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"Fostering Socially Distanced and Inclusive on-Campus Education in Armenian HEIs"

NATIONAL CERTIFICATE PROGRAMME (NCP) ON TRAINING OF TEACHERS' DIGITAL COMPETENCES

For Armenian Higher Education Institutions

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1. PREFACE

The National Certificate Programme (NCP) on Training of Teachers' Digital Competences has been strategically developed within the framework of Work Package 2 (WP.2-DIGIcert) of the ERASMUS+ eCAMPUS project "Fostering Socially Distanced and Inclusive on-Campus Education in Armenian HEIs" to foster resilient, inclusive, and technologically sophisticated on-campus and hybrid higher education across the Republic of Armenia.

The NCP is designed entirely around the DigiComArm Framework (2026), the national standard against which we benchmark digital teaching capabilities, educational technology workflows, and online instructional delivery in modern higher education. The DigiComArm framework outlines a cohesive set of specialised digital practices and technical guidelines for university educators and academic support staff. It can be applied dynamically to continuous professional development (CPD) structures at individual, departmental, or institutional levels to enhance the quality of hybrid and virtual learning environments.

The NCP targets both new and experienced university educators in Armenia who wish to formalise, evaluate, and scale up their digital teaching capabilities. This operates as a highly collaborative programme in which participants from diverse academic fields bring their distinct professional experiences to build digital competencies throughout the course. The core modules are driven by hands-on digital studios, collaborative peer reviews, and individual reflective portfolios, ensuring a stimulating, highly innovative development path for all participants.

1.1 Concept

The National Certificate Programme (NCP) is explicitly grounded in the DigiComArm Digital Competence Framework for Educators. It directly addresses an urgent, systemic requirement to develop, reward, and sustain a culture of continuous professional development (CPD) centred on educational technology, instructional design, and data-driven learning spaces across Armenian universities.

The NCP equips and supports university faculty members in creating, modifying, and applying a robust range of digital pedagogical approaches. This ensures digital accessibility, legal copyright compliance, and academic excellence across distinct academic disciplines. Ultimately, the programme fosters the creation of inter-institutional learning communities across Armenia, enabling the

teaching staff members to share Open Educational Resources (OER) and adapt their daily teaching practices to meet the unique profiles of 21st-century digital learners.

1.2 The DigiComArm Framework and What it Means for Digital Competences in Armenian Higher Education

The DigiComArm framework is the nationally recognised benchmark for building digital capability and proving instructional success within university teaching and student academic support. The framework accounts for the wide range of virtual learning management environments, interactive presentation layers, digital data streams, and automated assessment tools that characterise modern higher education.

These core competencies are structured systematically into 5 Core DigiComArm Areas containing 14 key competences and 2 cross-cutting AI competences (16 Learning Outcomes in total):

1. **Areas 1 & 5: Professional Engagement & Development and Empowering & Engaging Learners**

   1.1-Digital Communication and Collaboration (LO1); 1.2-Continuous Professional Digital & AI Development (LO2); 5.1-Accessibility and Inclusion (LO3); 5.2-Engaging Learners Digitally (LO4). Cross-cutting: LO16 (AI-Driven Professional Development) is developed within competence 1.2.

2. **Area 2: Digital Resources & Content Creation**

   2.1-Selecting & Evaluating Digital Resources (LO5); 2.2-Creating & Modifying Digital Resources (LO6); 2.3-Managing & Protecting Digital Resources (LO7); 2.4-Responsible Use of Digital Resources (LO8). Cross-cutting: LO16 (AI-Driven Professional Development).

3. **Area 3: Teaching & Learning**

   3.1-Instructional Design and Teaching (LO9); 3.2-Academic Guidance and Support (LO10); 3.3-Collaborative Learning (LO11); 3.4-Supporting Autonomous Learning (LO12). Cross-cutting: LO15 (AI Ethics and Assessment); LO16 (AI-Driven Professional Development).

4. **Area 4: Assessment & Feedback**

   4.1-Assessment (LO13); 4.2-Feedback and Improvement (LO14). Cross-cutting: LO15 (AI Ethics and Assessment); LO16 (AI-Driven Professional Development).

The framework enables educators, educational leaders, and quality assurance officers within Armenian higher education to:

1. **Benchmark Professional Practice:** Validate that modern technology-enhanced teaching takes place across fluid environments (virtual, hybrid, or on-campus) with highly diverse student needs.
2. **Promote Professional Digital Standards:** Standardise operational excellence across Armenian HEIs by establishing specific digital teaching benchmarks, classified into Foundational (Beginner), Intermediate (Practitioner), and Advanced (Expert) proficiency bands.
3. **Reward and Recognise Innovation:** Establish clear pathways for academic career development and institutional recognition through modern verification models such as microcredentials and open badges.
4. **Drive Student-Centred Instructional Design:** Build tech-integrated courses that place student engagement, digital safety, and diversity of learning preferences at the core of the educational process.
5. **Cultivate Ethical Technology Use:** Ground tech implementation within critical reflection, explicitly preparing educators to navigate artificial intelligence, algorithm accountability, and data privacy legislation.

1.3 How the Competence Areas Relate to Each Other

While the five core areas can be studied independently for professional development purposes, they never operate in isolation; they are deeply interlinked in daily practice. Combined, they mirror the holistic nature of running a modern digital classroom. For example, executing an interactive digital lecture (Area 3) requires the deliberate sourcing and licensing of digital content (Area 2), must be designed to accommodate vulnerable or distant learners (Area 5), should be monitored using embedded formative analytics (Area 4), and is enhanced through collaborative professional networking spaces (Area 1).

2. PROGRAMME OVERVIEW

This National Certificate Programme (NCP) on training of teachers' digital competences has been developed within the framework of Work Package 2 (WP.2 – DIGIcert) of the **ERASMUS+ eCAMPUS project** (Grant No. 101177299). Its primary purpose is to design a structured, evidence-based training programme that equips university educators in Armenia with the digital competences defined in the DigiComArm framework.

The programme is designed as a cohesive, blended learning experience, consisting of four modules of 2 ECTS each (8 ECTS in total). Each module is a five-day training of 6 class hours per day (30 contact hours) plus 30 hours of individual study, amounting to 60 hours of total workload, and is delivered either as an intensive five-day block or through an equivalent distributed model. This model seamlessly integrates face-to-face, synchronous online, and self-directed independent learning components, ensuring operational flexibility for partner institutions while fully preserving the integrity of the learning outcomes, instructional content, and academic standards.

Workload & Credits

4 modules × 2 ECTS = 8 ECTS in total | each module: a 5-day training, 6 class hours per day = 30 contact hours + 30 hours of individual study = 60 hours total workload | 16 Learning Outcomes (14 key competences + 2 cross-cutting AI competences) across 5 DigiComArm Areas | Minimum 2 observable competence indicators per area

The National Certificate Programme (NCP) is open to all university faculty members seeking to update, modernise, and validate their instructional technology practices. Because it is fully aligned with the national DigiComArm framework, successful completion guarantees that an educator's digital teaching capacities have been formally benchmarked against strict European and national quality baselines.

The NCP provides a structured platform for deep pedagogical reflection, allowing educators to test innovative tools, re-evaluate standard teaching routines, challenge traditional assumptions about lectures, and design interactive learning objects within a secure, highly supportive peer community. It allows educators to dedicate structured time to auditing their curriculum design through the lens of student accessibility, data safety, and digital inclusion.

The learning and teaching strategy of the NCP challenges prior instructional habits by asking participants to evaluate critically:

- Their personal experiences and assumptions regarding online and hybrid teaching tools.
- Direct feedback from their own students, tracking engagement metrics, identifying friction points in learning, and evaluating digital preferences.
- Shared insights from departmental and cross-institutional peers through coordinated peer observation, collaborative digital workspaces, and current international research on digital education.

3. AIMS OF THE NCP PROGRAMME

The primary aim of the NCP is to stimulate rigorous, evidence-based dialogue among university teachers regarding digital education. Grounded in constructivist models and project-based learning, the programme balances theoretical expert synthesis with active, hands-on digital laboratory studios. The NCP aims to ensure that successful graduates are thoroughly equipped to exploit modern learning management systems and digital resources to help all students succeed by providing:

- A structured national framework to systematically build, measure, and certify digital teaching capabilities in line with European standards.
- An active, cross-institutional ecosystem where educators across different disciplines can evaluate emerging technologies and share compliant Open Educational Resources (OER).
- A mechanism to build a professional digital identity, enabling educators to act as confident mentors who design accessible, highly engaging virtual learning paths.
- A robust foundation for ongoing professional development using learning analytics, data verification, and critical reflection regarding technology's role in society.

4. LEARNING OUTCOMES

On successful completion of this certificate, learners will be able to demonstrate exactly 16 explicit Learning Outcomes (LO): comprising the 14 key competences (LO1–LO14) plus 2 cross-cutting AI competences (LO15 and LO16) that recur across all four training modules, mapped directly across the core functional segments of the training program:

- **LO1 - 1.1 Digital Communication & Collaboration:** Set up, maintain, and manage collaborative, professional institutional digital communication channels and spaces.
- **LO2 - 1.2 Continuous Professional Digital & AI Development**: Coordinate and design long-term educational documentation for continuous professional development (CPD) in digital competences-such as course syllabi, module specifications, and curriculum frameworks-utilising self-assessment engines and open badging systems.
- **LO3 - 5.1 Accessibility & Inclusion:** Design and deliver digitally accessible teaching materials and activities in line with Universal Design for Learning (UDL), ensuring equitable participation for students with disabilities and for students facing connectivity or socioeconomic barriers.
- **LO4 - 5.2 Engaging Learners Digitally:** Use digital technologies, learning analytics and adaptive activities - including flipped-classroom design and AI-assisted personalisation - to foster active, self-regulated and engaged learning.
- **LO5 - 2.1 Selecting & Evaluating Digital Resources:** Execute a structured search workflow to discover and select Open Educational Resources (OER) aligned with pedagogical outcomes.
- **LO6 - 2.2 Creating & Modifying Digital Resources:** Create, modify, and customise digital educational resources while embedding clear accessibility structures.
- **LO7 - 2.3 Managing & Protecting Digital Resources:** Manage digital educational assets utilising metadata tagging, version controls, and protected cloud repositories.
- **LO8 - 2.4 Responsible Use of Digital Resources:** Implement educational technology resources responsibly while adhering strictly to copyright licensing boundaries and data protection rules.
- **LO9 - 3.1 Instructional Design & Teaching:** Plan, structure, and deploy accessible, highly navigable module layouts inside an institutional Learning Management System (LMS).

- **LO10 - 3.2 Academic Guidance & Support:** Coordinate automated consulting workflows and learning analytics checks to provide responsive academic guidance.
- **LO11 - 3.3 Collaborative Learning:** Facilitate peer-to-peer collaboration and cluster projects using shared cloud environments and interactive presentation layers.
- **LO12 - 3.4 Supporting Autonomous Learning:** Support autonomous learning tracks by designing digital self-testing checks and student e-portfolio structures.
- **LO13 - 4.1 Assessment:** Design inclusive, constructively aligned digital formative and summative assessment strategies.
- **LO14 - 4.2 Feedback & Improvement:** Deliver targeted, timely written and multimedia (audio/video) feedback configurations to enhance the learning process, informed by interpretation of item analysis results and quiz analytics to isolate student misconception clusters and error patterns.
- **LO15 (Cross-cutting) - AI Ethics & Assessment**: Design and implement transparent AI guidelines to ensure data privacy, academic integrity, ethical and adaptive assessment, and personalised feedback. Formulate transparent institutional AI disclosure policies and UDL compliance protocols that safeguard learner digital integration.
- **LO16 (Cross-cutting) - AI-Driven Professional Development**: Design and implement AI-driven professional development strategies that support continuous learning and targeted skill enhancement for educators.

4.1 Teaching & Learning Methodology

The programme is grounded in constructivist epistemology and active learning, ensuring that theoretical knowledge is consistently translated into practice, adheres to problem-based learning principles, and is aligned with the eCampus Digital Competence Framework to ensure standardised competency acquisition.

Modules balance expert synthesis with experiential studio activities and workshops. This application is reinforced by a feedback ecosystem of self-assessment, peer review, and daily exit tickets that fosters metacognitive awareness and a collaborative community of practice.

The programme integrates AI-assisted activities through a lens of critical ethical reflection. This ensures that technical proficiency is developed alongside the professional judgment necessary to navigate algorithmic bias and data integrity

within the modern academic landscape. The competence levels in DigiComArm are defined as follows:

B = Beginner (foundational)

P = Practitioner (intermediate)

E = Expert (advanced)

5. PRE- AND POST-CONTACT FACILITATION: FOUNDATIONAL PREPARATION

5.1 Before the live teaching sessions begin

European partners provide a structural and cognitive baseline to ensure that synchronous contact time is reserved for high-level interaction.

- **Foundational Knowledge Packages**: Partners deliver curated micro-lectures and reading materials that cover theoretical frameworks, including the EU DigCompEdu guidelines, enabling participants to master definitions independently.
- **Diagnostic & Self-Audit Engines:** European institutions deploy standardised tools to map participants' skill levels in advance, ensuring that teaching is calibrated to the cohort's actual needs from day one.
- **Template & Sandbox Repositories**: Partners provide preconfigured LMS shells and digital "sandboxes," eliminating the need to spend valuable contact hours on basic technical setup or account registration.

5.2 Post-Contact Facilitation and Competency Transfer

Following the synchronous contact hours, European partners provide the infrastructure and expertise necessary to translate classroom learning into long-term professional competence:

- **Automated Self-Testing Checks:** To reinforce learning without increasing instructors' administrative workload, partners provide adaptive quizzes and self-assessment engines that offer immediate, formative feedback to learners.
- **Standardised Evaluation Rubrics:** Partners establish unified cross-institutional rubrics that define specific competency bands, ensuring that an educator's attainment of the Practitioner (Intermediate) level is measured reliably against national and European quality standards.
- **Asynchronous Multimedia Feedforward:** EU partners facilitate the use of video and audio screen recordings (screencasts) to provide personalised, detailed, and highly differentiated feedforward on participants' digital reflective portfolios.
- **AI Calibration and Ethical Toolkits:** Partners supply structural frameworks for the ethical use of AI and data privacy, ensuring that participants can

safely, legally, and responsibly continue their applied research and course development.

6. PROGRAMME STRUCTURE

Module №	DigiComArm Areas	Name of the Area	Compe-tency Level	Workload in ECTS	Key Competences/LOs	Key Focus
1	Areas 1 & 5	Professional Engagement & Development; Empowering & Engaging Learners	Practi-tioner	2 ECTS	1.1 – Digital Communication & Collaboration (LO1) 1.2 – Continuous Professional Digital & AI Development (LO2) 5.1 – Accessibility & Inclusion (LO3) 5.2 – Engaging Learners Digitally (LO4) Cross-cutting: LO16 - AI-Driven Professional Development	• Digital communication • CPD • e-portfolios • Open Badges • UDL • Learning analytics
2	Area 2	Digital Resources & Content Creation	Practi-tioner	2 ECTS	2.1 – Selecting & Evaluating Digital Resources (LO5) 2.2 – Creating & Modifying Digital Resources (LO6) 2.3 – Managing & Protecting Digital Resources (LO7) 2.4 – Responsible Use of Digital Resources (LO8) Cross-cutting: LO16 - AI-Driven Professional Development	• OER curation • Accessibility • H5P • Micro-lecture • LMS governance • Responsible AI

3	**Area 3**	Teaching & Learning: Digital Pedagogy	Practi-tioner	2 ECTS	3.1 – Instructional Design & Teaching (LO9) 3.2 – Academic Guidance & Support (LO10) 3.3 – Collaborative Learning (LO11) 3.4 – Supporting Autonomous Learning (LO12) Cross-cutting: LO15 - AI Ethics & Assessment LO16 - AI-Driven Professional Development	• LMS design • Interactive multimedia • Academic guidance, • Collaboration, • AI tutoring
4	**Area 4**	Assessment, Feedback & AI Literacy	Practiti oner	2 ECTS	4.1 – Assessment (LO13) 4.2 – Feedback & Improvement (LO14) Cross-cutting: LO15 - AI Ethics & Assessment LO16 - AI-Driven Professional Development	• AI-literate assessment • Process-based evidence • Learning analytics • Human-centred feedback • Academic integrity • Responsible human–AI collaboration

7. TRAINING MODULES OVERVIEW

The 14 DigiComArm key competences are organised into four training modules. Each module is designed as a thematically coherent unit, delivered at the Practitioner (Intermediate) DigiComArm proficiency level. The four modules collectively cover all five DigiComArm areas and are designed for sequential delivery as a 5-day intensive block or in a distributed format.

Programme Architecture: 4 Modules · 14 key competences + 2 cross-cutting AI competences = 16 Learning Outcomes · 4 providing partner universities · 8 ECTS · 5 Training Days per Module (20 training days in total)
Each module: 2 ECTS | 5 training days × 6 class hours = 30 contact hours + 30 hours of individual study = 60 hours total workload | Portfolio-based assessment

Module 1 – DCF Areas 1 & 5: Provided by Universidade de Lisboa

Pre-course Online Orientation Seminar (up to 1.5 hours)

Approximately one week before the intensive training, participants will attend an online orientation seminar aimed at establishing a common foundation for the training week. The seminar will introduce the objectives and organisation of Module (DigiComArm areas1 & 5), familiarise participants with the e-learning environment prepared for the course, and provide a concise overview of key concepts related to digital learning, assessment, feedback, multimedia, inclusion and responsible AI use. Participants will also receive practical guidance for the intensive week and will be encouraged to bring a small teaching or assessment activity from their own university practice to use during the hands-on sessions.

Module 1: Professional Digital Engagement & Development; Empowering & Engaging Learners	
Goal	This module addresses the foundational and developmental competencies required for effective professional digital communication, coordination, and the management of digital professional environments. Participants will develop skills in using digital communication tools, managing collaborative platforms, organising professional development pathways, and reflecting on their own digital professional identity.
DigiComArm LOs	• LO1 - 1.1: Digital Communication & Collaboration • LO2 - 1.2: Continuous Professional Digital & AI Development • LO3 - 5.1: Accessibility & Inclusion • LO4 - 5.2: Engaging Learners Digitally • LO16 - AI-Driven professional development Proficiency level: Practitioner
EU Partner provider	Universidade de Lisboa (ULISBOA) - Portugal
Rationale	The Portugal DCF Best Practice Report (Ulisboa, 2025) highlights that the Universidade de Lisboa has implemented structured online courses focused on digital pedagogical innovation, with particular emphasis on e-portfolio management, digital interaction, and collaborative learning environments. As noted in the report, tools such as Moodle, Microsoft Teams, and Panopto are widely utilised for lesson planning, flipped classroom models, and digital assessment.

	The modules on inclusivity, learning analytics, and adaptive learning reflect current priorities in digital education. The practice of content auditing is underpinned by the need to ensure compliance with copyright regulations, open licensing standards, and data protection requirements, including the General Data Protection Regulation (GDPR). The growing adoption of data-driven approaches is further justified by the increasing use of learning analytics dashboards, which enable educators to monitor student engagement and tailor interventions accordingly. Finally, the integration of Artificial Intelligence (AI) tools aligns with cutting-edge developments in the field, including adaptive assessment systems, automated feedback mechanisms, and generative AI applications that support writing and coding processes.

Key Competences Addressed

1.1 Digital Communication & Collaboration: setting up and managing institutional digital spaces

1.2 Continuous Professional Digital & AI Development: self-assessment, CPD planning, peer learning

5.1 Accessibility & Inclusion: UDL (Universal Design for Learning), accessible content, data protection, Creative Commons

5.2 Engaging Learners Digitally: learning analytics, AI-assisted adaptive learning, flipped classroom

Assessment Artefacts

- A localised institutional Netiquette guideline accompanied by a systematically configured collaborative virtual environment.
- Personal digital CPD plan integrated with OER (Open Educational Resources) evaluation framework.
- Draft digital portfolio (e-portfolio) structure and prototype institutional Open Badge aligned with EHEA standards.
- At least one instructional session systematically adapted to UDL standards, carrying an explicit CC (Creative Commons) licence.
- One flipped-classroom learning scenario featuring an integrated, AI-assisted adaptive assessment quiz.

MODULE 1 - COURSE OVERVIEW & SYLLABUS: SEE ANNEX 1

Module 2 – DCF Area 2: Provided by Royal Institute of Technology

Pre-course Online Orientation Seminar (up to 1.5 hours)

Approximately one week before the intensive training, participants will attend an online orientation seminar aimed at establishing a common foundation for the training week. The seminar will introduce the objectives and organisation of Module 2, familiarise participants with the e-learning environment prepared for the course, and provide a concise overview of key concepts related to digital learning, assessment, feedback, multimedia, inclusion and responsible AI use. Participants will also receive practical guidance for the intensive week and will be encouraged to bring a small teaching or assessment activity from their own university practice to use during the hands-on sessions.

Module 2: Digital Resources & Content Creation	
Goal	This module develops educators' competencies in selecting, evaluating, creating, adapting, managing, and responsibly using digital resources for teaching and learning. It covers OER (Open Educational Resources) integration, accessible content creation, LMS governance, copyright and licensing, and the ethical use of AI-generated content.
DigiComArm LOs	• LO 5 - 2.1: Selecting & Evaluating Digital Resources • LO 6 - 2.2: Creating & Modifying Digital Resources • LO 7 - 2.3: Managing & Protecting Digital Resources • LO 8 - 2.4: Responsible Use of Digital Resources • LO16 - AI-Driven professional development Proficiency level: Practitioner
EU Partner provider	Royal Institute of Technology (KTH), Sweden
Rationale	The university has a strong institutional foundation in digital education through its dedicated Digital Learning division, which develops digital platforms, online courses, and video-based educational resources to support teaching and learning. This directly aligns with the objectives of the training area, which requires expertise in the design, development, and pedagogical use of digital educational content. The work in this field combines practical implementation, staff development, and research-informed innovation. The university also offers externally oriented workshops and courses in relevant areas such as presentation-based video production, PowerPoint-supported

	learning design, and AI-enhanced educational practice. These activities demonstrate KTH's capacity to provide training that is both technically relevant and pedagogically sound. An additional strength of KTH is that its digital learning initiatives are grounded in established educational principles, including multimedia learning and cognitive load theory, which ensures that digital content creation is addressed not only from a technological perspective but also from the standpoint of effective teaching and learning.

Key Competences Addressed

- 2.1 Selecting & Evaluating Digital Resources: structured search workflow, quality criteria, OER (Open Educational Resources) licensing
- 2.2 Creating & Modifying Digital Resources: accessibility-first design, multimedia creation, language adaptation
- 2.3 Managing & Protecting Digital Resources: metadata, versioning, access rights, secure sharing
- 2.4 Responsible Use of Digital Resources: attribution, copyright, student data privacy, ethical AI

Assessment Artefacts:

- Resource Pack: 8-12 evaluated OER (Open Educational Resources) candidates with documentation
- Interactive Learning Object: H5P or Moodle quiz, peer-reviewed
- Instructional Video: 3-6 min micro-lecture with captions
- LMS Module Package: coherent, navigable module with all artefacts
- Resource Governance document: naming/metadata/versioning policy
- AI-use transparency statement for all artefacts
- Reflective Portfolio: 2+ observable indicators per competence

MODULE 2 - COURSE OVERVIEW & SYLLABUS: SEE ANNEX 2

Module 3 (Area 3): Provided by Universidad Autónoma de Madrid

Pre-course Online Orientation Seminar (up to 1.5 hours)

Approximately one week before the intensive training, participants will attend an online orientation seminar aimed at establishing a common foundation for the training week. The seminar will introduce the objectives and organisation of Module 3, familiarise participants with the e-learning environment prepared for the course, and provide a concise overview of key concepts related to digital learning, assessment, feedback, multimedia, inclusion and responsible AI use. Participants will also receive practical guidance for the intensive week and will be encouraged to bring a small teaching or assessment activity from their own university practice to use during the hands-on sessions.

Module 3: Digital Pedagogy - Teaching, Guidance, Collaboration & Autonomous Learning	
Goal	This module equips educators with the skills to design and deliver effective digitally enhanced teaching, provide digital academic guidance and support to students, facilitate collaborative learning environments, and support learners' autonomous engagement with their studies. It integrates LMS instructional design, interactive content development, AI-assisted academic support, and collaborative tools.
DigiComArm LOs	• LO9 - 3.1: Instructional Design and Teaching • LO10 - 3.2: Academic Guidance and Support • LO11 - 3.3: Collaborative Learning • LO12 - 3.4: Supporting Autonomous Learning • LO15 - AI Ethics and Assessment • LO16 - AI-Driven professional development Proficiency level: Practitioner
EU Partner provider	Universidad Autónoma de Madrid (UAM) - Spain
Rationale	The UAM DCF Best Practice Report documents that UAM has developed and implemented an institutional teacher-training plan (Plan de Formación Docente) specifically targeting digital pedagogy, LMS design, and collaborative teaching methods. The Spanish CDCFT framework's Teaching and Learning domain (Area 3) directly maps onto LOs 9, 10, and 11. The CRUE experimental university framework adds open education and collaborative digital

	practices to the DigCompEdu base, directly relevant to LO 10 (academic guidance and support) and LO 12 (supporting autonomous learning). UAM's well-documented experience in blended and hybrid learning design, including AI-assisted tutoring tools, directly supports the autonomous learning support component.

Key Competences Addressed

- 3.1 Instructional Design & Teaching: LMS structuring, interactive content, audience engagement
- 3.2 Academic Guidance & Support: scheduling, personalised feedback, at-risk student monitoring
- 3.3 Collaborative Learning: virtual whiteboards, cloud workspaces, project management tools
- 3.4 Supporting Autonomous Learning: self-testing, e-portfolios, responsible generative AI use

Assessment Artefacts:

- LMS learning path + one interactive poll
- One lecture converted to an interactive multimedia format
- Consultation scheduling set up + one audio/video feedback recording
- Collaborative workspace template for a student project
- Self-assessment activity + e-portfolio template + responsible AI tutoring guide

MODULE 3 - COURSE OVERVIEW & SYLLABUS: SEE ANNEX 3

Module 4 – DCF Area 4: Provided by University of Genova

Pre-course Online Orientation Seminar (up to 1.5 hours)

Approximately one week before the intensive training, participants will attend an online orientation seminar aimed at establishing a common foundation for the training week. The seminar will introduce the objectives and organisation of Module 4, familiarise participants with the e-learning environment prepared for the course, and provide a concise overview of key concepts related to digital learning, assessment, feedback, multimedia, inclusion and responsible AI use. Participants will also receive practical guidance for the intensive week and will be encouraged to bring a small teaching or assessment activity from their own university practice to use during the hands-on sessions.

Module 4: Assessment, Feedback, AI Literacy	
1. Goal	This module develops educators' competencies in designing valid, inclusive and AI-literate assessment strategies in contexts where generative AI may become part of the learning process. It explores how digital assessment, learning analytics, process-based evidence and AI-assisted tools can be combined to make learning more visible and to support timely, personalised and multimodal feedback. The module addresses academic integrity, transparency, human oversight and responsible AI use, helping educators distinguish between legitimate AI-supported learning and forms of delegation that may undermine evidence of student competence. Assessment results are also used as a basis for reflective practice, continuous pedagogical improvement and the development of context-sensitive institutional guidance.
DigiComArm LOs	• LO13 - 4.1: Assessment • LO14 - 4.2: Feedback & Improvement • LO15 - AI Ethics & Assessment • LO16 - AI-Driven professional development Proficiency level: Practitioner
EU Partner Provider	University of Genova (UNIGE) - Italy
Rationale	The University of Genoa (UniGe) combines institutional expertise in faculty development, assessment-oriented pedagogical innovation, feedback practices, and AI-related digital competence. UniGe's

	Teaching and Learning Centre (UTLC) coordinates the university's faculty development activities. It explicitly supports the development of teaching competencies through effective pedagogical models, learning technologies, and student-centred and evaluative approaches in addition to UniGe's FOR.I.U. The pathway develops competencies in instructional design, university teaching methods, and learning assessment. UniGe's relevance to the AI literacy component is further demonstrated by its RAISE Digital Citizenship training offer, which provides online, interactive AI-related courses designed by UniGe faculty, with support from experts in innovative teaching.

Key Competences Addressed

- Module topic 1 - Assessment Strategies (DigiComArm 4.1): formative/summative design, constructive alignment, validity, transparency and inclusion.
- Module topic 2 - Analysing Evidence (DigiComArm 4.1 / 4.2): LMS analytics interpretation, item analysis, error-pattern identification and evidence-informed pedagogical decisions.
- Module topic 3 - Feedback and Feed-Forward (DigiComArm 4.2): targeted written, audio/video and AI-supported feedback, with attention to personalisation, revision and learner improvement.
- Module topic 4 - Adaptive Improvement (DigiComArm 4.2 + cross-cutting LO15/LO16): continuous improvement loops, reflective use of assessment evidence, AI governance and academic integrity policy.
- AI Literacy (cross-cutting): transparent AI use, human oversight, data privacy, ethics, disclosure and responsible use of AI in assessment.

Assessment Artefacts

- Digitally enhanced formative assessment (e.g., Moodle quiz + polling) + AI transparency rules + risk documentation, including clear guidance on permitted and restricted AI use.
- Mixed-format assessment task with digital rubric and AI-use instructions, incorporating constructive alignment, validity, inclusion and, where appropriate, evidence of the learning process.
- Data-informed feedback template set + improvement memo, including written and/or multimedia feedback and, where appropriate, AI-assisted feedback subject to human review.

- Final Portfolio - multimedia feedback sample, personalised feedback model, AI ethics reflection, academic integrity guidance, and feasibility and continuous improvement plan.

MODULE 4 - COURSE OVERVIEW & SYLLABUS: SEE ANNEX 4

8. SUMMARY TABLE

The table below provides a consolidated overview of the four training modules, their coverage of DigiComArm key competence/learning outcomes, assigned host universities, and the key evidence from the D1.1 DCF Best Practice Reports that justify each assignment.

Module	Title	DigiComArm LOs	Provider	Key Justification
M1	**Professional Digital Engagement & Development; Empowering & Engaging Learners**	Area 1: LO 1 LO 2 Area 5: LO 3 LO 4 Cross-cutting: LO 16	**ULISBOA (Portugal)**	ULisboa's documented online courses on digital pedagogical innovation, INCoDe. 2030 targets HEI faculty upskilling; QDRCD Communication & Collaboration domain maps to LO 1 (digital communication & coordination); Open Badges and micro-credential infrastructure support LO 2 (continuous digital professional development); and institutional modules on inclusivity, learning analytics, and adaptive learning directly support LO 3 (Accessibility & inclusion) and LO 4 (Engaging Learners Digitally).
M2	**Digital Resources: Selection, Creation & Responsible Use**	Area 2: LO 5 LO 6 LO 7 LO 8 Cross-cutting: LO 16	**KTH (Sweden)**	The Swedish Digitalisation programme includes modules on teaching and learning with digital tools; KTH's regulatory framework mandates structured digital competence development aligned with OER selection (LO 5), content creation (LO 6), resource management (LO 7), and responsible use (LO 8).
M3	**Digital Pedagogy: Teaching, Guidance & Collaboration**	Area 3: LO 9 LO 10 LO 11 LO 12	**UAM (Spain)**	UAM's CDCFT Teaching and Learning area maps directly to LOs 9 and 11; CRUE's experimental framework covers academic guidance (LO 10) and autonomous learning support (LO 12).

		Cross-cutting: LO 15 LO 16		
M4	**Assessment, Feedback, AI literacy**	Area 4: LO 13 LO 14 Cross-cutting: LO 15 LO 16	**UNIGE (Italy)**	UNIGE's Conversational AI certification (2025) on AI-assisted assessment; EPICT certification infrastructure; Living Syllabus covers assessment (LO 13), feedback & improvement (LO 14).

9. QUALITY ASSURANCE

Certification Threshold

Participants must demonstrate at least 2 observable competence indicators in each DigiComArm sub-competence area at the intended proficiency level to qualify for module certification.

QA Mechanism	Description
Formative Assessment	Daily exit-ticket reflections; in-class peer review using structured rubrics; trainer observation of practical tasks; LMS activity completion records
Summative Assessment	Artefact portfolio evaluated against DigiComArm competence rubric (5 criteria: Pedagogical Alignment, Digital Competence, AI Literacy, Accessibility & Inclusion, Reflective Practice). Minimum 2 observable indicators per competence.
Participant Feedback	End-of-module satisfaction questionnaires; trainer self-evaluation reports submitted to ASPU-led Quality & Monitoring Committee for continuous programme improvement
Trainer Standards	Trainers must hold at least Practitioner level in DigiComArm in the area where they deliver. Annual trainer CPD (Continuous Professional Development) session and cross-institutional peer observation required.
AI Integrity	An AI-use transparency statement is required on all artefacts. Artefacts must document any AI tools used, their purpose and the human editorial decisions applied. Student data privacy must be maintained throughout.

Certification Outcomes

Following assessment of the artefact portfolio, participants receive one of three outcomes:

- **Certified:** all required competence indicators are demonstrated at the intended proficiency level; the module certificate is issued.
- **Refer & Resubmit:** one or more artefacts fall short of the threshold; the participant receives written feedback and may resubmit the affected artefact(s) within an agreed timeframe.

- **Not Yet Sufficient:** the required competences are not demonstrated even after resubmission; the participant is referred to their institutional CPD coordinator for continued support before reapplying to a future cohort.

Programme Governance & Participant Information

- **Attendance:** participants are expected to attend all contact sessions of their enrolled module(s). A minimum attendance threshold, set by the delivering EU partner and ASPU, applies before an artefact portfolio can be accepted for assessment.
- **Support:** each participant is assigned a module facilitator, drawn from the delivering EU partner or a trained ASPU counterpart, who provides guidance during contact sessions and via the LMS between sessions.
- **Duration:** each module represents 2 ECTS (60 learning hours: 5 training days of 6 class hours, i.e. 30 contact hours, plus 30 hours of individual study); the full four-module Programme represents 8 ECTS, with each module delivered as a 5-day intensive block or an equivalent distributed schedule.
- **Equality & Inclusion:** The Programme is open to all university faculty members regardless of discipline, seniority, or institution. Accessibility and Universal Design for Learning (UDL) principles apply equally to the delivery of the Programme itself, ensuring reasonable accommodation for participants with accessibility needs.
- **Data Protection:** participant data, including attendance, portfolio artefacts, and quiz results, is processed in accordance with GDPR and Armenian data protection law, and used solely for certification and quality-assurance purposes.

RECOMMENDED TEXTS & FRAMEWORK REFERENCES

- Redecker, C. (2017). European Framework for the Digital Competence of Educators (DigCompEdu). JRC Science for Policy Report. European Commission (https://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf_digcomedu_a4_final.pdf)
- Beetham, H. & Sharpe, R. (Eds.) (2019). Rethinking Pedagogy for a Digital Age. Routledge.
- European Commission (2021). Digital Education Action Plan 2021-2027 (https://eur-lex.europa.eu/EN/legal-content/summary/digital-education-action-plan-2021-2027.html)
- UNESCO (2023). Guidance for Generative AI in Education and Research (https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research)
- DigiComArm (2026). Digital Competence Framework for Educators in RA Higher Education. eCAMPUS WP.1 D1.2.
- Selwyn, N. (2022). Education and Technology: Key Issues and Debates. Bloomsbury Academic.
- DigCompEdu Check-In self-assessment tool: https://ec.europa.eu/jrc/digcompedu
- Open Badge specification: https://openbadges.org | Creative Commons: https://creativecommons.org

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ANNEX 1: MODULE 1-COURSE OVERVIEW & SYLLABUS

Trai-ning Days	Key Topics	Learning Activities	Assignments (in/out of class)
Day-1	1. Communication platforms (MS Teams, Moodle, Zoom) 2. Collaborative environments (Miro, Padlet, Google Workspace)	*Hands-on workshop:* Setting up a collaborative workspace for students in MS Teams or Moodle, tailored to the needs of local universities. *Group Activity:* Co-creating content on a virtual whiteboard to simulate student group work and cross-university collaboration.	*Assignment:* Design the communication strategy and collaborative environment for one lesson/session Deliverables: a netiquette guideline and a configured virtual space with a co-creation activity. (Self-study: 6h)
Day-2	1. Self-assessment tools (DigCompEdu Check-In tool: Google Forms, Microsoft Forms, or built-in survey modules in Moodle) 2. Global MOOC platforms (Coursera, edX) & OER repositories	*Self-Reflective:* Mapping individual digital competencies, utilising the official European Commission DigCompEdu tool to pinpoint personal personal pathways for professional improvement. *Exploration:* Exploring international MOOCs and Open Educational Resources (OER) to integrate into Armenian curricula.	*Assignment:* Complete a self-assessment and outline a personal digital development plan for the semester. (Self-study: 6h)
Day-3	1. E-portfolios (Mahara, Google Sites) 2. Microcreden-tials & Open Badges	*Peer Mentoring:* Engaging in a peer-feedback session on pedagogical strategies within a simulated Community of Practice. *Credentialing:* Learning how to issue Open Badges and integrate them into portfolios (aligning with the European Higher Education Area).	*Assignment:* Draft a digital portfolio structure and create a sample Open Badge for a specific skill. (Self-study: 6h)
Day-4	1. Video accessibility	*Content Audit:* Assessing existing digital materials for accessibility	*Assignment:* Adapt one existing lesson to meet

	(YouTube auto-captions, Panopto) 2. Accessibility checkers (MS Office, LMS)	(e.g., contrast) and generating multilingual subtitles for Armenian/English resources. *Compliance practice:* Reviewing materials for local data protection compliance and correct use of open licences (Creative Commons).	universal design for learning (UDL) and open licensing requirements. (Self-study: 6h)
Day-5	1. Learning analytics (Moodle / LMS built-in reports) 2. AI tools for adaptive learning (ChatGPT, Quizlet)	*Data Analysis:* Using LMS learning analytics to monitor student engagement and identify when to personalise interventions. *Flipped Classroom:* Designing an interactive, adaptive quiz to motivate students before a face-to-face class using AI tools.	*Assignment:* Design one flipped classroom activity utilising an adaptive quiz or AI-automated feedback. (Self-study: 6h)

Recommended Texts & Materials	Redecker, C. (2017). European Framework for the Digital Competence of Educators (DigCompEdu). JRC. | Beetham, H. & Sharpe, R. (Eds.) (2019). Rethinking Pedagogy for a Digital Age. Routledge. | EU Digital Education Action Plan 2021-2027. | DigCompEdu Check-In: https://ec.europa.eu/jrc/digcompedu | Open Badge spec: https://openbadges.org | Creative Commons: https://creativecommons.org
Technical Requirements	Laptop/desktop, stable internet (min. 10 Mbps). Accounts: MS Teams or Moodle, Miro or Padlet, Google Workspace or MS 365, Mahara or Google Sites. Projector and screen.

ANNEX 2: MODULE 2-COURSE OVERVIEW & SYLLABUS

Train-ing Day	Key Topics	Learning Activities	Assignments (in/out of class)
Day-1	Select & evaluate resources: Resource discovery workflow; quality criteria; OER & licensing basics; aligning resources with outcomes & pedagogy; intro to Canvas structure & KTH templates.	Diagnostic discussion; guided search sprint; resource evaluation using a rubric; quick demo: KTH Canvas course-room template; plan the personal 'resource pack'.	Artefact A: Source 8–12 candidates and document notes regarding their assessment. (Self-study: 6h)
Day-2	Adapt & create with accessibility built-in: Editing/adapting resources; accessibility principles (headings, alt text, links, plain language, captions); creating slides and visual assets; attribution practice.	Hands-on: transform one resource into an accessible Canvas Page; create an accessible slide deck; build an attribution block (CC icons + citations).	Artefact A: (finalise shortlist) + draft Artefact; B: concept. (Self-study: 6h)
Day-3	Interactive learning objects: Active learning design patterns; quizzes and formative checks; H5P/Canvas quizzes; feedback loops; basic analytics mindset.	Design studio: build an interactive activity; peer review; iterate; optional clinic on H5P/Canvas quiz settings.	Submit Artefact B (interactive object) draft for peer feedback; refine to final. (Self-study: 6h)
Day-4	Media production & publishing: Short video for teaching; KTH Play workflow; optional editing with Clipchamp/OBS; captions/transcripts; publishing safely; organising in Canvas modules; access rights and sharing.	Record a 2-3 min micro-lecture/demo (Zoom/KTH Play Capture/OBS); upload to KTH Play; generate/edit captions; embed into Canvas; organise module items and navigation.	Produce Artefact C (video/multimedia) and start Artefact D (Canvas module package) by focusing on a single workflow: first, record a brief 2-3 minute "quick tip" or lesson summary video explaining one core concept using your phone or a screen recorder, then immediately log into Canvas, create a

			new module titled with your lesson name, and add three items-your learning goals, the video you just created, and a simple one-question practice quiz-keeping both the video and the module structure short and minimal. (Self-study: 6h)
Day-5	Governance, responsible use & showcase: Resource management: naming, metadata, versioning; privacy-aware teaching resources; copyright in recordings; responsible AI use; sustainability & reuse.	Showcase (micro-teaching): present Canvas module; peer review with rubric; final improvement sprint; personal action plan.	Submit Artefact D + reflection (portfolio). (Self-study: 6h)

Recommended Texts & Materials	Redecker, C. (2017). DigCompEdu. | Creative Commons: https://creativecommons.org | H5P: https://h5p.org | OER Commons: https://www.oercommons.org | WCAG 2.1 Accessibility Guidelines
Technical Requirements	Laptop, stable internet (min. 10 Mbps). Accounts: LMS (Moodle/Canvas), H5P or equivalent, Zoom or OBS for screen capture. Microphone/headset for video recording.

ANNEX 3: MODULE 3-COURSE OVERVIEW & SYLLABUS

Train -ing Days	Key Topics	Learning Activities	Assignments (in/out of class)
Day-1	LMS platforms (Moodle, Google) Audience engagement tools (Wooclap, Mentimeter, etc.)	*Hands-on workshop:* Creating a course module from scratch in an LMS (setting up topics, adding files, configuring access and deadlines). *Role-play activity* delivering a 5-10 minute micro-lecture using a real-time poll, with peers acting as voting students.	*Assignment:* Set up a basic learning path in Moodle/Google Classroom and create one interactive poll. (Self-study: 6h)
Day-2	Interactive presentation tools (Genially, Canva, Nearpod, napkin.ai, notebooklm.google.com, gamma.app)	*Content transformation:* Redesigning 3-4 slides of a traditional text-heavy presentation into an interactive format. *AI Lab:* Generating a presentation draft or infographic using AI tools within 15 minutes. *Gallery Walk:* Presenting created materials to peers for feedback.	*Assignment:* Convert one existing lecture presentation into an interactive multimedia format. (Self-study: 6h)
Day-3	Communication platforms (Microsoft Teams, WhatsApp, Telegram, etc.) Meeting scheduling tools (Calendly, Microsoft Bookings) Learning analytics (Moodle Analytics / Built-in LMS reports) Audio/video feedback tools (Mote, Loom)	*Process setup:* Configuring a personal Calendly/Bookings profile to schedule student consultations. *Case Study:* Analysing an anonymised learning analytics report to identify "at-risk" students and propose an intervention. *Feedback practice:* Recording a 2-minute video/audio feedback on a sample student assignment.	*Assignment:* Set up consultation slots and record one piece of media feedback. (Self-study: 6h)
Day-4	Virtual online whiteboards (Miro, Padlet, FigJam) Cloud workspaces (Google Workspace, Microsoft 365) Project management tools (Trello, Notion, etc.)	*Group Brainstorming:* Collaborating on a virtual whiteboard to map out ideas. *Project Work Simulation:* Setting up a Kanban board to distribute tasks for a fictional student group project. *Access management:* Real-time collaborative document	*Assignment:* Create a collaborative workspace template for a future student project. (Self-study: 6h)

		editing, using comments and version history.	
Day-5	Self-testing platforms (Quizlet, Anki, Kahoot!) E-portfolios (Mahara, Google Sites, Notion) Generative AI (ChatGPT, Gemini, Claude, Deepseek)	*Test Development:* Creating a flashcard deck or interactive quiz based on discipline-specific terminology. *Prototyping:* Building a basic e-portfolio template for students. *Prompt-engineering session:* Writing effective AI prompts to have the neural network act as a "virtual tutor" explaining complex concepts.	*Assignment:* Design a self-assessment quiz and draft a student guideline on the ethical use of AI in research. The guideline must address key principles: (a) Transparency (disclosing AI tools used), (b) Verification (cross-checking facts against reliable sources), (c) Originality (ensuring final work is one's own), (d) Privacy (protecting sensitive data), and (e) Integrity (using AI to assist learning, not to bypass it). (Self-study: 6h)

Recommended Texts & Materials	Redecker, C. (2017). DigCompEdu. | Beetham & Sharpe (2019). Rethinking Pedagogy for a Digital Age. Routledge. | EU Digital Education Action Plan 2021-2027. | Moodle Documentation: https://docs.moodle.org | Canva for Education: https://www.canva.com/education | Genially: https://help.genially.com | UNESCO (2023). Guidance for Generative AI in Education. | Selwyn, N. (2022). Education and Technology. Bloomsbury.
Technical Requirements	Laptop, stable internet (min. 10 Mbps). Accounts: Moodle or Google Classroom, Wooclap or Mentimeter, Genially or Canva, Miro or Padlet, Google Workspace or MS 365, Trello or Notion, Calendly or MS Bookings, Mote or Loom. Microphone/headset.

ANNEX 4: MODULE 4-COURSE OVERVIEW & SYLLABUS

Train-ing Day	Key Topics	Learning Activities	Assignments (in/out of class)
Day 1	Formative and summative assessment purposes; constructive alignment; validity, fairness, transparency and inclusion; digitally enhanced assessment environments, including quizzes, assignments and rapid polling with Votamatic; implications of generative AI for assessment design and evidence of learning; introductory AI-supported assessment functions and their limitations; transparency and human oversight in AI-supported assessment.	Diagnostic audit of one existing course task; guided redesign of the task in relation to its intended learning outcomes and the possible use of generative AI; creation of a short digitally enhanced formative assessment; exploration of rapid polling and feedback mechanisms; drafting of clear AI-use guidance and a brief transparency/risk note; peer review for alignment, fairness, inclusion and clarity.	Start Artefact A: develop or redesign a short formative assessment activity aligned with defined learning outcomes, including a digital assessment component, intended feedback use, and clear guidance on permitted, restricted or required AI use. Document key considerations concerning validity, transparency and responsible AI use. (Self-study: 6h)
Day 2	Mixed-format assessment design including rubrics, essays, projects and presentations; multimedia learning and short digital learning units; interactive assessment and engagement activities; embedded questions and formative checkpoints; inclusive and accessible criteria design; AI-supported content and assessment development with human validation.	Build a mixed-format assessment task using a digital rubric; create an interactive element using an e-learning or classroom-response tool; develop or refine a mixed-format assessment task with a digital rubric; conduct peer review focused on fairness, clarity, inclusion, and workload; revise the activity using facilitator feedback.	Finalise Artefact A + draft Artefact B: develop a short multimedia learning resource together with an interactive or mixed-format assessment activity, including assessment criteria or rubric and explicit AI-use guidance. (Self-study: 6h)

Day 3	Interpreting LMS progress data, quiz results and submission patterns; identifying misconceptions, error clusters and common learning difficulties; basic item analysis and visual summaries of results; concise, targeted and evidence-informed written feedback; use of assessment evidence to support pedagogical decisions; AI assistance for feedback drafting and wording support under human review.	Interpret a sample learning analytics report; conduct a simple item or error-pattern analysis; identify common misconceptions or areas of difficulty; draft short constructive comments linked to the evidence; create a feedback template or comment bank; discuss how assessment evidence can inform subsequent teaching, remediation or enrichment activities.	Submit Artefact B for peer feedback. Start Artefact C: develop a small set of feedback templates based on assessment evidence and prepare a short improvement memo identifying possible follow-up actions for learners and/or teaching. (Self-study: 6h)
Day 4	Personalised and evidence-informed feedback strategies; feedback timing and feedforward; audio/video feedback; AI-supported feedback drafting and personalisation under human review; privacy, confidentiality, data protection and transparency in AI-supported feedback.	Use assessment evidence to develop targeted feedback for different learner needs; adapt feedback template into personalised responses; record a short audio or video feedback sample; use AI to support the drafting or refinement of feedback and critically review the resulting output; design a simple feedback-and-revision loop that enables learners to respond to and act on feedback; discuss privacy, disclosure and appropriate use of learner data.	Finalise Artefact C: produce an integrated feedback package including a personalised written feedback model, a short multimedia feedback sample, and a structured feed-forward activity that supports learner response and revision. Include a brief reflection on the use of AI, human oversight, privacy and transparency in the feedback process. (Self-study: 6h)
Day 5	Adaptive assessment pathways and improvement loops; moderation and calibration; academic integrity, disclosure and verification practices; transparent and responsible AI use in assessment; human	Review and refine the complete digitally enhanced learning and assessment pathway developed during the week; examine examples of adaptive improvement, moderation and verification	Submit Artefact D: Final AI-Literate Assessment & Feedback Portfolio, integrating the learning pathway developed during the week and including reflective commentary on AI use,

	oversight and appropriate delegation of AI-supported tasks; institutional and course-level guidance for AI use; continuous improvement and transfer to teaching practice.	practices; discuss appropriate and inappropriate uses of AI in assessment and feedback; develop or refine clear AI-use guidance for a real course context; present the completed pathway; conduct structured peer review using a shared rubric; prepare a short implementation and improvement plan.	academic integrity, human oversight, inclusion, feasibility, transfer to teaching practice and continuous improvement. (Self-study: 6h)

Recommended Texts & Materials	Moodle Documentation: https://docs.moodle.org | H5P Documentation and Resources: https://h5p.org/documentation | Votamatic (UNIGE polling tool) / Wooclap or equivalent classroom-response tools |UNESCO (2023). Guidance for Generative AI in Education. | UNESCO (2024). *AI Competency Framework for Teachers* | GDPR (https://gdpr-info.eu/) and Armenian data protection law (https://www.arlis.am/hy/acts/117034). | Redecker, C. (2017). DigCompEdu, DigComp 3.0 | EU Digital Education Action Plan 2021-2027.
Technical Requirements	Laptop with stable internet connection; access to the course e-learning environment and associated assessment and analytics functions; access to interactive learning and polling tools; microphone/headset and basic audio/video recording capability; access to approved generative AI tools.

ANNEX 5: GLOSSARY OF KEY CONCEPTS

Part 1: Foundational Frameworks and Project Terms

1. eCAMPUS Project

An Erasmus+ Capacity Building in Higher Education (CBHE) project (Grant No. 101177299) titled *"Fostering Socially Distanced and Inclusive on-Campus Education in Armenian HEIs*". Its focus is upgrading digital infrastructure and teaching standards.

2. DigiComArm Framework

The nationally recognised benchmark for digital teaching capabilities, educational technology workflows, and online instructional delivery in modern Armenian higher education, consisting of 5 Core Areas, 14 key competences and 2 cross-cutting AI competences (16 Learning Outcomes).

3. DigCompEdu

***** The European Framework for the Digital Competence of Educators, which serves as the structural and cognitive baseline for developing national frameworks like DigiComArm.

4. National Certificate Programme (NCP)

A continuous professional development (CPD) pathway designed to formalise, evaluate, and scale up the digital teaching capabilities of higher education faculty.

5. Continuous Professional Development (CPD)

Ongoing, structured learning pathways that allow academic faculty to systematically build, measure, and certify digital teaching and pedagogical capabilities.

Part 2: Pedagogical Methodologies and Learning Science

6. Constructivist Epistemology

A learning theory underpinning the NCP in which the learner actively constructs knowledge through experience, problem-solving, and peer reflection rather than passive reception.

7. Problem-Based Learning (PBL)

A student-centred pedagogy in which learners acquire knowledge and solve open-ended problems, thereby promoting critical thinking and collaborative skills.

8. Blended Learning

An instructional approach combining synchronous face-to-face sessions, online webinars, and self-directed asynchronous learning to provide flexible education delivery.

9. Flipped Classroom

A pedagogical model where direct instruction moves to the individual learning space (via pre-lecture videos or readings), and the group space is transformed into an active, collaborative environment.

10. Universal Design for Learning (UDL)

A framework designed to accommodate individual learning differences and guarantee educational accessibility by offering multiple means of engagement, representation, and action/expression.

11. Autonomous Learning Support

Strategies and design practices (such as self-testing loops and student e-portfolios) that empower students to manage their own learning pace and path.

Part 3: Assessment, Feedback, and Verification

12. Formative Assessment

Low-stakes, continuous assessments utilised during the learning process to provide diagnostic data and to adjust teaching strategies in real time.

13. Summative Assessment

High-stakes evaluations conducted at the end of an instructional unit to measure student learning and competence against benchmarks.

14. Learning Analytics

The measurement, collection, analysis, and reporting of data about learners and their contexts, used to understand and optimise learning environments.

15. Item Analysis

A statistical technique used to evaluate the quality of test questions (items) by analysing student response patterns and isolating common misconception clusters.

16. Microcredentials

Short, verified educational credentials that document the learning outcomes of small, bite-sized training experiences.

17. Open Badges

Digital, verifiable indicator files embedded with metadata used to recognise and display specific skill achievements online.

Part 4: Learning Systems and Content Creation

18. Learning Management System (LMS)

Software applications used for hosting, delivering, tracking, and managing educational courses and interactive content.

19. Canvas

A widely used cloud-based LMS featured in the NCP (utilised by partner HEIs such as KTH) for course structuring, module mapping, and assignment tracking.

20. Moodle

An open-source LMS heavily utilised across Armenian and European HEIs to deliver structured coursework, online quizzes, and peer forums.

21. Open Educational Resources (OER)

Teaching, learning, and research materials that reside in the public domain or are released under open intellectual property licences.

22. H5P

An open-source, HTML5-based content collaboration framework used to create interactive videos, presentations, and rich multimedia learning objects.

23. Micro-lectures

Short, focused instructional videos (typically 5–10 minutes) designed to cover a specific topic or solve a single problem in digital coursework.

Part 5: Digital Safety, Ethics, and Emerging Technologies

24. Creative Commons (CC) Licensing

A public copyright licensing system that enables the free distribution of otherwise copyrighted work, clarifying usage rights for educational purposes.

25. GDPR/Data Protection in Education

Regulations ensuring the privacy, security, and consent protocols regarding personal data generated by students and staff inside digital learning environments.

26. Digital Inclusion/Accessibility

Ensuring that all students-especially those with physical, cognitive, or socioeconomic barriers-have equal opportunity to access digital learning environments.

27. Generative AI (in Education)

Artificial intelligence technologies used to co-create educational content, draft lesson plans, simulate tutoring, or support academic feedback.

28. AI Ethics (Assessment & Privacy)

Rules and professional judgments applied to address algorithmic bias, student data privacy, and intellectual integrity when implementing AI tools in courses.

29. Reflective e-Portfolio

A digital repository where learners aggregate course artefacts, self-assessments, and reflections to document their growth in digital competency over time.

Part 6: Advanced Curricular Integration and Competence Assessment

30. Formative Analytics

A subdiscipline of learning analytics focused on using real-time, in-course data (such as quiz attempt metrics or discussion board participation) specifically to support reflective learning and give timely feedback, rather than simply measuring final grades.

31. Peer-Review Studio

An active-learning instructional format widely used in the NCP, in which educators share draft teaching materials (such as syllabi, digital quizzes, or instructional videos) for structured, collaborative critique and improvement before final publication.

32. Digital Footprint Awareness

Educating both instructors and students about the trail of data left behind during their activities in digital learning systems, covering aspects of data ownership, permanent online identity, and privacy management.

33. Micro-credential Stackability

The design principle allows smaller, independent digital credentials (such as those awarded for individual NCP modules) to be progressively accumulated ("stacked") to count toward a larger, formal academic degree or official certification.

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