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# NEWSLETTER

## № 2



learn smarter

**FOSTERING SOCIALLY DISTANCED  
AND INCLUSIVE ON CAMPUS EDUCATION  
IN ARMENIAN HEIs -eCAMPUS**

ERASMUS+ Project # 101177299-eCAMPUS-EDU-2024-CBHE

# DELIVERABLE 4.4: 8 FUNCTIONING SMART CLASSROOMS (SC) AT CONSORTIUM AM HEIS

As one of the key achievements of the Erasmus+ eCAMPUS project, Deliverable 4.4 focused on the establishment, technical equipping, and full operationalisation of eight Smart Classrooms (SCs) across four Armenian partner higher education institutions.

The creation of SCs aimed at modernising the physical and digital teaching and learning (T&L) environments within the partner institutions. These classrooms are designed to support technology-enhanced, hybrid, online and inclusive education models, responding to the increasing demand for flexible delivery formats, remote participation, and interactive pedagogical approaches.

Each Smart Classroom has been equipped with state-of-the-art audiovisual, interactive, and streaming technologies. The integrated solutions enable high-quality content delivery, real-time interaction between on-site and remote participants, lecture recording, and reuse of digital learning materials. Collectively, these features contribute to improved learner engagement, enhanced accessibility, and strengthened institutional capacity for digital transformation.

A total of 8 SCs have been successfully created and are fully operational, distributed among the Armenian partner HEIs in line with the project plan, as follows:

- Yerevan State University (YSU): 3 Smart Classrooms
- Armenian State Pedagogical University (ASPU): 2 Smart Classrooms
- Yerevan State Medical University (YSMU): 2 Smart Classrooms
- Northern University (NU): 1 Smart Classroom

All designated rooms were renovated and refurbished by the host institutions using their own resources. The equipment was professionally installed, configured, and tested by the equipment provider/contractor, and relevant academic and technical staff received initial in-house training as well. The SCs are already in active use for study programmes, faculty continuous professional development, and hybrid and online teaching activities, thereby directly contributing to the objectives of WP.4 and the overall goals of the eCAMPUS project.

Table 1. Procured Equipment and Distribution

| Nº           | Equipment Description                                         | YSU       | ASPU      | YSMU      | NU       | Total Quantity |
|--------------|---------------------------------------------------------------|-----------|-----------|-----------|----------|----------------|
| 1            | 98" Interactive LCD Display with built-in Android PC          | 3         | 2         | 2         | 1        | 8              |
| 2            | 4K Dual Lens PTZ Professional Camera with Audio Auto-Tracking | 6         | 4         | 4         | 2        | 16             |
| 3            | Integrated microphone & speaker bar with camera tracking      | 3         | 2         | 2         | 1        | 8              |
| 4            | All-in-one Media Station, HD Recorder & Streamer              | 3         | 2         | 2         | 1        | 8              |
| 5            | Laptop computers                                              | 2         | 1         | 1         | 1        | 5              |
| 6            | Digital photo/video camera with lens & tripod                 | 1         | 0         | 0         | 0        | 1              |
| <b>Total</b> |                                                               | <b>18</b> | <b>11</b> | <b>11</b> | <b>6</b> | <b>46</b>      |

## EQUIPMENT PROCUREMENT

To ensure efficiency, consistency, and optimal value for money, the consortium agreed - within the framework of the Consortium Agreement (CA) and during the first Consortium Meeting held on 13 Feb 2025 - that the project coordinator, Yerevan State University (YSU), would centrally manage the tendering and procurement process for all AM partner HEIs.

Centralised procurement enabled the project to consolidate equipment needs across institutions, attract qualified suppliers, and ensure technical compatibility among installed systems.

The procurement procedure was conducted in full compliance with the national procurement legislation of the Republic of Armenia and followed principles of transparency, competitiveness, and equal treatment.

The tendering process was highly competitive and implemented in several stages. More than three qualified suppliers participated across different equipment categories. Evaluation criteria included technical specifications, compliance with project requirements, warranty conditions, delivery timelines, and overall cost-effectiveness.

In total, 46 items of equipment across 6 nomenclature categories were procured (Table 1). All items fully correspond to the approved project application and the Detailed Budget Tables (see sheet “Depreciation Costs”).

Procurement contracts included manufacturer warranties of at least one year (and longer for selected equipment), as well as professional installation, functional testing, commissioning, and initial training of technical staff responsible for operation and maintenance.

## FUNCTIONING SMART CLASSROOMS

Each Smart Classroom has been designed as a hybrid, interactive learning environment that supports both face-to-face and remote participation. The standard configuration of each classroom includes:

- one 98" interactive LCD display serving as the primary visual and interactive interface;
- two 4K dual-lens PTZ professional cameras enabling multi-angle video capture and automatic speaker tracking;
- one integrated microphone and speaker bar with camera-tracking functionality to ensure high-quality audio capture;
- one all-in-one media station with HD recording and streaming capabilities for live broadcasting and content archiving.

Beyond equipment installation, all host institutions undertook comprehensive physical renovation and refurbishment of the selected rooms using their own institutional resources. This included upgrading furniture, improving lighting conditions, reorganising spatial layouts, and ensuring flexibility for different pedagogical scenarios such as group work, interactive sessions, and hybrid delivery.

The technical installation phase has been fully completed for all 8 Smart Classrooms. Equipment functionality, software configuration, system integration, and internet connectivity were tested and validated. In parallel, dedicated technical teams provided initial in-house training sessions to technical and support staff, ensuring effective and sustainable use of the SCs in daily educational and training practice.

All procured equipment has been officially registered in the institutional asset repositories of the AM HEIs, in accordance with their internal regulations.

## CURRENT USE

The Smart Classrooms are actively used across the partner institutions and already integrated into regular academic and professional development activities. Their current use includes, but is not limited to:

- hybrid/online teaching and learning, combining on-site instruction with synchronous online participation;
- delivery of courses within bachelor's, master's, and continuing education programmes;
- faculty continuous professional development (CPD), including training on digital pedagogy and technology-enhanced teaching methods;
- institutional meetings, workshops, and dissemination events related to the eCAMPUS project and beyond.

The early and systematic utilisation of the SCs demonstrates their relevance, functionality, and added value for the partner HEIs.

# SMART CLASSROOMS AT YEREVAN STATE UNIVERSITY (YSU)

## SMART CLASSROOM 1

**Building of the Faculty of  
International Relations  
4th floor  
Auditorium No. 405**

Deputy Head of Cooperation at EU  
Delegation to Armenia V. Sterba and YSU  
rector H. Hovhannisyan are opening  
Auditorium No. 405: technology-en-  
hanced auditorium configured for hybrid  
instruction.



## SMART CLASSROOM 2

Building of the Faculty of  
Physics  
ground floor  
Auditorium No. 101



**Auditorium No. 101:**  
renovated learning space equipped for interactive and  
streaming-based teaching.

**Auditorium No. 203:**  
interactive LCD display,  
PTZ cameras, and hybrid  
teaching setup.

### **SMART CLASSROOM 3**

**Building of the Faculty of Economics & Management,  
2nd floor,  
Auditorium No. 203**



# SMART CLASSROOMS AT ARMENIAN STATE PEDAGOGICAL UNIVERSITY (ASPU)

## SMART CLASSROOM 4

Campus 3 Building (13 Alex Manukyan St.) , 1st floor  
Auditorium No. 114



ASPU acting rector  
L. Mkrtchyan and  
eCAMPUS project  
coordinator  
A. Budaghyan are  
opening Auditorium  
No. 114: fully equipped  
smart classroom with  
integrated audio-video  
systems.



**SMART  
CLASSROOM 5**

**Campus 3 Building (13 Alex Manukyan St.),  
1st floor, Auditorium  
No. 101**

**Auditorium No. 101:  
flexible classroom  
layout supporting  
active and hybrid  
learning.**



# SMART CLASSROOMS AT YEREVAN STATE MEDICAL UNIVERSITY (YSMU)

## SMART CLASSROOM 6

Laboratory Building  
2nd floor  
Blueberry Auditorium



Blueberry Auditorium: hybrid-ready medical education environment with high-definition recording and streaming facilities.



## **SMART CLASSROOM 7**

**Laboratory Building  
2nd floor  
Roseberry Auditorium**

**Roseberry Auditorium:  
technology-enhanced auditorium  
supporting synchronous and asyn-  
chronous learning.**



# SMART CLASSROOM AT NORTHERN UNIVERSITY (NU)

## SMART CLASSROOM 8

Main Building  
6th floor  
Auditorium No. 607



NU rector M. Makichyan and eCAMPUS project coordinator A. Budaghyan are opening Auditorium No. 607: fully operational smart auditorium enabling hybrid and interactive teaching.



## Armenia Introduces National Digital Competence Framework for University Educators

Armenia has taken a significant step toward modernizing its higher education system by introducing the DigiComArm Armenian Digital Competence Framework for Educators. Developed within the Erasmus+ eCAMPUS project, the framework aims to equip university teachers with the digital and AI related skills needed for contemporary education.

The framework outlines a structured model built around five key competence areas and fourteen core skills, covering professional development, digital content creation, teaching practices, assessment, and student engagement. It places a strong emphasis on integrating artificial intelligence, ethical use of technology, and inclusive learning approaches into everyday teaching.

Aligned with leading international standards such as the European DigCompEdu and UNESCO AI frameworks, DigiComArm is specifically adapted to Armenia's educational context. It introduces a three-level proficiency system beginner, practitioner, and expert allowing educators to progressively develop their digital capabilities.

A key feature of the framework is its focus on practical application, ensuring that digital tools are not only understood but effectively used in classrooms. It also highlights the importance of ethical AI use, accessibility, and cultural relevance, positioning educators as both technology users and responsible digital leaders. By bridging global best practices with local needs, DigiComArm is expected to support Armenia's broader education reforms and digital transformation strategy. Experts believe it will play a crucial role in preparing both teachers and students for an increasingly AI driven future.

### DigiComArm:

## Strengthening Digital and AI Competences in Armenian Higher Education

Within the framework of the Erasmus+ CBHE project eCAMPUS, the project consortium members developed the Armenian Digital Competence Framework for Educators, which aims to equip university teachers with the digital and AI-related skills needed for contemporary education.

DigiComArm introduces a structured model comprising five competence areas and fourteen key competences, covering professional engagement, digital resources, teaching and learning, assessment and feedback, and learner empowerment and engagement. Particular emphasis is placed on integrating AI tools, ethical use of technology, and inclusive pedagogical approaches across all areas.

Building on leading international frameworks, including DigCompEdu and the UNESCO AI Competency Framework for Teachers, DigiComArm is carefully adapted to the Armenian higher education context. It incorporates a three level proficiency system (Beginner, Practitioner, Expert), enabling educators to progressively develop and demonstrate their competencies.

A distinctive feature of the framework is its practical and implementation oriented design, ensuring that digital and AI supported tools are meaningfully embedded in teaching and learning processes. It also promotes accessibility, inclusion, and cultural relevance, positioning educators as key drivers of responsible and innovative digital education.

As part of the eCAMPUS project outcomes, DigiComArm serves both as a policy reference and a practical tool for higher education institutions, contributing to national education reforms and supporting the development of a future ready academic ecosystem in Armenia.

# Strengthening Digital Education Quality: European Best Practices Inform Armenia's Higher Education Transformation

## Best practice report on internal quality assurance of online/digital teaching, learning & assessment (EU Best Practice Collection & Benchmarking of QA in Digital TLA)

Within the WP 3 of the Erasmus+ CBHE project eCAMPUS “Fostering Socially Distanced and Inclusive On Campus Education in Armenian HEIs”, a comprehensive Best Practice Report has been developed, offering valuable insights into how European countries ensure quality in digital teaching, learning, and assessment (TLA). The lead of the WP3.

The report benchmarks four advanced quality assurance (QA) systems Ireland, Estonia, Spain/Catalonia, and Norway each representing a distinct and successful model for managing the quality of digital education. Drawing on international standards such as the ESG, OECD principles, and ENQA guidelines, the analysis provides a structured foundation for enhancing Armenia's higher education system in the digital age.

A key finding across all countries is that digital education quality is not treated as a separate system but is fully integrated into existing QA frameworks. This approach ensures that online and blended learning meet the same standards as traditional education while adapting methodologies to digital environments.

### The report highlights several common priorities shaping modern digital QA systems:

- ✓ *Student-centered learning supported by interactive and accessible digital environments*
- ✓ *Robust online assessment systems ensuring transparency and academic integrity*
- ✓ *Continuous use of learning analytics to improve teaching and student outcomes*
- ✓ *Strong emphasis on staff digital competence as a prerequisite for quality education*
- ✓ *Integration of digital ethics, AI literacy, and data protection into QA standards*

The findings underline that effective digital QA requires not only policies but also practical tools, institutional capacity, and active stakeholder involvement from students and teachers to IT specialists and external experts.

For Armenia, the report offers actionable recommendations, including developing a national digital QA framework, introducing a course level quality label, and strengthening institutional review mechanisms. It also emphasizes the importance of investing in staff training, digital infrastructure, and inclusive learning environments.

Ultimately, the report positions digital quality assurance as a strategic driver of educational transformation. By adapting proven European practices, Armenia has the opportunity to build a resilient, inclusive, and future-ready higher education system aligned with global standards.

## POLICY PAPER

# On Internal Quality Assurance of Online/Digital Teaching, Learning and Assessment

## CAMPUS Strengthens the Quality of Digital Education in Armenia

As digital transformation continues to reshape higher education systems worldwide, Armenian universities are actively adapting to new modes of teaching, learning, and assessment. Within this context, the Erasmus+ CBHE project “Fostering Socially Distanced and Inclusive On Campus Education in Armenian HEIs” (eCAMPUS) has developed a comprehensive Policy Paper on Internal Quality Assurance (IQA) of Digital Teaching, Learning and Assessment, aimed at supporting institutions in delivering high quality, inclusive, and sustainable digital education.

The policy paper introduces a structured, nationally adaptable framework outlining key criteria for integrating digital education into institutional quality assurance systems. These criteria cover essential areas such as governance and strategic planning, curriculum design, digital pedagogy, faculty development, student support services, technology infrastructure, data protection, and continuous monitoring and improvement.

A central message of the policy is that digital education should not be approached as a temporary or supplementary solution, but rather as a core component of institutional strategy and culture. High quality digital teaching requires strong leadership, clear pedagogical guidelines, reliable technological systems, and continuous professional development for academic staff.

Aligned with international standards and best practices, the framework promotes student centered learning, academic integrity, accessibility, and inclusiveness. It also highlights the importance of evidence based decision making, encouraging institutions to use feedback, analytics, and performance data to continuously improve their digital education practices.

Importantly, the policy addresses broader challenges, including digital equity, ethical use of technology, and data privacy, ensuring that all learners regardless of their background or circumstances have access to high quality digital learning opportunities.

Through this initiative, the eCAMPUS project contributes to strengthening institutional capacity, enhancing teaching quality, and supporting Armenia’s transition toward a more resilient, innovative, and future ready higher education system.

# Online Seminar on Development of National Certificate Programme (NCP) in Digital Teaching, Learning & Assessment (TLA)

On February 20, 2026, within the framework of the Erasmus+ Capacity Building Program, the online seminar “Promoting Socially Distanced and Inclusive eCampus Education in Armenian Universities” under WP2 of the “eCampus” initiative was organized. The seminar focused on the development process of the national accreditation program for digital teaching, learning, and assessment. The seminar brought together academic leaders, international cooperation coordinators, and lecturers from Armenian and European partner universities, aiming to coordinate and advance the development of the national accreditation program for digital teaching, learning, and assessment, as well as ensure its alignment with European best practices.

The opening speech was delivered by the program coordinator, Armen Budaghyan, who emphasized the strategic significance of the program, noting that the introduction of a unified accreditation mechanism at the national level will contribute to improving the quality and sustainable development of digital education in Armenian universities. The objectives and expected outcomes of WP2 were presented by Gayane Hovhannisyan, International Cooperation and Program Coordinator at the Armenian State Pedagogical University. Subsequently, Tigran Mikaelyan, Dean of the Faculty of Foreign Languages at the same university, presented the strategic architecture of the national accreditation program for digital teaching, learning, and assessment, as well as the structure of the teacher retraining program, addressing its implementation phases and practical application mechanisms. European partner universities, specifically, the Autonomous University of Madrid, University of Genoa, University of Lisbon, and the Royal Institute of Technology, shared their experience in the field of digital education and accreditation.

During the seminar, special attention was given to the following key issues:

- The structure and architecture of the national accreditation program for digital teaching, learning, and assessment;
- The design of main modules in accordance with the DigiComArm framework;
- The assessment methodology and result validation mechanisms;
- The organization of “Training of Trainers” at EU partner universities;
- Implementation of internal retraining in Armenian partner universities;

- Requirements for accreditation and certificate issuance.

Group discussions were also organized, during which participants shared their suggestions and observations, contributing to clarifying the program’s structure and content. The results of the discussions were summarized and formulated into consolidated recommendations for the effective organization of further work. At the conclusion of the event, Armen Budaghyan reaffirmed the consortium’s commitment to developing a high-quality national accreditation program for Armenian universities that meets international standards and will contribute to the systematic and sustainable development of digital education in Armenia.

