



Inter-Mediterranean Peace And CollaboraTion

Project Number: 101112063

# BIP & COIL

# Curriculum Handbook



Co-funded by the  
European Union

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

## Table of Contents

An Introduction .....	3
The Recommended Structure & Pedagogy.....	3
The Structure of an IMPACT BIP.....	3
Certificate / Badge for Students and Staff .....	4
The Synchronous Session Design .....	4
The Design of the Asynchronous Session.....	4
The Role of the Facilitator .....	5
Design the Assessment Process .....	6
Design a grading rubric approach .....	7
Planning Realistic and Actionable Feedback.....	7
Accessibility, inclusion, and ethics .....	8
Moodle Checklist.....	8
Integration of Mini-Modules into existing curricula courses.....	8
Use of IMPACT Templates.....	9
The IMPACT Academic Integrity and AI Policy.....	10
The IMPACT Student Community and Networking.....	10
The IMPACT/HMU Blended Intensive Courses and COILs for Spring Semester 2026 .....	11

## An Introduction

This handbook aims to introduce the IMPACT & beyond audience to the Blended Intensive Programs (BIPs) and Collaborative Online International Learning courses (COILs) that the project will offer during Spring Semester 2025-2026. Our BIPs and COILs will start at the end of February and will be completed by June 2026.

It serves as a reference document for both students and academic staff, as well as for International Offices, to integrate IMPACT offers into their study programs and curricula, respectively.

## The Recommended Structure & Pedagogy

In this section, we will describe the guidelines for planning and executing the synchronous and asynchronous sessions of our virtual exchange.

### The Structure of an IMPACT BIP

- Duration: 10-12 weeks
  - 10 - 11 Weeks online sessions
  - 01 Week onsite sessions
- Workload (student): 150 hours total
- Format: 50 hrs synchronous sessions & 20 hrs asynchronous sessions
- Assessment:
  - Ten – Auto-graded Moodle micro-quizzes (weekly, low-stakes for educators) - 30%
  - Team Assignment(s) submission with rubric 50%
  - Participation in the onsite workshops with 20% of the evaluation

## Certificate / Badge for Students and Staff

A certificate or digital badge is awarded to students upon successful completion of all quizzes, the team submission with an evaluation above 50% on both assessment methods, and a minimum of 70% live attendance. A certificate of delivery will be awarded to all participating faculty members.

## The Synchronous Session Design

Each live session is designed as a 90 to 100 -minute structured learning experience, beginning with a brief welcome, agenda overview, and introductory poll (0 - 5 minutes), followed by an interactive input phase combining a micro-lecture of duration of 25-30 minutes. The core of the session consists of facilitated team breakout activities with targeted educator check-ins (30 minutes), which then feed into a plenary debrief where selected teams share insights and outcomes (25 minutes) in the form of pitch talks. The session concludes with guidance on subsequent asynchronous tasks and a short exit activity (10 minutes). Throughout the session, low-bandwidth, mobile-friendly tools are recommended to ensure accessibility and inclusiveness.

## The Design of the Asynchronous Session

Each team is expected to operate within a single shared digital workspace (e.g., Google Drive or OneDrive) and use a single agreed-upon communication channel (e.g., Microsoft Teams, Slack, or WhatsApp) to ensure coordination and transparency. Collaboration is supported by structured templates, including meeting notes, storyboards, and decision logs. At the same time, a formal Team Agreement defines roles, response-time expectations, and working norms to facilitate effective and accountable teamwork.

## The Role of the Facilitator

A VE facilitator should primarily act as a learning architect and process guide, rather than only as a content transmitter. Before the session, the facilitator ensures clarity of purpose by aligning activities with learning outcomes, preparing clear instructions, timeframes, and shared artifacts, and establishing explicit norms for communication, participation, and intercultural respect. Technical readiness (platform familiarity, backup plans, accessibility considerations) is essential to minimize cognitive overload.

During the session, facilitation focuses on orchestrating interaction: setting a clear agenda, activating prior knowledge, and using structured prompts to stimulate dialogue rather than dominating it. In breakout work, the facilitator monitors group dynamics, intervening lightly to support inclusion, encourage silent voices to participate, manage time, address cultural & linguistic gaps, and reframe misunderstandings, especially those arising from cultural or linguistic differences. Questioning strategies should emphasize reflection, comparison of perspectives, and the connection between theory, practice, and team process.

Equally important is emotional and intercultural facilitation. The facilitator models empathy, psychological safety, and respectful curiosity, acknowledges uncertainty or tension as they arise, and helps teams normalize ambiguity in intercultural collaboration. Attention to participation balance and silent voices is critical in virtual spaces.

After the session, effective facilitators consolidate learning through brief debriefs, feed-forward feedback, and reflective prompts, while documenting emerging issues for iterative improvement. Overall, successful VE facilitation is characterized by intentional structure, restrained presence, intercultural sensitivity, and a consistent focus on learning processes rather than performance alone.

The IMPACT project will provide training sessions for its facilitators on managing their Virtual Exchange Sessions. Particular emphasis will be given to scenarios, such as 'Silence or *Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

Disagreement,’ a case study, as training material to practice reframing misunderstandings. This training will take place on the 16th of February from 12:00 - 13:30 CET in Zoom. To register please follow this link: <https://forms.gle/KnxAjJxbrB6KWyQe9>

Other trainings on the facilitator role have provided by the IMPACT project can be found here:

[https://www.youtube.com/watch?v=qfHhmYjd29s&list=PLbFjofDcjeur62Ln2uzBnejb9GMXwDz\\_kb&index=2](https://www.youtube.com/watch?v=qfHhmYjd29s&list=PLbFjofDcjeur62Ln2uzBnejb9GMXwDz_kb&index=2)

Moreover, to reduce the ‘cognitive overload’ among facilitators, the IMPACT BIP lectures is recommended to be managed by at least two colleagues participate in the BIP.

## Design the Assessment Process

Assessment is structured around a combination of automated individual checks and collaborative team output. Moodle-based micro-quizzes account for 70% of the total grade. The coordinators of each BIP should have available at the end of each lecture such a quiz for the students to review their understandings. Each quiz will consist of 10–15 items each, requiring approximately 10–15 minutes to complete and released automatically; these quizzes combine multiple-choice, true/false, matching, and one “select all that apply” item type, with the primary objective of minimizing teacher marking load while sustaining learner engagement within the micro-module.

Asynchronous collaborative assignment(s) should also be available to the participants from the very beginning of the launching of each BIP (the first two - three weeks).

All the tasks will be uploaded in the IMPACT Moodle Assignment with group mode enabled as a single team submission; teams also include brief internal metadata on members, roles, and country or time zone to support coordination. Overall, assessment design deliberately keeps grading light and transparent, ensuring consistency and ease of implementation across multiple educators.

## Design a grading rubric approach

We recommend assessing each group work using a rubric weighted at 50%, comprising four criteria, each worth 10 points, for a total of 40 points (see Table 2). In Moodle, advanced grading is configured using a rubric, with group submission enabled and the rubric attached to the assignment.

Criterion (10 pts each)	Level 1 (1-2) Emerging	Level 2 (3-5) Developing	Level 3 (6-7) Proficient	Level 4 (8-10) Advanced
A. Substance & Accuracy (discipline content)	Vague; errors	Basic; minor errors	Solid, mostly accurate; some application	Insightful, accurate, applied to a real context
B. Intercultural & Team Process Insight	Minimal process detail	Describes steps; limited reflection	Explains decisions; shows perspective-taking	Deep, critical insight; shows growth & reciprocity
C. Clarity & Production (storyline, audio/video, captions)	Hard to follow; poor audio/visual; no captions	Understandable; basic structure; partial captions	Clear storyline; good quality content; full captions	Compelling narrative; polished; inclusive design
D. Integration of Concepts & Evidence	Few/no concepts; no examples	Names concepts; few examples	Applies concepts; supports with examples	Synthesizes multiple concepts; triangulates evidence

**Table 2:** Recommended Rubric Table for assessing the group assignments.

## Planning Realistic and Actionable Feedback

Feedback is designed to be efficient, consistent, and developmental by combining rubric-based assessment with a brief feed-forward note of two to three lines per criterion, supported by a prepared bank of paste-ready comments. Where appropriate, an optional peer-feedback component may be included, in which each team provides a short commendation after the final submission, highlighting one strength (“glow”) and one area for improvement (“grow”).

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

## Accessibility, inclusion, and ethics

The micro-credential or certificate is awarded upon verification that the student has successfully completed all Moodle micro-quizzes, has actively contributed to the team assignment submission, and has attended the live synchronous session or, in cases of absence, has viewed the session recording and submitted a concise 100-word reflective recap. Finally, students are expected to attend the on-site component. Due to funding limitations, some students may participate only online; in this case, the group assignment will account for 70% of the final grade instead of 50%.

## Moodle Checklist

Course implementation is organized around clearly defined dates, group structures, and enrollment settings, supported by a centralized set of resources including the Module Brief (PDF), detailed schedule, links to digital tools, and a consent note. Learning activities comprise ten quizzes drawn from a shared question bank, each remaining open for one week with one retry allowed, and one group assignment with group submission enabled and an attached rubric, due in Week 12. The gradebook is structured into two categories, with 30% allocated to quizzes and 50 - 70 % to team assignemnet submissions. Communication is managed through an Announcements forum, complemented by automated, pre-scheduled reminders to ensure clarity and timely student engagement.

## Integration of Mini-Modules into existing curricula courses

The IMPACT BIPs correspond to a workload of 3 ECTS. The academic team recommends aligning the IMPACT BIPs with the various Institutions' curricula to increase student motivation to register. To make a long story short, the described learning outcomes below are to be integrated into existing courses. This will impact the (a) sustainability of IMPACT BIPs; and (b) the internationalization of the partners' Institutions' curriculum.

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

## Use of IMPACT Templates

Team collaboration is supported through a structured set of templates and guidance materials, including a Team Charter that defines roles, tools, response times, decision-making rules, and conflict-resolution pathways, clearly specified breakout tasks, and a storyboard or script template to guide video or podcast production. In addition, a shared assessment rubric is complemented by a standardized comment bank to streamline feedback and highlight strengths and next steps, while a concise communication plan clarifies responsibilities for meeting organization and email coordination, including who communicates what and when. Please use this link to download the IMPACT Presentation template (link) and the Zoom Back ground (link)

## Digital Tools to be employed

The following digital tools are recommended for faculty use during synchronous and asynchronous sessions.

**Teleconference:** We recommend using the Zoom Platform and its features: Breakout Rooms, Chat, and Polling.

**Learning Management System:** We employ the Moodle Platform – <https://moodle.eve-impact.com/?redirect=0>

**Polling:** We recommend using Mentimeter.

**Gamification:** We recommend the Kahoot tool.

**3rd Space:** We recommend using Padlet.

## The IMPACT Academic Integrity and AI Policy

Academic integrity is a foundational principle of the Virtual Exchange project and is explicitly embedded in its AI policy for student assignments. The use of AI tools during assignments is not prohibited. However, this should be reported, and the use of AI should be critically evaluated. The reviewers of the students' assignments should be able to identify the human factor in them. The assignments must reflect the student's own intellectual contribution, critical reasoning, and intercultural engagement developed through the Virtual Exchange. Misrepresentation of AI-generated content as original work, or any use that undermines collaborative trust and fairness among international peers, is considered a breach of academic integrity and is subject to established institutional regulations. The IMPACT will provide a short training course for its staff on how to identify the human factor within the groups' assignments. This will ensure that students demonstrate reflective practice rather than rely on AI-generated scripts.

## The IMPACT Student Community and Networking

PADLET is used within the IMPACT Project as a shared social space that supports community building and informal interaction among students and staff participating in the Virtual Exchange. It provides a low-threshold, inclusive environment where participants can introduce themselves, share academic interests, cultural perspectives, and expectations, and become familiar with the international learning community. This structured yet informal space fosters early engagement, trust, and intercultural awareness, contributing positively to collaboration and interaction throughout the project lifecycle.

All the students and academic staff are strongly encouraged to introduce themselves in our Padlet that operates as the IMPACT Social Space. Here is the link:  
[https://padlet.com/c\\_petridischania/introduction-to-impact-hmu-bip-courses-for-semester-2026-yb3hcqlpdu8cfqeg](https://padlet.com/c_petridischania/introduction-to-impact-hmu-bip-courses-for-semester-2026-yb3hcqlpdu8cfqeg)

## The IMPACT/HMU Blended Intensive Courses and COILs for Spring Semester 2026

The BIPs and COILs will be offered this semester by the Hellenic Mediterranean University and the IMPACT Virtual Exchange project are the following. We aim in all our offers the development of key soft and digital skills, and fusion skills for our students and staff as well. All the courses will be offered in English.

These are:

**Title:** Building your Leadership and Soft Skills (BIP)

**Number of this BIP:** 2024-1-EL01-KA131-HED-000209488-4

**Contact Persons:**

- For the online part, please contact Hillel Eyal / Email: [hillele@hit.ac.il](mailto:hillele@hit.ac.il)
- For the BIP, please contact Professor Konstantinos Petridis / Email: [c.petridischania@gmail.com](mailto:c.petridischania@gmail.com)

**Start Date:** 2nd of March 2026

**End Date:** 29th of May, 2026 (18th of May for those who have registered for the online course)

The online lectures will take place every Monday **on Zoom from 17:00 - 18:30 CET**. The online part will be completed by the 18th of March, 2026. **The onsite part** will take place from the 25th to the 29th of May, 2026. The event will be hosted by the Department of Electronics Engineering in Chania, Crete. The venue and the detailed information for the on-site part will appear at the

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

following link: <https://iw.hmu.gr/>. All the information about this BIP will be uploaded in the IMPACT Moodle platform: <https://moodle.eve-impact.com/>

The **learning outcomes** of this BIP are:

- **Analyse** key leadership theories and soft-skills frameworks and relate them to professional, academic, and intercultural contexts.
- **Demonstrate** effective communication, teamwork, and interpersonal skills in multidisciplinary and multicultural environments.
- **Apply** emotional intelligence, ethical reasoning, and inclusive leadership principles to decision-making and problem-solving processes.
- **Evaluate** personal leadership styles and identify strengths and areas for continuous professional development.
- **Collaborate** effectively in international teams to address real-world challenges using reflective and evidence-based approaches.

We will provide all registered students and staff access to the Moodle platform. A link to last year's online part of this course can be found here:  
<https://www.youtube.com/playlist?list=PLbFjofDcjeur1YivZWEr3VluP8XjZDatG>

The registration link for students to follow this course is: <https://forms.gle/p7uMCZjVknEVRqK69>

**Awarded ECTS: 3**

**Title:** AI Tools for Learning and Innovating (BIP)

**Number of this BIP:** 2025-1-EL01-KA131-HED-000318176-1

**Contact Persons**

- Dr. Elena Mizrahi, Virtual Exchange Center / Email:
- Professor Konstantinos Petridis, Hellenic Mediterranean University / Email: [c.petridischania@gmail.com](mailto:c.petridischania@gmail.com)

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

**Start Date:** 11th of March, 2026

**End Date:** 1st of July, 2026

The online lectures will take place every Wednesday on Zoom from 15:00 - 17:00 CET. The online part will be completed by the 1st of July, 2026. The onsite part will take place from the 25th to the 29th of May, 2026. The event will be hosted by the Department of Electronics Engineering at the University of Crete, Chania. The venue and the detailed information for the on-site part will be available at the following link: <https://iw.hmu.gr/>. All the information about this BIP will be uploaded in the IMPACT Moodle platform: <https://moodle.eve-impact.com/course/view.php?id=22>

The **learning outcomes** of this BIP are:

- **Demonstrate** effective collaboration in international and virtual team environments by applying intercultural communication, critical thinking, problem-solving, and time-management skills, while reflecting on the learning process to articulate personal and professional growth.
- **Design and deliver** impactful online or hybrid presentations on personal AI use cases; critically evaluate peers' contributions; and analyse the applications and impacts of AI tools across academic and professional fields, demonstrating enhanced digital literacy and an informed, reflective approach to emerging technologies.
- **Build your Fusion Skills** (AI Literacy + Human Expertise).

The **registration link for students** to follow this course is: <https://forms.gle/1gKuRAnFhtTrhyMC8>

**Awarded ECTS:** 3

**Title:** The University of the Future (for staff) (BIP)

**Number of this BIP:** 2025-1-EL01-KA131-HED-000318176-1

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

**Contact Person:** Professor Konstantinos Petridis, Hellenic Mediterranean University / Email: [c.petridischania@gmail.com](mailto:c.petridischania@gmail.com)

**Start Date:** 30th of April, 2026

**End Date:** 29th of May, 2026

The online lectures will take place every Thursday on Zoom from 14:00 - 15:00 CET. The online part will be completed by the 21st of May, 2026. The onsite part will take place from the 25th to the 29th of May, 2026. The event will be hosted by the Department of Electronics Engineering in Chania, Crete. The venue and the detailed information for the on-site part will be available at the following link: <https://iw.hmu.gr/>. All the material and recorded sessions will be uploaded to Moodle: <https://moodle.eve-impact.com/?redirect=0>

The **learning outcomes** of this BIP are:

- To be aware of the use of AI for teaching, research and innovation purposes.
- To be aware of the use of digital credentials e.g. microcredentials and digital badges.
- To be aware of the future of European University Alliances.
- To be aware of the role of the citizen and Open Science.
- To be aware of the impact of CoARA agreement.
- To be aware of the need of employers of Universities.
- To be aware of the future of Doctoral Studies.

The **registration link** for staff to follow this course is: <https://forms.gle/bYmbjPoDS3EGVpVo6>

**Awarded ECTS:** -

**Title:** The Fundamentals of Business English (COIL)

**Contact Persons:** Dr. Bethe Schoenfeld, Western Galilee College / Email: [bethes@wgalil.ac.il](mailto:bethes@wgalil.ac.il)

**Start Date:** 4th of March, 2026

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

**End Date:** 10th of June, 2026

The online lectures will happen every Wednesday, in Zoom from 16:00 - 17:30 CET. The online part will be completed by the 10th of June, 2026. The workload of this module will correspond to two ECTS. All the material and recorded sessions will be uploaded into Moodle: <https://moodle.eve-impact.com/?redirect=0>

**The learning outcomes** of this COIL are:

- **Communicate effectively in English** across speaking, listening, reading, and writing in international business contexts.
- **Use appropriate Business English vocabulary** in everyday professional situations across diverse business domains.
- **Apply active listening and professional communication skills** in interactions with peers and guest experts.
- **Participate confidently in team discussions and negotiations**, demonstrating clarity, persuasion, and collaboration.
- **Design and deliver structured oral presentations in English**, working effectively in teams.
- **Enhance employability** by demonstrating professional communication, teamwork, and presentation skills relevant to international business environments.

The registration link for students to follow this course is:

<https://forms.gle/Lw68qNGC5Tb2QXPA6>

**Title:** Climate change and environmental sustainability (COIL)

**Contact Persons:** Ilaria Dibosco, Dario Assante

**Email:** [impact@uninettunouniversity.net](mailto:impact@uninettunouniversity.net) [ilaria.dibosco@uninettunouniversity.net](mailto:ilaria.dibosco@uninettunouniversity.net)  
[dario.assante@uninettunouniversity.net](mailto:dario.assante@uninettunouniversity.net)

**Start Date:** 11<sup>th</sup> of March, 2026

*Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.*

**End Date:** 19<sup>th</sup> of May, 2026

The **learning outcomes** of this COIL are:

- Scientific Understanding: Grasp the fundamental science of climate change, including its causes, effects, and projected future scenarios.
- Policy Frameworks: Explore international agreements such as the UNFCCC and the Paris Agreement, and understand their roles in global climate governance.
- Regional Focus: Examine the specific impacts of climate change in the Mediterranean region, identifying unique challenges and effective adaptation strategies.
- Economic Perspectives: Analyze the interplay between economic growth and environmental sustainability, investigating concepts like the decoupling of economic development from environmental degradation and the principles of a regenerative economy.
- Sectoral Impacts: Assess how climate change affects critical sectors such as fisheries, aquaculture, and water resources, and explore sustainable management practices.
- Global Strategies: Compare climate policies and initiatives across different regions, understanding diverse approaches to mitigation and adaptation.
- Corporate Engagement: Learn how businesses can align with the Sustainable Development Goals.
- Goals (SDGs) drive climate action and combat environmental crime.

The registration link for students to follow this course is: <https://forms.gle/oYmyzJpfhy3kbtJ68>