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Ed Accession

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# "WORKIN WORKSHOP CONCEPT FOR MEEDS ANALYSIS AND DIGITAL MOBILITY" (WORKIN) CONCEPT

## PROJECT: EDUCATION SYSTEM CHANGE WITH EU-Accession (EdAccession)

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# 1 Executive overview

The WORKIN workshop concept defines how the EdAccession project connects the needs of students in Ukraine and Moldova with opportunities for virtual learning, international exchange and informed educational choices. It provides a methodological framework for identifying needs, developing a relevant programme, organising participation and adapting provision as those needs change. Its scope includes information sessions, workshops, lecture streams, expert discussions and structured learning opportunities where these support the project's educational purpose.

The central organising principle is a continuous relationship between student input and programme design. Needs analysis establishes the questions to address. An explicit educational purpose guides the choice of format, experts and materials. Partner universities support communication and access. Feedback and engagement evidence then inform adjustments to the programme. This cycle allows the concept to remain useful while individual activities, schedules and participant groups evolve.

Microsoft Teams serves as the shared environment for community communication and access to project information and resources. Moodle and OPAL support structured courses where learning activities, assessment and credit arrangements require a learning management system. Live interaction is complemented by asynchronous access, subject to permissions and technical feasibility, so that participation does not depend entirely on availability at a particular moment.

The concept distinguishes broad engagement from more intensive learning. An open workshop can introduce an opportunity or clarify a practical question. A structured course can support sustained study and assessed learning outcomes. Each format therefore needs its own purpose and appropriate evidence of participation or learning. Certificates and academic credits are treated separately and communicated according to the actual conditions of the activity.

This document describes the organisation and educational logic of the approach. It does not report activity totals, participation figures or implementation results. Operational schedules, activity records and results belong in the corresponding project documentation. The framework can be refined through implementation while remaining within the agreed project scope and the procedures of the participating institutions.

# 2 Purpose and scope

## Purpose of the concept

EdAccession addresses education system change in the context of EU accession. Within this setting, the workshop concept supports students in understanding educational opportunities, international cooperation and the possible implications of integration for their academic and professional development. It links access to reliable information with opportunities to experience learning across institutional and national boundaries.

The concept translates this purpose into an operational method that partners can apply consistently. It explains how a student request becomes a programme topic, how an appropriate learning format is selected and how the activity is prepared, supported and reviewed. It also establishes a common understanding of responsibilities without prescribing the same delivery arrangement for every university or subject.

WORKIN is used throughout this document as the identifier for the workshop concept. Questions and answers form part of its methods, alongside other formats selected according to educational purpose. The framework accommodates both individual events and connected sequences of learning activities.

### Participants and institutional setting

Students in Ukraine and Moldova are the primary audience. Their fields of study, stages of education, language confidence and access conditions may differ. Activities should therefore state clearly whom they address and what prior knowledge, preparation or technical access is needed. An invitation should enable a student to assess relevance before registering.

The consortium comprises Technische Universität Bergakademie Freiberg as coordinator, Dnipro University of Technology, LUT University and the Technical University of Moldova. Cooperation between partners provides the institutional basis for identifying needs, involving suitable experts and connecting students with learning opportunities across the consortium.

University coordinators, academic staff, international offices and other relevant institutional units support the student programme through their respective areas of responsibility. Staff development can strengthen the capacity to teach and facilitate international learning, provided that its relationship to the student programme and agreed project activities is clear.

### Boundaries and relationship to other project work

The concept draws on the Catalogue of Needs, Wishes and Desires and on the methodological experience documented in the project's exchange of good practices presentation. The catalogue supplies a structured basis for topic development. Ongoing questions and feedback complement that basis as circumstances and interests evolve.

The concept provides guidance for programme organisation. It does not establish admission rights, guarantee mobility funding or determine recognition by a student's home university. Such matters require the applicable institutional procedures and current information from the responsible authority. Experts should identify these boundaries whenever an activity addresses individual educational or mobility decisions.

Virtual learning can introduce students to other universities and support preparation for further international cooperation. Participation in an online event should not automatically be described as a completed virtual exchange, a credit-bearing mobility or an entitlement to physical mobility. The description of each activity should reflect its actual design and status.

## 3 Educational principles

### Relevance through student participation

Students contribute to programme design through needs surveys, questions and feedback. Their input should influence the substance of activities, rather than serve only as an initial consultation. Coordinators should be able to explain how a proposed topic relates to an identified need and what a participant should gain from it.

Student preferences need to be interpreted alongside the project's objectives, educational value and feasibility. Popularity alone is insufficient to determine the programme. A less frequently expressed concern may still require attention where it affects access, prevents informed decisions or concerns a group whose needs are less visible in general feedback.

### Inclusion and flexibility

The design should accommodate differences in connectivity, study workload, language confidence and availability. Participation methods should allow students to contribute without requiring a camera, spontaneous public speaking or uninterrupted access to a live session. Written questions, moderated chat and asynchronous resources can offer alternative routes where the chosen platform and format permit them.

Flexibility concerns the organisation of access and learning. Essential academic requirements must remain clear, especially where assessment or credits are involved. Any alternative to live attendance should be defined in relation to the learning purpose and the rules of the activity, rather than assumed to be equivalent in every case.

### Educational purpose and proportionate delivery

Every activity should have an explicit purpose expressed in terms meaningful to students. This may involve understanding an application process, exploring a subject, comparing educational options or developing a specific competence. The purpose guides the choice of content, interaction and follow-up resources.

The required commitment should match that purpose. A focused information session should not impose unnecessary registration or preparation. A course requiring sustained work should make its workload and completion conditions visible before enrolment. Programme variety allows students to select a level of involvement appropriate to their needs.

### Trust and responsible information

Trust depends on accurate descriptions, dependable communication and transparent limits. Activity information should distinguish general guidance from formal institutional decisions. Where regulations, deadlines or opportunities can change, materials should direct students to the responsible institution and identify the context in which the information applies.

The programme should support informed choices without presenting departure from a home institution or country as the default measure of success. International learning can also strengthen cooperation, local teaching capacity and continued engagement with home universities. These possibilities should remain visible when discussing mobility and professional pathways.

## 4 Needs analysis and topic development

### Establishing the evidence base

The Catalogue of Needs, Wishes and Desires provides the initial thematic foundation. Coordinators should review its relevant findings before developing a programme proposal and identify the student concerns that an activity is intended to address. The catalogue should remain distinguishable from later feedback so that the origin of a topic can be understood.

New input can be collected through short surveys, registration questions, dedicated question forms, moderated community discussions and communication through university coordinators. These channels serve different purposes. A broad survey can reveal recurring priorities, while a question linked to an upcoming event can identify specific uncertainties that an expert should address.

Collection should remain proportionate. Questions need a clear purpose and should avoid requesting personal information that is unnecessary for programme design. Students should understand how their input will be used and whether a response will remain private, inform a general discussion or be shared with an expert in an anonymised form.

### Interpreting needs and recognising differences

Coordinators should group related responses into themes while retaining meaningful distinctions. For example, interest in international mobility may concern eligibility, language requirements, funding, recognition or the practical experience of studying abroad. Treating these as a single request can lead to an activity that is too broad to provide useful guidance.

Interpretation should consider who contributed and who may be missing. Responses from an existing online community do not necessarily represent all students at partner institutions. Local coordinators and teaching staff can help identify groups that have limited access to the consultation or require a different communication channel.

Questions reflecting uncertainty about terminology or procedures should be translated into accessible learning objectives. Sensitive or highly individual cases should be directed to appropriate institutional support rather than resolved publicly. The purpose of analysis is to identify a suitable educational response, not to collect detailed personal case histories.

### Prioritising topics

A topic proposal should be assessed against its relevance to identified needs, connection to project objectives, potential educational value and feasibility. Feasibility includes expert availability, language, timing, preparation effort and the ability to provide reliable information. Coordinators should also consider whether an existing resource already addresses the question adequately.

Question voting can help reveal shared interests and reduce duplication. It should remain an advisory mechanism. A moderator may combine similar questions, retain an important access-related issue or refer an individual case elsewhere. Students should receive a brief explanation of how the final selection was made.

The programme can include opportunities for students to explore topics beyond their immediate discipline where the link to their development is clear. Invitations should explain that connection. Interdisciplinary relevance should be considered during design rather than inferred solely from a course title or the faculty hosting the activity.

### Converting priorities into programme proposals

For each proposed activity, the responsible coordinator should record the need being addressed, intended audience, educational purpose, format, expert contribution and planned follow-up. Where several activities address the same theme, their relationship should be clear: an introduction may lead to a more focused workshop or an optional structured course.

Indicative thematic areas include EU education opportunities, mobility and exchange procedures, recognition of learning, language preparation, employment-related questions and the societal implications of accession. These are organising categories rather than a fixed curriculum. Specific topics should follow the needs analysis and the agreed project scope.

The programme should communicate the connection between consultation and provision. A concise explanation that a topic responds to student questions can make that relationship visible. Where a request cannot be addressed, coordinators can explain the limitation and, where possible, identify an appropriate existing resource or responsible institution.

## 5 Programme architecture and choice of formats

### Broad engagement and structured learning

The programme provides routes for different depths of participation. Open activities introduce topics, clarify questions and enable contact with international academic perspectives. Structured courses support sustained learning through a defined sequence of content, tasks and assessment. Students should be able to understand the difference before joining.

These routes can complement one another. An introductory event can help a student decide whether to undertake a course, while a course can refer learners to open discussions for wider context. A progression should only be advertised where the next opportunity is actually available and its entry conditions are known.

Attendance is relevant to engagement, but it does not by itself demonstrate competence. Conversely, a format involving a smaller learning group may be appropriate where discussion, feedback or assessment requires closer support. Decisions about continuation should therefore consider the purpose of the format alongside the effort needed to deliver it.

### Information sessions and practical workshops

Information sessions suit questions that require a clear explanation from a knowledgeable source, such as an overview of opportunities or the steps in an institutional process. Content should be focused enough to give students a usable orientation, with references to current authoritative information for details that may change.

A practical workshop should provide an opportunity to apply information through a task, case, guided exercise or structured reflection. The task should be feasible within the session and its outcome should relate directly to the stated purpose. Where participation depends on preparation, instructions and materials should be available in advance.

### Lecture streams and connected series

Lecture streams can offer access to subject teaching and academic perspectives from another university. Their description should explain the subject, expected level and whether individual sessions can be followed independently. A stream intended for a wider audience may need a brief introduction, terminology support or a short contextual summary.

A connected series should provide continuity without making every student dependent on attendance at every meeting unless this is academically necessary. The relationship between sessions, available materials and any completion requirements should be explicit. Regularity should serve learning needs and expert availability rather than become an end in itself.

### Expert discussions and debates

Expert discussions suit topics involving different interpretations, experiences or professional perspectives. The moderator should establish the question being explored, distinguish evidence from opinion and create space for clarification. Contributions from students or alumni with mobility experience can complement formal guidance, provided that personal experience is presented as such.

Debates need a clear structure and appropriate facilitation. Students can prepare questions or short reflections without being required to speak spontaneously. A follow-up summary should preserve the main distinctions and any unresolved issues, rather than suggest agreement where different positions remain.

### Questions and answers

Questions and answers can be embedded in other formats or organised as a dedicated activity when student demand and suitable expertise justify it. Questions may be collected before the session, combined by theme and prioritised through voting or moderation. Experts can then prepare focused responses and identify matters requiring referral.

Live participation should be encouraged through clear invitations and a supportive atmosphere. Written contributions and anonymous question submission can be considered where feasible. A student’s decision to keep a camera off or remain silent should not be treated automatically as a lack of interest or learning.

Where live discussion is not the most appropriate route, the same need may be addressed through a prepared response, a short recording, a written explanation or a topic-specific workshop. Frequency and format should be reviewed according to the usefulness of the exchange and the available resources.

### Thematic and seasonal series

A thematic series can bring related activities together so that students recognise a coherent learning opportunity. Scheduling should consider academic calendars, assessment periods, local conditions and competing commitments at the partner institutions. No single time should be assumed to suit every group.

A series should have a recognisable theme, clear access instructions and a manageable learning sequence. Each activity should state whether it is independent or part of a required pathway. Follow-up materials can help students reconnect after an interruption, while any compulsory elements remain subject to the announced academic conditions.

### Courses with assessment and ECTS

A course offered with academic credit requires a defined curriculum, learning outcomes, workload, assessment approach and completion conditions established by the responsible institution. The learning management system should support access to content, submission of work, communication and assessment as required by the course design.

The provider's award of credits and the home institution's recognition of those credits are separate matters. Course announcements should explain what is awarded, by whom and under what conditions, while directing recognition questions to the appropriate institutional procedure. Neither participation in the project community nor attendance at an open event should imply entitlement to ECTS.

Support for learners should cover both academic expectations and access to the relevant platform. Students should know where to ask content questions, how to obtain technical help and how interruptions may affect completion. Any flexibility in deadlines or assessment must follow the provider's rules.

### Selecting the appropriate format

Format selection begins with the intended outcome. A recurring practical question may need a focused explanation. A skill requiring practice may need a workshop or course. A contested issue may need a moderated discussion. A topic with limited opportunity for simultaneous participation may require a stronger asynchronous component.

The coordinator should also consider whether the audience needs interaction with peers, feedback from an expert or simply reliable access to information. Format choices should be realistic about language, platform access and facilitation capacity. Combining methods is appropriate where each component has a defined role.

## 6 Digital environment and access to resources

### Community environment

Microsoft Teams is the main community environment for announcements, reminders, questions, support and access to project resources. A shared communication space should help students locate current opportunities and return to materials without having to reconstruct information from separate messages.

The structure should distinguish current announcements from reference materials and activity-specific resources. Posts should use consistent titles and direct links. Where an activity takes place on another platform, its announcement should explain that route clearly, including any separate registration or account requirement.

A community space needs active coordination. Responsibility for announcements, access questions and moderation should be assigned. Important information should remain easy to find, and outdated instructions should be corrected or marked clearly. Students should know which channel to use for general questions and which matters require private contact.

### Learning management systems

Moodle and OPAL provide environments for structured learning where a course needs sequenced content, assignments, assessment or other formal learning functions. The platform should follow the arrangements of the responsible provider and the educational requirements of the activity. A separate course environment should have a clear purpose and a visible entry point from the community information.

Before a course begins, access instructions should explain account creation or enrolment, relevant permissions and the location of essential course information. Technical access and academic registration may involve different procedures and should be described separately. Students should receive a contact route for problems they cannot resolve themselves.

### Resource organisation and maintenance

Each activity should have an identifiable resource location containing the materials that may be shared. Depending on the format, this can include presentation slides, a recording, a concise summary, relevant links and answers to recurring questions. Materials should indicate the activity or topic they relate to and the context of their use.

Resource maintenance should include clear naming, a responsible contact and review of information that can become outdated. A recording about an application procedure should not be presented as permanently current. Where updating the recording is impractical, a visible notice or link to current information can help prevent misunderstanding.

Access conditions should reflect the permissions attached to the material. Speaker consent, third-party content and participant contributions may limit what can be published or reused. The presence of a resource in a project environment does not automatically permit external redistribution.

## 7 Communication and participant engagement

### Communication through partner institutions

Recruitment should connect central project communication with the channels students already use at their own institutions. Project coordinators provide a common activity description. University coordinators adapt distribution to local practices and involve relevant faculties, deans and teaching staff where their participation can reach the intended audience.

The communication pathway can connect the project coordinator, university coordinator, faculty leadership, teachers and students. Its use should remain proportionate to the activity. A subject-specific course may require targeted academic communication, whereas an open introductory session may be distributed more broadly.

Partner institutions may use different combinations of university email, social media, local messaging channels and community posts. Channel selection should follow local audience knowledge and be reviewed through participant feedback. The project website provides a reference point for public information, while direct university communication can support the practical steps needed to join.

### Content of invitations and reminders

An invitation should state the topic, intended audience, purpose, language, format and participation conditions. It should explain the expected commitment, any preparation and whether a recording or subsequent material is planned. Timing information should be unambiguous for participants in different locations.

Recognition information requires particular care. The invitation should distinguish an attendance certificate, a certificate based on completion requirements and academic credit. If recognition arrangements are not established, they should not be advertised as confirmed. Students should also know whether registration is required and what happens after they register.

Reminders should contain the practical information needed at that stage, including a working access link and any preparation. Communication should avoid unnecessary duplication across channels. When an arrangement changes, the correction should reach the channels through which the original invitation was distributed.

### Sustaining engagement

Engagement is supported by a clear purpose, predictable access and a manageable level of commitment. Students should be able to see why an activity is relevant and what they can do with the information afterwards. Short orientation messages, accessible language and clear follow-up can reduce avoidable barriers.

Certificates can acknowledge participation or completion where the project or provider has defined appropriate conditions. Their educational meaning should be transparent. They should complement the value of the activity and should not be used to imply an academic award beyond what the issuing institution can provide.

Peer recommendations and involvement by teaching staff can help connect activities to students' interests. Such involvement should explain the opportunity without introducing unannounced academic obligations. Where a teacher integrates an activity into a course, any additional requirements need to be communicated through the relevant course arrangements.

## 8 Operational cycle and responsibilities

### Identifying and defining an activity

The responsible coordinator begins with an identified need and checks its relationship to the programme. An activity brief should describe the audience, educational purpose, topic boundaries and intended format. It should also identify what can reasonably be addressed and what requires a separate institutional service or specialist response.

An existing activity or resource should be considered before developing a new one. Where a new event is justified, the coordinator identifies the responsible partner, expert contribution, delivery environment and support needs. The brief should be sufficient for partners to understand the proposal and communicate it accurately.

### Preparing the content and delivery

The coordinator and expert agree the scope, learning purpose and interaction method. Preparation should clarify terminology, the balance between presentation and participation, and the materials to be made available. Questions collected in advance should be grouped and shared in a form that protects unnecessary personal details.

Technical preparation includes checking platform permissions, access links and the ability to use planned functions. Recording arrangements should be agreed before the invitation promises a recording. A simple contingency should identify who communicates an interruption and where an alternative link, revised arrangement or subsequent material will be announced.

The moderator needs a session outline covering the introduction, main content, questions and closure. Responsibility for technical issues should be clear so that academic discussion can continue where feasible. For a course, preparation also includes enrolment instructions, assessment information and access to the learning environment.

## Communicating and supporting access

The activity description is distributed through the agreed partner channels. Coordinators should check that links and instructions are consistent across versions. Any registration form should collect only information needed for organisation, communication or the stated recognition arrangements.

Before delivery, students should have a route for access questions and a way to submit relevant content questions. Repeated access problems should be addressed at the level of instructions or platform setup, rather than treated solely as individual cases. If a participant cannot obtain required access, the coordinator should clarify any available alternative without promising equivalence that the activity cannot support.

## Facilitating the activity

At the start, the moderator explains the purpose, structure, participation methods and any recording arrangements. The expert should be introduced in relation to the topic. Students should understand how to ask questions and whether questions that cannot be addressed live will receive another form of response.

During delivery, the moderator maintains the topic focus, combines overlapping questions and supports a respectful discussion. Written contributions should receive attention alongside spoken ones. Questions requiring personal decisions or confidential information should be redirected to a suitable private or institutional channel.

The closing should make the next steps clear: where materials can be found, how feedback can be provided and what further learning opportunities are actually available. Any unanswered general questions should be assigned an appropriate follow-up route or acknowledged as outside the scope of the activity.

## Publishing materials and reviewing the activity

After delivery, the responsible team should check materials before sharing them. The review should consider permissions, technical quality, accidental disclosure and the accuracy of access instructions. Where sharing a full recording is unsuitable, a summary or authorised presentation may provide a more appropriate resource.

Feedback should address whether the activity met its purpose and what barriers affected participation. The coordinator reviews this alongside engagement evidence and expert or moderator observations. A brief decision record should state whether to retain the format, revise it, combine it with another approach or discontinue it.

Follow-up needs can then enter the next planning cycle. This makes review part of programme development and avoids collecting feedback without a defined use. Changes affecting a course's academic requirements must remain with the responsible provider.

### Allocation of responsibilities

The project coordinator maintains the common methodological framework and supports coherence across partners. University coordinators connect it to local academic calendars, communication practices and student needs. The partner responsible for an activity coordinates its preparation and follow-up with the contributing expert.

Experts are responsible for the academic or professional substance of their contributions and for identifying limits to their guidance. Moderators organise participation and the flow of discussion. Technical support roles cover access and delivery functions according to the available institutional arrangements. These functions may be combined where feasible, provided that responsibilities remain explicit.

Course providers retain responsibility for their curricula, assessment and awards. International offices or other competent units provide formal guidance within their areas of authority. Students contribute questions and feedback and follow the communicated requirements of the activities they choose.

## 9 Inclusive participation and asynchronous access

### Planning for interruptions

The framework should accommodate disrupted connectivity, power interruptions, changing schedules and competing study obligations. These circumstances make it useful to consider access before, during and after the live event. A session description should explain what a student can access if simultaneous attendance is not possible.

Where permissions and resources allow, recordings and supporting materials provide continuity. Their preparation should form part of activity planning rather than depend on an improvised decision after delivery. A useful asynchronous resource needs a clear title, context and explanation of how it relates to the original activity.

### Alternative ways to contribute

Students should be able to submit questions in advance or use written interaction during a session where the format permits. These routes can support those who need time to formulate an idea or are less confident speaking in the delivery language. Moderators should make their availability visible and explain how contributions are selected.

Asynchronous participation can involve reviewing materials, submitting a reflection or completing a task when the activity is designed to support it. Viewing a recording alone should not be represented as equivalent to completing an assessed course. The relevant completion conditions must specify what evidence is required.

### Language and accessible materials

The delivery language and any required language level should be announced clearly. Experts should use terminology appropriate to the audience and explain institutional abbreviations. Written questions, advance outlines and concise summaries can support comprehension without changing the substantive level of the activity.

Materials should use legible formatting, meaningful headings and descriptive links. Captions, transcripts or equivalent support should be considered according to participant needs and available functions. Automatic outputs require review where errors could change meaning. The concept does not assume that all platforms or materials satisfy every accessibility need without checking.

### Recording and personal information

Recording should follow the relevant institutional procedures and permissions. Speakers and participants should receive clear information about the purpose of recording and intended access arrangements. Student contributions should be included only where appropriate; private or sensitive cases should not become part of a shared learning resource.

Access, retention and reuse need a responsible institutional owner. Organisers should follow applicable institutional rules rather than create parallel informal repositories for personal information. Where a resource cannot be shared, students should receive a clear explanation of the available alternative.

## 10 Learning quality and recognition

### Defining and supporting learning

Quality begins with a purpose that can be addressed through the planned activity. The content, interaction and subsequent materials should serve that purpose. A practical session may require a task; a discussion may require comparison of perspectives; a structured course requires explicit learning outcomes and appropriate assessment.

Experts should be selected for relevant competence and their ability to communicate with the intended audience. Academic, professional and lived-experience contributions can each add value when their role is clear. Preparation should ensure that speakers understand the context of students in the partner institutions and the limits of the activity.

Materials should be reviewed for clarity, relevance and reliable sourcing. Where information can change, the activity should direct students towards a current official source. Quality review should also consider whether participants can actually access the content and understand the next steps.

### Participation and certificates

Participation can take different forms, including live attendance, written contribution or completion of an agreed asynchronous activity. Organisers should define which forms are accepted before attaching recognition to them. Evidence requirements should be proportionate and should not require unnecessary personal information.

An attendance certificate confirms participation under the stated conditions. A completion certificate may refer to additional tasks or requirements only where these have been defined and checked. Certificate wording should identify the activity and issuing body accurately and avoid implying a qualification or credit award that has not been established.

Procedures for issuing and correcting certificates should identify a responsible contact. Names and other necessary details should be checked through an appropriate process. General participation in the community does not in itself establish completion of a particular activity.

### Assessment and academic credit

Where a course carries ECTS, assessment should be aligned with its learning outcomes and the provider's academic regulations. Students need advance information on the expected work, assessment method, completion criteria and the form of documentation available. Changes should be managed through the responsible institution.

Recognition at the home institution should be discussed through the relevant academic process where it is sought. The project can support access to information and coordination, while the competent institution determines recognition. Announcements and certificates should maintain this distinction consistently.

# 11 Monitoring and adaptive programme management

## Purpose of monitoring

Monitoring supports decisions about relevance, access, educational quality and the use of delivery resources. It should help the team understand whether an activity serves its intended purpose and which changes are justified. This concept defines the categories to consider without setting numerical targets or presenting current results.

Community membership, registration, live attendance, access to recordings and course completion describe different aspects of participation. They should not be treated as interchangeable evidence. Repeated attendance across activities also differs from participation by distinct individuals. Any operational reporting should use definitions appropriate to the available records.

## Sources and interpretation of feedback

Feedback can be gathered through short forms, open comments, structured questions and communication with partner coordinators. Experts and moderators can provide observations about the suitability of the format, recurring misunderstandings and support needs. These perspectives should be considered together, with their limitations made clear.

A quiet discussion does not establish that students did not benefit. Registration does not establish learning, and a favourable comment does not demonstrate a lasting effect. Interpretations should remain close to the evidence collected. Where the team needs to know why a barrier occurred, a focused follow-up question is more useful than attributing a cause without verification.

## Decisions about adaptation

Review should consider the relationship between topic, audience, timing and format. A relevant topic may require a different communication route or a different participation method. A demanding format may need preparation or facilitation that the current arrangement cannot provide. The review should distinguish these possibilities before deciding that student interest is absent.

Adaptation can involve narrowing a topic, revising instructions, changing the balance of presentation and interaction, strengthening asynchronous access or adjusting frequency. A format can be reduced or paused when its educational contribution does not justify continued delivery in its present form. Decisions should be documented briefly so that partners understand their rationale.

## Shared reflection and methodological learning

Partner reflection should focus on transferable questions: what need was addressed, what conditions shaped participation and what organisational response is appropriate? Observations should be distinguished from established explanations. A local experience can inform another partner’s planning without being presented as universally applicable.

Methodological lessons can be recorded as a relationship between a design challenge and an available response. For example, limited spontaneous discussion may justify advance question collection; interrupted access may justify a stronger asynchronous route; unclear relevance may justify more targeted invitations. These are options to assess in context rather than claims of guaranteed effectiveness.

# 12 Institutional capacity and staff contribution

## Staff as facilitators and multipliers

Teaching staff and university coordinators connect the programme with student groups, disciplinary contexts and existing support structures. Their contribution includes explaining relevance, identifying emerging needs and helping students navigate the available opportunities. It should be recognised as part of programme organisation rather than assumed to happen without coordination.

Staff preparation can cover facilitation in an international setting, communication in the delivery language and the adaptation of teaching materials for online use. Where language development is linked to preparing a lecture in a staff member's discipline, the educational purpose is to support the capacity to contribute to international teaching. Any such activity must remain within the agreed project arrangements.

## Continuity of institutional knowledge

Shared activity briefs, resource structures and concise decision records can help partners maintain continuity when responsibilities change. Templates should be simple enough to use and flexible enough for different formats. Access arrangements should rely on institutional responsibilities rather than a single person's informal file collection.

Staff involvement can also connect workshop topics with teaching and international cooperation opportunities beyond an individual event. Such links should be described according to what institutions can actually provide. Future courses, partnerships or recognition arrangements should not be presented as confirmed before the relevant decisions are made.

# 13 Continuity and transfer of the concept

## Maintaining the learning environment

Continuity depends on assigning responsibility for resources, access instructions and essential communication. Before an activity series ends, the responsible partner should clarify which materials can remain available, who can maintain them and what limitations apply. Continuing availability should not be promised without an agreed institutional arrangement.

Resources that explain changing procedures require a review route or a clear indication that they relate to a particular context. Materials of more lasting educational value can be organised for reuse where permissions allow. A smaller maintained collection is preferable to an expanding repository whose relevance and access conditions are unclear.

## Applying the framework in other settings

The transferable elements are the needs analysis cycle, explicit educational purpose, choice of format, partner-supported communication and structured review. Another institution can apply these elements while adapting its platform, language, academic procedures and support capacity. Replication should begin with local needs rather than copying a schedule of events.

Minimum organisational conditions include a responsible coordinator, access to suitable expertise, a workable communication route and an accessible delivery environment. A structured course additionally requires the relevant academic arrangements. Institutions should select an achievable scope and expand it only when responsibilities and resources support that expansion.

### Review of the concept

The framework should be reviewed when recurring feedback, platform changes or institutional arrangements affect its usefulness. Methodological updates should preserve the distinction between the concept, operational planning and reporting. Activity results can inform revision without being embedded in the concept as figures that quickly become outdated.

The continuing purpose is to make the relationship between student needs and educational provision clear and actionable. Consistent preparation, accessible participation and informed adaptation provide a basis for cooperation across the consortium while allowing each activity to reflect its particular audience and learning purpose.

## 14 Practical instruments for implementation

### Activity brief

A concise activity brief should record the identified student need and its source, intended audience, educational purpose, topic boundaries and chosen format. It should name the responsible partner and relevant contributors, identify the delivery platform and describe how students will obtain access.

The brief should also address preparation, interaction methods, subsequent materials and any recognition conditions. Where recording, assessment or academic credit is involved, the relevant permissions and institutional responsibilities should be clear before promotion begins. The brief is an internal coordination instrument and can be adapted to the complexity of the activity.

### Question collection and moderation record

A question collection instrument should distinguish general topic questions from individual administrative cases. It should explain the intended use of submissions and allow organisers to combine duplicates without losing meaningful differences. Optional voting can inform prioritisation where it is practical and appropriate.

The moderation record can group questions as suitable for live discussion, suitable for a prepared follow-up, requiring referral or outside the activity's scope. It should avoid retaining personal details that are not needed. This makes the handling of questions manageable and supports a clear explanation of what the activity can address.

### Resource publication check

Before sharing a resource, the responsible person should check that its title and context are clear, that the intended audience can open it and that permissions cover the planned use. The check should include speaker and participant contributions, third-party material and information that may need a current-source notice.

The resource location should provide a contact route for errors or access problems. If a recording is unavailable or unsuitable for publication, the team should consider an authorised alternative. Any published summary should preserve the meaning of the expert contribution and make unresolved questions visible.

### Review and adaptation note

A short review note should state the activity's intended purpose, the feedback considered, access barriers and the resulting decision. It should distinguish participant statements, organiser observations and interpretations. No claim of learning or wider impact should be made solely on the basis of attendance.

The note should identify any follow-up action and responsible person, such as updating instructions, consulting students on a narrower topic or selecting a different format. Relevant themes can then return to the needs analysis cycle. This closes the operational loop without requiring the concept itself to become an activity report.

# 15 Documentary basis

This revised concept develops the methodological framework in the original WORKIN workshop concept for needs analysis and digital mobility, using the organisational approaches described in the EdAccession presentation on exchange of good practices. It retains the Catalogue of Needs, Wishes and Desires as the needs-analysis reference identified in those materials. The catalogue's underlying data are not reproduced or reanalysed here.

The framework describes educational and organisational arrangements. Formal project obligations remain governed by the applicable grant documents, and institutional decisions remain with the competent institutions. Activity-specific plans should apply the framework within those arrangements.

# 15 Conclusions and key principles for implementation

The WORKIN concept provides a coherent framework for translating student needs into accessible and relevant international learning opportunities. Its implementation connects needs analysis with programme design, participant support and continuous review. The following principles guide the application of this framework across the partner institutions.

Student needs remain the starting point. The Catalogue of Needs, Wishes and Desires provides the initial foundation for topic selection. Ongoing questions and feedback keep the programme responsive to changing interests and circumstances. Each activity should have a clear connection to an identified need and an explicit educational purpose.

Flexibility is an integral part of programme design. Topics, formats and frequency should remain open to adjustment. Workshops, lecture streams, expert discussions, questions and answers, and structured courses serve different purposes. Their selection should reflect the intended learning experience, the characteristics of the audience and the resources available for delivery.

Asynchronous access should be considered from the outset. Recordings, presentation materials, summaries and prepared answers can extend access beyond the live session, where permissions and technical conditions allow. Planning these resources in advance helps accommodate interrupted connectivity, competing study commitments and differences in availability.

Scheduling requires coordination and realistic expectations. Academic calendars, local circumstances and student workloads should inform the timing of activities. Since a single schedule cannot accommodate every participant, clear advance communication and appropriate opportunities to access materials later should form part of the delivery approach.

Institutional cooperation supports student engagement. Project communication should connect with the channels and academic relationships through which students receive information at their own universities. Coordination between project teams, university coordinators, faculty leadership and teachers helps communicate the relevance of an activity and provides a clear route to participation.

Different learning needs require different levels of commitment. Open activities offer opportunities to explore topics and obtain practical guidance. Structured courses provide a more sustained learning pathway with defined tasks and assessment. The expected workload, participation conditions and available support should be clear for each format.

Recognition should be meaningful and transparent. Certificates can acknowledge participation or completion under clearly communicated conditions. Courses offering academic credit require the relevant institutional arrangements. The distinction between attendance, completion, credit awards and recognition by the home institution should remain explicit.

Feedback should lead to informed adaptation. Participant feedback, access difficulties and observations from experts and coordinators should inform subsequent planning. Review should consider the purpose of each activity and the quality of the learning experience alongside engagement. Useful approaches can be retained and refined, while unsuitable arrangements can be revised or discontinued.

Together, these principles establish a consistent basis for implementation while allowing partners to respond to their specific educational contexts. The concept is intended to support a continuing relationship between students and participating universities, in which expressed needs inform learning opportunities and experience informs further development. Its guiding purpose is to make international learning accessible, relevant and connected to students' educational and professional choices.