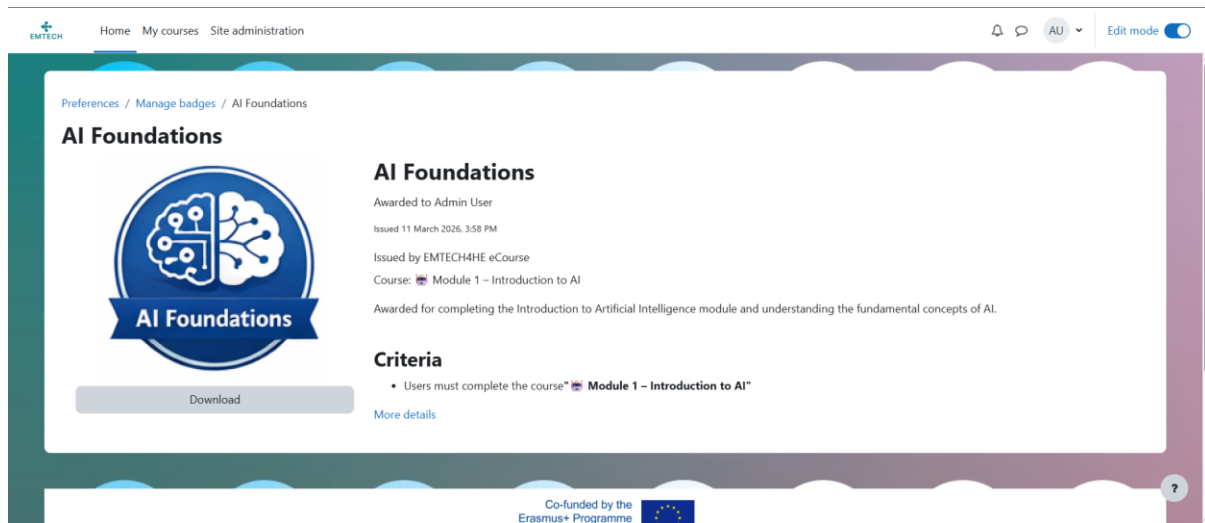


Figure 6. Example of a digital badge awarded after completing a module.

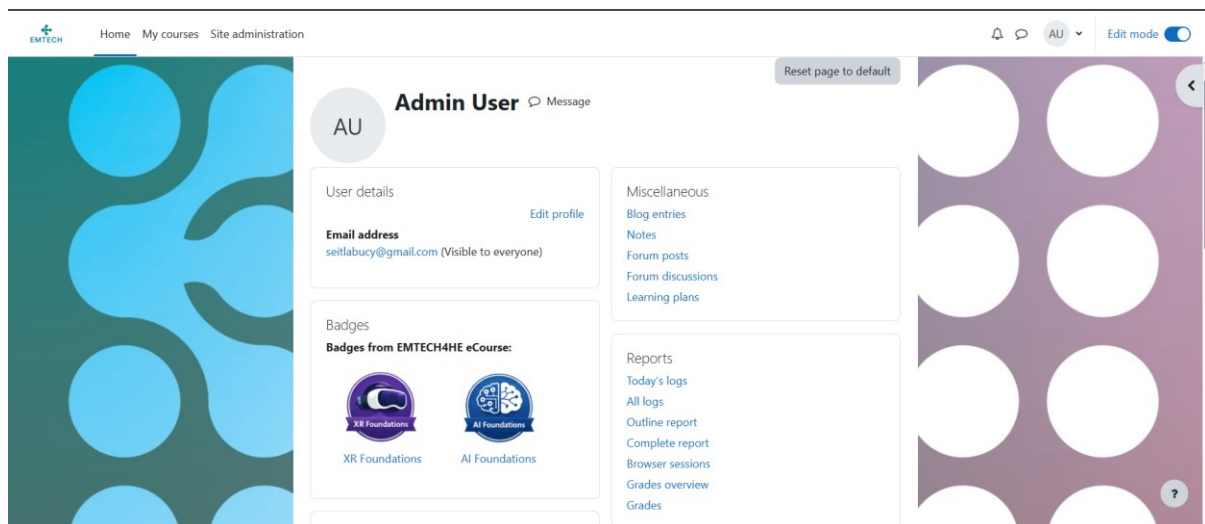


Figure 7. Earned badges in the profile.

6.4 Additional Platform Resources

In addition to the learning modules, the platform includes several additional resources designed to enrich the learning experience.

These include:

Expert Perspectives: XR & AI in Education (Video Zone)

This section contains short video contributions from experts discussing the use of emerging technologies in education. The videos are independent and optional, allowing users to select topics that match their interests or teaching context.

Practical Guide

The Practical Guide provides supporting documentation and instructions related to the project's tools, methodologies, and implementation approaches.

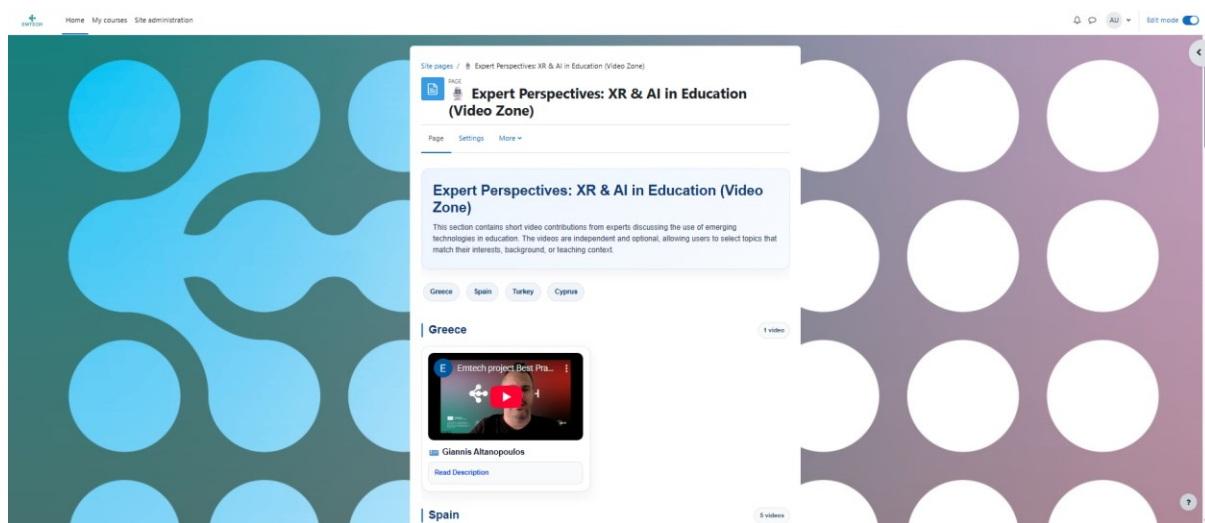


Figure 8. Expert Perspectives: XR & AI in Education (Video Zone).

6.5 Exchange and Community Space

The platform also includes a **Community Space**, designed to support interaction and knowledge exchange among participants.

Through this space, users can:

- connect with other participants,
- introduce themselves,
- exchange ideas and experiences,
- discuss course topics.

Participants may also communicate privately through the **participants list**, supporting collaboration and networking within the learning community.

The Community Space contributes to building a **community of practice** among educators and stakeholders interested in emerging technologies in higher education.

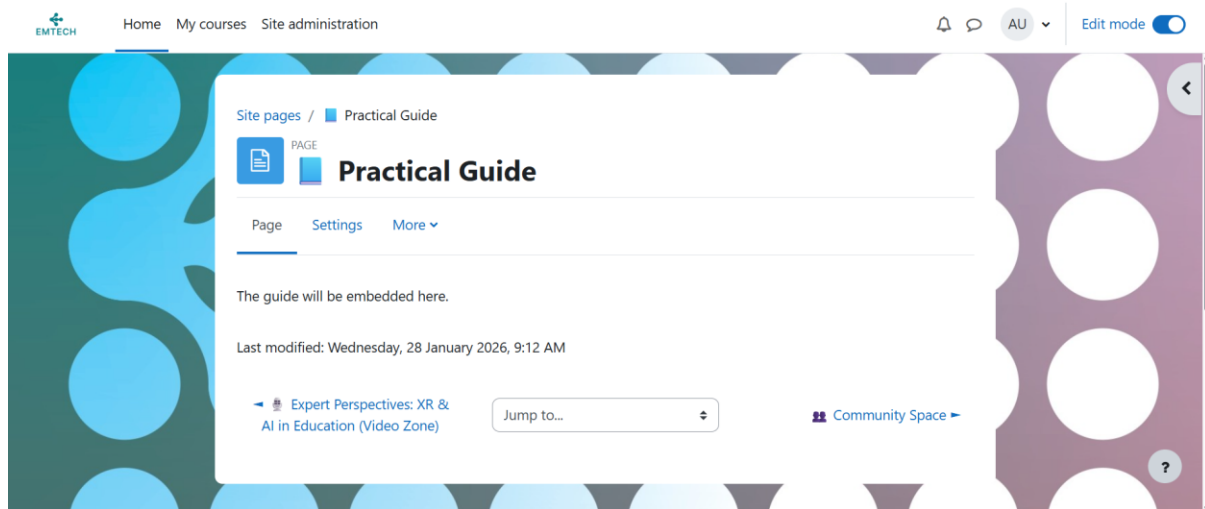


Figure 9. Practical Guide providing additional resources and implementation guidance.

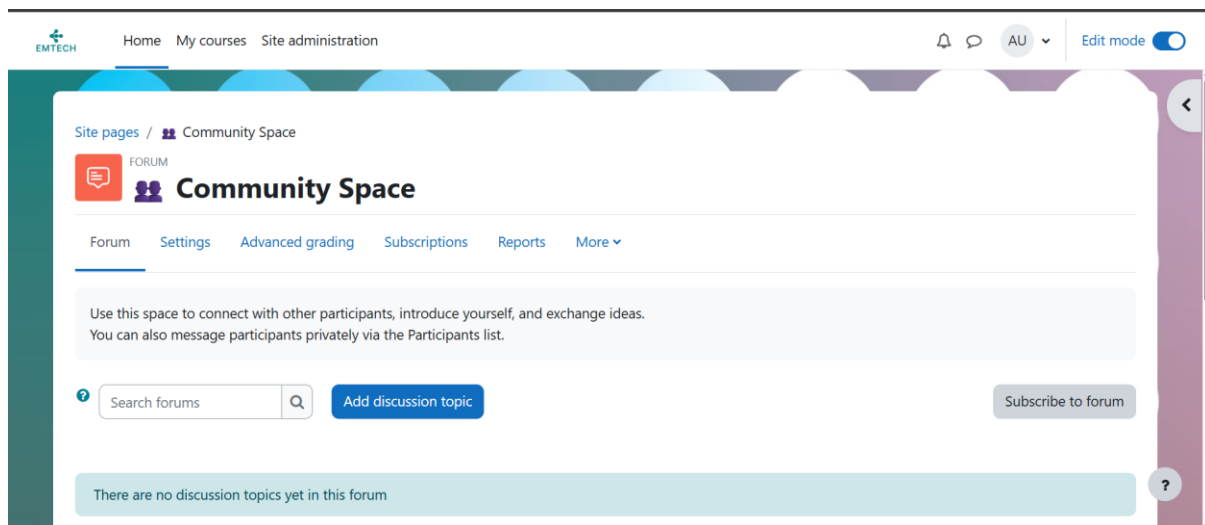


Figure 10. Community Space for interaction and knowledge exchange among participants.

7. Use of the EmTech4HE Video Zone – YouTube Channel

The **EmTech4HE Video Zone** consists of a dedicated YouTube channel created within the framework of the project, hosting a collection of expert videos on Artificial Intelligence (AI) and Extended Reality (XR). The videos are designed to complement the

EmTech4HignerExcellence Curriculum by providing insights, perspectives, and practical examples from academic and industry experts.

The Video Zone can be used in the following ways:

- as supplementary learning material, supporting understanding of concepts addressed in the curriculum modules;
- as inspiration for teaching and course design, offering examples and viewpoints that can be discussed or reflected upon;
- as a shared reference point during mentoring, workshops, or professional dialogue.

To access the **Video Zone**, users can visit the project's YouTube channel [here](#).

Users are encouraged to subscribe to the channel in order to receive notifications when new videos are published and to ensure continuous access to updated content.

8. EmTech4HE Mentoring and Apprenticeship initiatives

This section provides practical guidance for Higher Education Institution (HEI) educators on how to participate in, document, and benefit from the EmTech4HE Mentoring and Apprenticeship initiatives implemented within Work Package 4.

The initiatives are implemented at national level (A4.5) and complemented by transnational dialogue activities (A4.6). Together, they support applied learning, professional exchange, and documentation of teaching excellence.

8.1. Participation in National Mentoring and Apprenticeship Initiatives (A4.5)

HE educators participating in the EmTech4HE Flexible Learning Pathways may take part in mentoring, apprenticeship, or work-shadowing initiatives organised by project partners at national level.

Practical steps for educators:

1. Selection and invitation
 - Educators are selected by national partners based on their participation in WP4 activities and interest in emerging technologies.
 - Each initiative involves an academic or industry expert in AI, AR, or VR.
2. Format and duration
 - Each initiative has a minimum duration of one week.

- Activities may take place on-site, online, or in blended format, depending on feasibility and context.
3. Types of activities
- Educators may be involved in:
- mentoring sessions with experts;
 - observation of real-world applications and workflows;
 - work-shadowing activities;
 - guided discussions focused on transfer to higher education teaching.
4. Focus during participation
- Educators are expected to:
- observe how emerging technologies are used in authentic contexts;
 - discuss pedagogical, technical, and organisational aspects with mentors;
 - reflect on how observed practices could be adapted to their own courses or programmes.

8.2. Documentation Requirements

All mentoring and apprenticeship initiatives must be systematically documented. Documentation is mandatory and supports quality assurance, reflection, and recognition.

Educators are required to:

- complete the Informed Consent Form;
- contribute to the Participant List;
- support the preparation of the Piloting Report by providing reflections and feedback;
- complete the Evaluation Questionnaire.

Documentation focuses on:

- learning objectives and activities undertaken;
- observed good practices;
- reflections on applicability to higher education teaching;
- perceived learning outcomes and professional development.

Templates and forms are provided within the EmTech4HigherExcellence Guide and must be used consistently across all partner countries.

8.3. Expected Outputs for Educators

Through participation in mentoring and apprenticeship initiatives, educators are expected to produce:

- documented reflections on mentoring and work-shadowing experiences;
- concrete ideas or plans for integrating AI, AR, or VR into their teaching practice;
- portfolio evidence demonstrating applied learning and professional development;
- feedback contributing to project monitoring and evaluation.

These outputs contribute to the educator's individual flexible learning pathway and may be used for recognition purposes (e.g. digital badges or micro-credentials, where applicable).

8.4. Link to Transnational Virtual Roundtables (A4.6)

Educators who participate in national mentoring and apprenticeship initiatives may also be invited to take part in Transnational Virtual EmTech4HigherExcellence Roundtables.

In practical terms, educators:

- share experiences gained during national mentoring or apprenticeship initiatives;
- exchange perspectives with educators from other partner countries;
- provide feedback on the applicability and transferability of observed practices;
- contribute to collective reflection and validation of project outcomes.

Participation in roundtables supports dissemination, peer learning, and sustainability of the EmTech4HE results.

8.5. Use of Mentoring Initiatives for Continuous Improvement

Information collected through mentoring and apprenticeship initiatives is used to:

- improve the EmTech4HigherExcellence Curriculum and learning pathways;
- identify effective practices and common challenges;
- support institutional learning and strategic reflection;
- contribute to reporting, evaluation, and sustainability of WP4 activities.

Educators' documented experiences therefore play a direct role in enhancing the quality and impact of the EmTech4HE project.

9. Certification and Micro-credentials

Within the EmTech4HigherExcellence Flexible Learning Pathways, participants may receive recognition for their engagement with the curriculum and project activities through digital badges available on the EmTech4HE e-learning platform.

Digital badges are linked to the completion of learning modules and reflect participants' engagement with the learning materials, activities, and reflection tasks included in the curriculum. These badges serve as an acknowledgement of participation and learning within the EmTech4HE training environment.

Participants may also document their learning outcomes, reflections, and application experiences through their portfolio and participation in mentoring or apprenticeship initiatives. These elements collectively provide evidence of professional development and engagement with emerging technologies in higher education teaching.

The recognition approach used in the project follows the general principles of micro-credentials by supporting transparent documentation of short learning experiences and continuous professional development.

In this context, digital badges form part of a broader recognition framework that also includes formal certification of participants' achievements at different stages of the learning pathway.

In addition to the digital badges, a Europass certificate will be awarded to participants upon the successful completion of the EmTech implementation phase. This certificate provides formal

recognition of the competencies developed during the practical application of the programme and supports the visibility and transferability of skills across European contexts.

Furthermore, an overall completion certificate will be issued through the EmTech4HE platform to participants who successfully complete all learning modules included in the Flexible Learning Pathway. This certificate reflects comprehensive engagement with the full curriculum and confirms the achievement of the intended learning outcomes.