



forthem.

Fostering Outreach
within European Regions,
Transnational Higher Education
and Mobility

MILESTONE MS8

Guidelines on use of FDA updated

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INTRODUCTION

The **purpose** of *MS8-Guidelines on use of FDA updated* is to share with the Alliance's **WP and TASK managers** the information they need to help implementing the Digital Academy. With this document WP managers obtain all the necessary **information** and **contacts** to implement the FDA and to disseminate its functions at their own universities involving students, academic and administrative staff who might be interested in developing the FDA or engaging with its content.

The form and content of this document is the outcome of the work done in the pilot phase of the project and the first months of the second edition. *MS8-Guidelines on use of FDA updated* is a living document continually updated with the purpose of being able to evolve and grow throughout the project duration. It is available on Teams (path: **FORTHEM European Campus Mission-3. EUI WP3>Documents>Milestones and deliverable>MS8 Guidelines on use of FDA updated**)) and being updated as improvements of FDA are implemented. All recipients of the document are invited to use the Digital Academy and share with the members of the FDA working group , any considerations that practice will bring out to make the guidelines clearer and more useful. The final version of the MS will be presented to the European Campus Mission board in Summer 2025 to start the approval loop and submit it by 31.10.2025.

The purpose of the guidelines presented here is to provide guidance on how to participate in the development of the Digital Academy, with the aim of harmonising its roll-out across the Alliance. They include the description of the minimum quality standards for materials to be shared on the platform (p. 34).

The [FORTHEM Digital Academy](#) is a joint virtual platform offering extensive opportunities and shared learning experiences to different types of users within the Alliance's universities (students, staff, etc.). Tools that will take place in the FDA include, for instance, resources for language learning, for completing subject-specific MOOCs, training modules and for virtual student and staff mobility. This has been one of the crucial aims of FORTHEM from the very start of the project and continues to be a priority objective of the second edition of the project. All seven universities in first funding period for FORTHEM within the EUI (2019-2022) have joined forces to find the technical, pedagogical and administrative solutions needed to create the DA. In the second phase of the project, the nine Alliance partners are committed to further developing the actions already implemented and to creating new elements that will secure the full roll-out of the DA.

Inaugurated in 2021, the "FORTHEM Digital Academy" aims to promote the internationalisation and digital integration of curricula; it already has over 1,200 users and is expected to significantly expand its audience by the end of the current project. We have registered a total of 1,624 new users and issued 68 Open badges over two academic years, bringing us closer to promoting European academic education within the framework of Internationalization of curricula at home. The FORTHEM alliance, comprising the potential users of the Digital Academy, encompasses approximately 40,000 administrative and academic staff members and over 238,000 students.

FORTHEM DIGITAL ACADEMY: OBJECTIVES AND ACHIEVEMENTS

In summary, the objectives of the Digital Academy (FDA) are as follows:

1. Promote the internationalization and digital integration of curricula.
2. Increase access to international learning opportunities and physical mobility for students.
3. Connect educational offerings across all 9 FORTHEM universities, with ECTS credits recognition and a gamified system of open badges and micro-credentials.
4. Facilitate virtual mobility, sharing of online teaching resources, and provide in-service training and lifelong learning opportunities.
5. Consolidate partners' educational offers on a common platform, accessible via the universities' Moodle environments, to expand the range of available courses.

Contents and achievements of the Digital Academy from 2019 to 2025 are:

- 44 Courses in total
 - 7 language courses
 - 6 Lab courses
 - 3 Digital Competence courses
 - 10 Green Literacy courses
- 35 Learning activities
- 2 internships
- 68 Open badges issued
- Interconnection of 10 Moodle platforms
- Dedicated Moodle plugin that allows all partners to share their materials

Scaling up of the FORTHEM Digital Academy can be divided into four elements:

1. **Excellence in education:** enhancing learning opportunities, inclusivity, and student virtual mobility within the FORTHEM Alliance by creating and sharing diverse university modules and promoting internationalization, consisting in 90 new courses (specific content provided by WPs 5-8 and other WPs);
2. **European curriculum:** uploading new university courses, implementing ECTS credits recognition process, enhancing students' virtual mobility;
3. **European instruments:** elaborating **innovative joint procedures** to better manage virtual mobilities in the FDA, working on certification procedure, (in the form of ECTS credits, digital credentials (e.g., Open Badges or European Digital Credentials) micro-credentials as a combination of the ECTS credits and a digital credential, FORTHEM certificate), to create onboarding courses for students and staff to easily move across partner universities and access their educational offer;
4. **Digitalization:** harmonizing digital processes for international collaboration and administrative procedures Digital Academy related, ensure staff training to sustain the development of courses

and increase community engagement, creating subtitles and translations into the languages of the Alliance for a more inclusive learning experience.

LEADING ACTORS

There are **three groups** involved in the fulfilling of these objectives:

- Digital Academy Office (DAO)
- Course creators
- Users, i.e. students, academic and administrative staff of FORTHEM Partner Universities (FPUs).

1.1. FORTHEM DIGITAL ACADEMY OFFICE (DAO)

The Digital Academy Office (DAO) is the virtual Alliance office in charge of the administrative management of virtual mobilities and learning opportunities **related to the Digital Academy**. The aim of the DAO is the full roll-out of the Digital Academy platform, coordinating administrative, academic, digital cooperation through needs identification, support provision and monitoring of progress towards digitalization of educational offer in FUs. As a result, WP and Task managers of the Alliance who have a need for support in using FDA can refer to their local DAO members, who will give support directly or refer to the FORTHEM DAO for additional assistance. Starting from 2025, the DAO will be engaged in conducting online workshops aimed at transferring knowledge of the FDA to the local FORTHEM offices and/or to the HEIs.

The Digital Academy Office (DAO) is made up of at least three members from each University:

- An Academic expert, facilitating the ECTS credits recognition process for curricular courses of FDA on the basis of local system; scientific and pedagogical advice (mentoring/tutoring) in the local university for the selection of curricular courses to be shared on DA; suggesting quality standards as references for the creation of new learning activities/courses dedicated to students and staff;
- An Administrative expert, dealing with consulting/coordination/management of learners' enrolment and administrative procedures; studying and coordinating incentive system for students and staff involvement in DA; managing communication, reports; connecting people;
- An IT expert, dealing with consulting for creation of FDA courses; technical helpdesk; making access to the FDA platform more intuitive; maintaining the FORTHEM Digital Academy plugin for Moodle; managing digital implementation of subtitles and translations; creating technical solutions to disseminate FDA courses;

In the next page is the contact book of the Digital Academy Office:

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Helms	Tobias	JGU	IT staff expert	
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1.2. COURSE CREATORS

All academic and administrative staff members are invited to share their expertise to enhance the international academic development of the alliance.

The DAO members are available to support both content creators and users of the platform on behalf of the Alliance

1.3. TARGET GROUPS OF FDA COURSES

At this stage, the main target groups for the FDA courses are **students, academic staff and administrative staff** enrolled or employed in the FORTHEM universities. FORTHEM Universities can also decide to enrol additional FDA beneficiaries as guests, belonging to universities outside the FORTHEM Alliance.

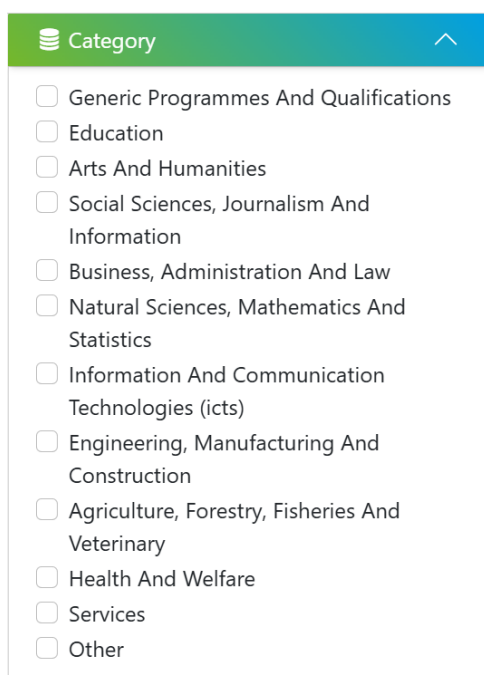
Within the DA, staff and students can be involved in multiple use cases/scenarios/contexts. Specifying the scenarios that will be considered is important because this guides the activity of course creators and consequently determines the activity of DAO.

FILTERS IN THE FDA PLATFORM

The platform offers a range of filters to sort and facilitate user searches.

1.4. CATEGORIES

The following knowledge **CATEGORIES** are currently hosted in the FORTHEM Digital Academy:



The screenshot shows a dropdown menu titled 'Category' with a list of 13 categories, each preceded by an unchecked checkbox. The categories are: Generic Programmes And Qualifications, Education, Arts And Humanities, Social Sciences, Journalism And Information, Business, Administration And Law, Natural Sciences, Mathematics And Statistics, Information And Communication Technologies (icts), Engineering, Manufacturing And Construction, Agriculture, Forestry, Fisheries And Veterinary, Health And Welfare, Services, and Other.

Category
☐ Generic Programmes And Qualifications
☐ Education
☐ Arts And Humanities
☐ Social Sciences, Journalism And Information
☐ Business, Administration And Law
☐ Natural Sciences, Mathematics And Statistics
☐ Information And Communication Technologies (icts)
☐ Engineering, Manufacturing And Construction
☐ Agriculture, Forestry, Fisheries And Veterinary
☐ Health And Welfare
☐ Services
☐ Other

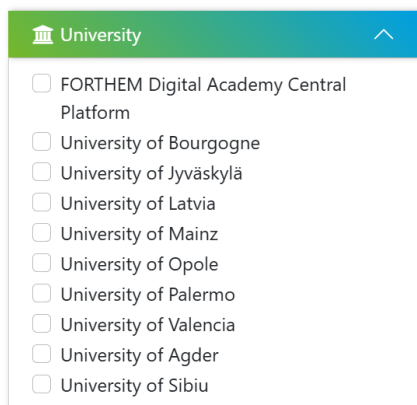
1.5. ACTIVITY TYPES

The following **ACTIVITY TYPES** are currently supported in the FORTHEM Digital Academy and serve as examples.

- **MOOC (Massive Open Online Course):** this is the most common use case of the Digital Academy. MOOCs are asynchronous courses – i.e., all lessons are pre-recorded and uploaded to Moodle, students can watch them whenever they want. In most cases, these courses provide unlimited seats.
- **Synchronous Course:** these courses run in real time, with students and teachers attending together from different locations. Moodle is generally used as a common online space, through which it is possible to: share links to the meetings, upload files and folders, provide quizzes and assignments, insert other optional asynchronous resources. Since synchronous courses involve meetings and/or examinations to be taken together with a professor, a limited number of participants is expected. The selection of students will be made by authors of the courses according to his/her own criteria with support of local University and DAO
- **Team-Teaching courses:** these are Synchronous courses held together by two (or more) teachers from two (or more) FORTHEM partner universities.
- **External resources:** this is a way to share resources in the Digital Academy through their direct links. Using this activity, it is possible to share everything which can be located through a URL. Some examples, though not limited to these, include calls for digital internships and projects for students, courses including external users, paid courses offered by the FPU's
- **Webinars:** webinars also can be hosted as external resources; FDA allows to share a direct link (URL) to a webinar.

1.6. UNIVERSITY

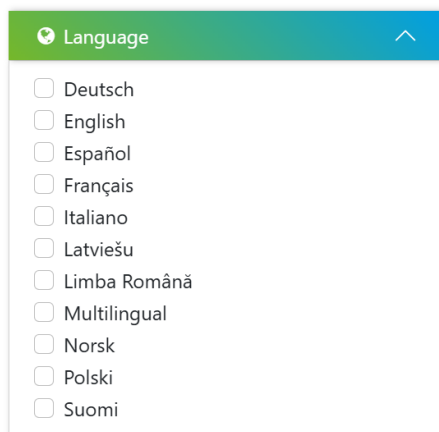
Users can filter activities created by a specific FPU clicking on the required university from the list in the sidebar:



In the case where an activity is the result of collaboration between multiple FPU's, it can be found on the **FORTHM Digital Academy Central Platform**.

1.7. LANGUAGE

The FDA offers academic activities in ten different languages:



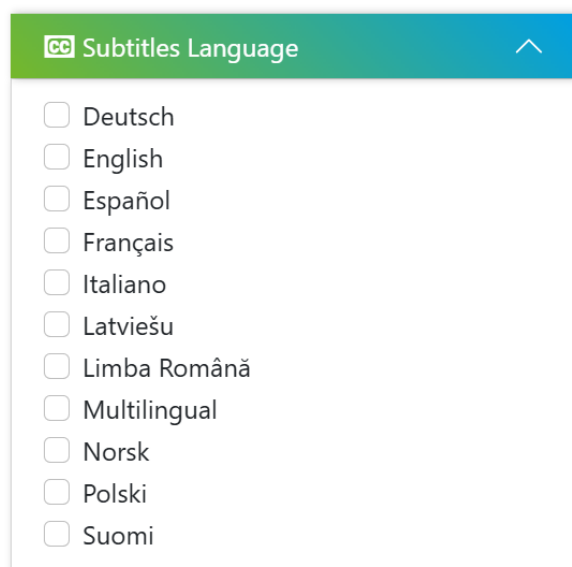
A screenshot of a web interface showing a dropdown menu titled 'Language'. The menu is open, displaying a list of ten languages with corresponding checkboxes. The languages are: Deutsch, English, Español, Français, Italiano, Latviešu, Limba Română, Multilingual, Norsk, Polski, and Suomi. The 'Multilingual' option is highlighted in blue.

Language	Selected
Deutsch	☐
English	☐
Español	☐
Français	☐
Italiano	☐
Latviešu	☐
Limba Română	☐
Multilingual	☒
Norsk	☐
Polski	☐
Suomi	☐

In the case where an activity is conducted in multiple languages simultaneously, it will fall under the filter **Multilingual**.

1.8. SUBTITLES LANGUAGES

The FDA promotes multilingualism and provides activities in the languages of the FORTHM Alliance members. Additionally, the FDA courses should be subtitled as much as possible, from and into the available languages.



A screenshot of a web interface showing a dropdown menu titled 'Subtitles Language'. The menu is open, displaying a list of ten languages with corresponding checkboxes. The languages are: Deutsch, English, Español, Français, Italiano, Latviešu, Limba Română, Multilingual, Norsk, Polski, and Suomi. The 'Multilingual' option is highlighted in blue.

Subtitles Language	Selected
Deutsch	☐
English	☐
Español	☐
Français	☐
Italiano	☐
Latviešu	☐
Limba Română	☐
Multilingual	☒
Norsk	☐
Polski	☐
Suomi	☐

Specifically, the FDA commits to providing subtitles, transcripts, translations, and proofreading for at least 25 of the available courses.

COURSES AND LEARNING ACTIVITIES

The FPU's have committed to sharing part of their educational offerings with all partners to promote the internationalization of curricula in digital mode at each university, as internationalization at home is one of the goals shared by the partners. To this end, the FDA was created, and within it, Alliance members can share what they consider useful for the achievement of this innovation.

To further strengthen their commitment, the FPU's will upload 10 new courses to the FDA. To help content creators better understand which of their materials will be included among these 10 courses, the following definition is provided to distinguish what will be considered a "course" and what will be considered generic "learning activities".

A "**course**" is defined as including at least one ECTS credit, one assessment module, and a certificate, thereby facilitating recognition within local FPU's. In the absence of these elements, the term "**learning activity**" applies.

Courses can vary in type, and below we provide an illustrative—but not exhaustive—description to offer content creators reference points and support them in their work.

1.9. CURRICULAR COURSES

Curricular courses refer to modules or entire courses embedded within the official programs of each FORTHEM University. They do not require any evaluations of quality standards by DAO, since this evaluation takes place in each University. It is also recommended to prioritise sharing modules of 1-3 credits to meet the needs of all partners, but sharing larger courses is also possible.

The **size (overall workload)** of university courses is decided by each university. To facilitate the recognition process, it is recommended to have a common range of student workload for 1 ECTS credit corresponding to **25-30 hours = 1 ECTS credit**.

For example:

3 ECTS credits courses = 75-90 hours of total workload;

6 ECTS credits courses = 150-180 hours of total workload

As the total workload for university courses include also students' individual study and exam preparation, the amount of hours dedicated to teaching (lectures, seminars, practical classes, etc.) can vary significantly within each university. For the asymmetry in the weight of courses within the Alliance, it is highly

recommended that students' ECTS credits recognition is evaluated individually. Students can also contact the local FORTHEM offices to get more information about the incentives available to virtual mobility.

Currently, the certification of curricular courses of the FDA can be associated to the release of **Open badges** (for FDA digital certification, see Chapter 9).

1.10. EXTRA-CURRICULAR COURSES

These courses refer to learning units/modules which are not necessarily embedded within the official programs and/or curricula of FORTHEM Universities, but still represent academic excellence in FPU's and promote the realization of FDA objectives. Since these are courses, they include at least one ECTS credit, one assessment module, and a certificate. Here some topics that are of greater interest for the Alliance:

- digital transformation,
- language learning;
- green sustainability,
- skills and competences development,
- career orientation and communication skills,
- Erasmus project planning and mobility,
- onboarding of exchange students,
- development of inclusivity in all its aspects ...

1.11. LIFELONG LEARNING COURSES

The FORTHEM Alliance is committed to promoting lifelong learning, and WP9 is specifically dedicated to the development of LLL co-operation and network resulting in possible LLL courses. The FDA can host these courses. If they require an access fee or are accessible to users outside the Alliance, they can be linked to an external website that hosts the course, as the FDA is an Open Access platform dedicated to FORTHEM users. In this latter case, the FDA will serve as a showcase for the LLL course for all Alliance members.

1.12. LEARNING ACTIVITIES

FPU's can upload anything they consider interesting to share with the partners in the FDA to mutually enrich their educational offerings. Some examples are provided here, but the materials should not be limited to these.

● ONBOARDING MATERIALS FOR EXCHANGE STUDENTS AND STAFF

Onboarding courses can offer general information about partner universities considered for exchange, along with support during the application process and preparation of studying abroad. The onboarding courses can serve as a way to incorporate blended mobility into the Digital Mobility both with regard to short-term mobilities and studying one or several semesters abroad.

● TRAINING MATERIALS

The Digital Academy hosts any form of work considered useful by the FPU's for sharing and mutual academic knowledge: recordings of conferences, webinars, booklets...

All courses and learning materials are available to all FDA target groups, and they could be included in the training requirements of administrative staff of the FUs if a dedicated training plan is provided locally; the possibility of local recognition through Open Badges (which later could be compiled into a FORTHEM certificate) is highly recommended.

ASSESSMENT

FDA supports various methods of assessment (quiz, open questions, etc.):

- individual presentations;
- project presentations;
- tests, quizzes, open questions....
- written exams;
- pre- and post-tasks

Teachers should explain the grade system per each kind of assessment, in order to allow other universities to set up the equivalence distribution.

Assessment needs to evaluate the knowledge and competences acquired by the users. Moreover, it should try to check the attendance of the users (e.g. tests at the end of each module) and to guarantee the authorship of the exams (take into consideration the opportunity of face-to-face exam at students' home university as synchronous event).

COURSE DESCRIPTION

FDA courses can be of two forms:

Open : When a course is open, users can enroll themselves to the course.

Private / Restricted : If a course is set up in a private mode, students can't enroll themselves to the course but have to be whitelisted in the course by their home university. Therefore, the subject organizing the course needs to collect the university email addresses of all course participants and send them to the FORTHEM Offices. Only plugin administrators can whitelist students to private courses. Users can only be whitelisted with their domain email addresses. Academics must be informed about this before a release of a course on the FDA.

A common course presentation format would help teachers to propose their courses in their local universities and would help learners to choose the correct FORTHEM course and provide important and necessary information for credit transfer done at home HEI

. For clarity and for the dissemination of the FDA courses, a clear "course contents" presentation is highly suggested.

We suggest this table:

- **UNIVERSITY**
- **NAME OF THE COURSE**
- **NAME OF THE TEACHER** and link to his/her page (if possible)
- **CATEGORY** (from the list in chapter 3)
- **LANGUAGE and SUBTITLES** (if any)
- **ACTIVITY TYPE** (from the list in chapter 3)
- **RECORDED/ACTIVE HOURS** of all the video lessons of the digital course (optional)
- **CONTACT HOURS FOR SYNCHRONOUS / TEAM TEACHING COURSE**
- **TIMELINE OF THE COURSE:** s clearly indicate the start and end dates
- **TOTAL STUDENT / PARTICIPANT WORKLOAD:** estimated number of hours of all the work required on the course (teaching, in-class work, reading and homework, reading for final exam) - (optional)
- **AMOUNT OF ECTS CREDITS:** total ECTS credits as defined by the course creator (compulsory for “courses”).
- **ASSESSMENT FORMAT:** test, final test, presentation, exams face-to-face... (compulsory for “courses”)
- **LEARNING ACHIEVEMENTS:** OB or other digital certification
- **RECOMMENDED TARGET GROUP:** BA, MA, PHD students and/or STAFF (on the basis of local offer)
- **DESCRIPTION** of contents, objectives, learning outcomes + ESCO for OB and micro credentials from this [list](#)

Teachers can't directly share courses in the Digital Academy. They need to contact their local FORTHEM Office / FORTHEM IT Expert to get more instructions. Technical checks are executed on all course to validate it. Procedures may vary depending on several factors: Course type, Limited or unlimited accesses,

QUALITY STANDARDS AND REQUIREMENTS

1.13. QUALITY STANDARDS

The courses that the FPU's will share will be included in the final project report of 10 new courses if they meet the following quality requirements.

Quality standards for curricular courses are set by each FORTHEM university in accordance with local requirements. It is suggested to study the educational offer of FORTHEM Universities in their websites in order to better identify courses that might be easier recognized by partners.

Quality standards for extra-curricular courses and LLL courses are set by DAO Academic Experts. It is suggested here to base extra-curricular courses on the following criteria:

- Participant workload – min. 25-30 hours, equivalent to 1 ECTS credit
- Active teaching hours for 1 ECTS credit (i.e. recorded hours, online synchronous hours, interactive activities....) – minimum approximately 2 hours
- Evaluation final module
- Certification (it is recommended at least Open Badge)

Quality standards for learning Activities are set by each FORTHEM university in accordance with local requirements and are not included in the list of the 10 new courses.

1.14. TECHNICAL REQUIREMENTS for learning materials

The following instructions concern all categories of FDA courses.

Teachers are encouraged to use different kinds of materials. The list below includes the technical specifications for each material type.

1) Video recorded lessons:

- MP4 file format, also known as “MPEG-4 file format version 2”,
- resolution not less than 720p and up to 1080p;
- **recommended** duration of each video c. 15 minutes;
- the number of videos is not limited.

2) Audio recorded lessons:

- MP3 or MP4 audio tracks up to 320 kbit/s
- Images:
- image formats such as JPEG and PNG are all supported

3) Other documents:

HTML is strongly advised, but the uploading of PPT, PPTX, DOC, DOCX, PDF, ZIP, 7-ZIP files and in general, and all files in compressed archives is supported (information on file size will be provided)

AUTOMATIC SUBTITLES AND TRANSLATIONS

In Annex 1 is provided a list of the software identified by the DAO IT staff for the creation of automatic subtitles.

DAO IT Experts agree to use the free software Whisper (<https://github.com/openai/whisper>), which will allow for the automatic transcription of video courses and also provide their automatic translation. **Whisper** is an automatic open-source speech recognition (ASR) system trained on 680,000 hours of multilingual and multitask supervised data collected from the web. It enables transcription in multiple languages, as well as translation from those languages into English. Whisper is trained on a large dataset of diverse audio and is also a multitasking model that can perform multilingual speech recognition, speech translation, and language identification. WERs (word error rates) or CER (character error rates) varies between 4.7% (Spanish) to 24.6 (Finnish) or 30.7 (Norwegian).

<https://github.com/m1guelpf/auto-subtitle> (in Python): this repository uses ffmpeg (a complete, cross-platform solution to record, convert and stream audio and video.) and OpenAI's Whisper to automatically generate and overlay subtitles on any video.

The ULBS team will make available to the Alliance the server on which FPU's can save their operations, and subsequently, a structure will be implemented that will allow each IT expert to meet the needs of their local university in this regard.

All videos in the FDA should be transcribed and subtitled, as much as possible, for accessibility reasons. ([No Language Left Behind](#)- Translates directly from one language to another without going via English first.). The Alliance commits to creating automatic subtitles, proofreading them, and translating at least 25 courses (approximately 3 courses per each FPU).

This activity is suggested to be carried out following these steps:

- Academics or Administrative staff of the FPU's will communicate to their IT expert the courses they want to get automatic subtitles for. Each FPU decides which course is most suitable for subtitling and most representative of the educational material it wishes to share with the Alliance.
- IT experts provide automatic subtitles and automatic translations
- The proofreading of the subtitles and the translation will be done by a group of students selected through calls for applications prepared by the DAO or in the courses of the FPU's involved in this activity by the DAO members.

CERTIFICATION IN FDA

The current process

The current process is structured so that the FORTHEM Digital Academy ensures each FDA course can be recognised by awarding an Open Badge (OB). The aim is twofold: (1) to visualise the FDA course experience and allow students to showcase it to potential employers or in their next study applications, and (2) facilitate the ECTS recognition process at the partner universities, whenever their internal procedures allow recognition of FDA courses.

Each OB contains information, including the name of the FORTHEM FDA course, total estimated hours (both instruction and preparation/self-study), number of ECTS credits (if possible), and a list of relevant competencies.

A structured and flexible approach toward the certification of FDA courses in the long term:

In this long-term framework, OBs will not be delivered according to the current standards, but an OB will be awarded for a learning offer that is nonformal and/or it does not meet the requirements for credit provision (e.g., open talks, open lectures).

The FORTHEM task force on micro-credentials (M-Cs) developed a joint FORTHEM definition of micro-credentials (M-Cs). Once M-Cs are being implemented, some FDA courses may meet the requirements of M-

Cs. M-Cs contribute to added flexibility in learning, for example, by allowing individuals to design flexible learning pathways.

In order a M-C could be awarded, an FDA course must meet the standards of FORTHEM micro-credential definition in the following dimensions:

- Transparency (workload and level)
- Relevance and learning outcomes
- Learner-centeredness
- Quality assurance
- Assessment
- Authenticity of learners
- Portability (record of learning)
- Learning pathways (stacking)
- Recognition
- Information and guidance

For more detailed information on these dimensions please consult MS12 “FORTHEM Concept for Micro-credentials”. The FORTHEM micro-credentials will carry academic credits, typically ranging from 1 to 5 ECTS credits, with a maximum of 15 ECTS credits. M-Cs can be combined into flexible learning pathways, ranging between 15 and 60 ECTS credits. Those FDA courses could be recognised with M-Cs relevant to the domains in which the FORTHEM Alliance aims to provide flexible learning pathways.

As FORTHEM begins implementing M-Cs, the FORTHEM Certificate may eventually incorporate both M-Cs stacked to completed flexible learning pathways and OBs. Students will have the opportunity to request recognition of the FDA courses at their home university. Local FORTHEM offices will support students throughout this process based on local institutional guidelines.

To summarise, the structured and flexible approach towards certification of FDA courses implies that whenever an FDA course meets the standards for micro-credentialing and is relevant to the domains of FORTHEM flexible pathways, those FDA courses will be awarded with the FORTHEM M-Cs. M-Cs are a relevant certification option in this case as they are recognised and trusted by other providers. This could potentially hold for courses described in the sections 4.1, 4.2, and 4.3 of this document.

A digital credential in the form of open badge could be potentially awarded for learning activities, outlined in the section 4.4.

TEMPLATES

Each FPU can decide whether to share existing courses in digital form or create digital courses intended for the FORTHEM Digital Academy. In the latter case, it is suggested to use tools with the Alliance logos, available here: [Templates for FDA courses](#)

DISSEMINATION STRATEGY

FORTHEM dissemination of FDA platform

- A short general video on FDA, to be published on FPU and used for event dissemination ([Home | FDA](#))
- FDA Video Guidelines ([Home | FDA](#))
- Direct link to each course
- An updated FORTHEM website interface, featuring a testimonial section.
- Periodic promotion of asynchronous courses on Instagram and FORTHEM newsletter.
Synchronous courses scheduled for publication in the event calendar of the website

Suggestions for local dissemination of FDA platform

The FORTHEM Digital Academy should be presented to the Faculties/Departments in a way that they would see the benefits for them and for their students. Team Teaching should be promoted; two teachers of the same subjects in two different FORTHEM universities can join forces and offer a common course and bring two student groups to work together.

To present this idea to the teaching staff, a common presentation of FORTHEM Digital Academy is attached to this text so that all FORTHEM universities can use the same materials.

DAO (uniPa, UBE, JYU, UV, LU is the working group) **organized online workshops** aimed at transferring knowledge of the FDA to the local FORTHEM offices. The workshops already delivered were addressed to the FORTHEM offices introducing the platform and its usage, and to the academic staff sharing best practices for the creation of FDA courses. Any future workshops on this topic will be announced through FORTHEM's communication channels.

Dissemination of asynchronous courses:

- Posts for FORTHEM social media are prepared by DAO twice a month with the support of WP11;
- Each FPU will share in the monthly FORTHEM newsletter the courses it wishes to promote, aiming to build a list of 5 to 10 courses grouped by topic. For example, one month may focus on language courses, another on tourism, engineering, or medical courses;
- Each FPU might produce specific short videos on selected courses for FORTHEM social media;
- Send a communication to the Administrative and Academic experts of the DAO, who will collaborate in involving the local faculties that might be most interested in the course.

Dissemination of synchronous courses:

One month before the enrolment start date, send a communication to the Administrative and Academic experts of DAO who will collaborate on identifying the local faculties to forward the information to. It is recommended to include the following information in the message, if available:

- Start and end dates of the course;
- Application deadline;

- Link to the FORTHEM website;
- Faculty/department offering the course within the proposing FPU;
- Level of study at which the course is offered within the proposing FPU.

IMPACT OF FDA COURSES

As highlighted in the first chapter of these guidelines, the core objective of the FDA is to support the internationalization of academic curricula within FPUs. To this end, it aims to monitor the impact of the courses offered in order to ensure high-quality educational provision.

Therefore, course creators are encouraged to include a user questionnaire at the end of their courses. A sample model is provided below:

COURSE EVALUATION SURVEY

We need your help to improve the quality of the online courses we offer through the FORTHEM Digital Academy.

- Reflect on your experience in the course and provide your feedback
- The evaluation form takes a few minutes to complete
- Responses are anonymous

What is your University?

- ☐ Université de Bourgogne Europe
- ☐ Johannes Gutenberg Universität Mainz
- ☐ Latvijas Universitāte
- ☐ Jyväskylän yliopisto
- ☐ Università degli Studi di Palermo
- ☐ Universitat de València
- ☐ Uniwersytet Opolski
- ☐ Universitetet i Agder
- ☐ Universitatea Lucian Blaga Din Sibiu
- ☐ Other

What is your study field?

Click or tap here to enter text.

What is your role in your University?

- ☐ Bachelor student
- ☐ Master Student
- ☐ PhD student
- ☐ Academic staff
- ☐ Administrative staff

Will you receive ECTS credit recognition for the course you attended (if applicable according to the description of the course)?

- ☐ I have already discussed it with my department and received confirmation that the course will be recognized.
- ☐ I will consult with my department and check whether the course can be recognized.
- ☐ I didn't know ECTS credit recognition was possible (please contact forthem.office@unipa.it for more information).

Approximately, how many hours did you spend on the course? (Minimum: 0)

Click or tap here to enter text.

Please, rate the overall course quality

- ☐ (0) Unacceptable
- ☐ (1) Bad
- ☐ (2) Poor
- ☐ (3) Fair
- ☐ (4) Good
- ☐ (5) Excellent

Please, indicate your level of agreement on each of the following statements:

The teaching material is appropriated and effective

- ☐ Strongly agree
- ☐ Agree
- ☐ Mixed
- ☐ Disagree
- ☐ Strongly disagree

The teacher presents the arguments clearly

- ☐ Strongly agree
- ☐ Agree
- ☐ Mixed
- ☐ Disagree
- ☐ Strongly disagree

[If applicable] The supplementary teaching activities (practical activities, exercises, laboratories, and so on) are useful to learn the subject

- ☐ Strongly agree
- ☐ Agree
- ☐ Mixed
- ☐ Disagree
- ☐ Strongly disagree

Would you recommend this course to other students?

- ☐ Yes
- ☐ No

Would you suggest improving the quality of the course materials?

- ☐ Yes
- ☐ No

In your opinion, what are the strengths of the course?

Click or tap here to enter text.

In your opinion, what are the weaknesses of the course?

Click or tap here to enter text.

Additional Feedback

Click or tap here to enter text.

FORTHEM WPs INVOLVEMENT IN FDA

Other WPs mentioned in WP3

- T3.1.1 In DAO all partners manage virtual learning experiences in different fields, for various target groups and across missions (content interlinked with WPs 5-8).
- T3.1.2: At least 90 additional courses in the Digital Academy (content provided by WPs 5 - 8), by M48.

Possible courses (to agree with WP managers)

- WP2 – T2.2 course prepared by students (no ECTS credits)
- WP4 – Course(s) for exchange students
- WP5 – T5.5 Green literacy
- WP6 – T6.2 Career orientation as MOOC
- WP7 – MS21+22 training sessions available on FDA afterwards
- WP8 – T8.2 training courses via FDA
- WP9 – LLL courses accessible via FDA
- WP10 – Labs identifying or preparing courses related to their specific topic or as ambitious project

WP3 mentioned in other WPs

- WP2: T2.5 IT infrastructure (digital identity & authorisation services)
- WP4: T4.5 micro-credentials and T4.6 Open Badges framework to be used in FDA
- WP5: T5.5: Courses on green literacy delivered via FDA
- WP9: T9.7 offer of LLL courses accessible via FDA (not necessarily hosted in FDA)

ANNEX 1

1. Useful links for Moodle

- [Moodle documentation – Homepage](#)
- [Moodle documentation – Managing a Moodle course](#)
- [Moodle documentation – Set up your course](#)

- [Moodle documentation – Activities](#)
- [Moodle documentation – Resources](#)
- [Moodle documentation – Quizzes](#)
- [Moodle Academy Youtube – Introduction to Moodle for educators](#)
- [iSpringSolution – 15 Minutes guide to Moodle for teachers](#)
- [Dr. Nellie Deutsch – Youtube – How teachers can develop a Moodle course](#)

2. Software for subtitles

Tools (features / links)	Notes
Automated (AI) Subtitling 1. (no integration: upload video file, download subtitles = web-based) https://www.notta.ai/en ● Works with Zoom, Google Meet, Microsoft Teams, Webex ● From 9 to 17 USD/monthly https://www.checksub.com/subtitles 5 hours of credits / month costs \$59/month	
2. Open-source software (with/without AI token) https://github.com/openai/whisper (in Python) Whisper is an automatic open-source speech recognition (ASR) system trained on 680,000 hours of multilingual and multitask supervised data collected from the web. It enables transcription in multiple languages, as well as translation from those languages into English. Whisper is trained on a large dataset of diverse audio and is also a multitasking model that can perform multilingual speech recognition, speech translation, and language identification. WERs (word error rates) or CER (character error rates) varies between 4.7% (Spanish) to 24.6 (Finish) or 30.7 (Norwegian). https://github.com/m1guel/pf/auto-subtitle (in Python) This repository uses ffmpeg (a complete, cross-platform solution to record, convert and stream audio and video.) and OpenAI's Whisper to automatically generate and overlay subtitles on any video. https://github.com/extremq/gptsubtiller https://github.com/innovatorved/subtitle	UiA and JYU recommend Whisper as the tool It's in use in JYU and iA with success and could be generalized.
3. Wondershare Filmora ● Offline tool, Windows 11 compatible and below (64bit) ● 120 USD / year https://filmora.wondershare.net/filmora-video-editor.html?gad_source=1&gclid=Cj0KCQjwxqayBhDFARIsAANWRnQP43Z2tQGWMlZBUfcHZ1s-yzG28Ap1TXIAG9OkxdlwJIQUhuoYSHkaAriOEALw_wcB	

4. https://www.captionhub.com/ Automated high-accuracy transcription in 80+ languages; Transcription takes audio information and converts it to a written format. Automated high-accuracy translation in 150+ languages; Translation takes information in a particular language and converts it to one or more additional languages.	ULBS colleagues used https://www.captionhub.com/ and Amara - https://amara.org/ for free in Ted Talks. The students worked as volunteers at Ted and Adrian had access to the programs. I trained them with demo versions outside of Ted. For the open-source ones, a selection must be made based on the desired functions.
https://amara.org/ 5. Amara is a cloud-based do-it-yourself solution with state of the art subtitling features. Plus pricing plan allow a private space to create subtitles for personal use.	

Other sources

Service / software	Short description	Web
Google Meet	Video communication service, includes real-time closed captioning based on speech recognition. Live translated captions in Google Meet will be exclusively available at a future date to the Gemini Enterprise and AI Meetings and Messaging add-ons for certain Workspace editions.	https://meet.google.com/
Microsoft Translator	Multilingual machine translation cloud service. Allows live captioning and subtitling with Microsoft PowerPoint.	https://www.microsoft.com/en-us/translator/education/
EaseUS Video Editor	Video editor, also supports an advanced function - Speech & Text Converter that you can see this program as a powerful conversion	https://multimedia.easeus.com/video-editor/
Filmora Video Editor	Allows fast transcript video speech to text	https://filmora.wondershare.com/
Zeemo AI	AI-powered caption editor for all types of videos, video editor, generate and translate captions from video	https://zeemo.ai/use-cases/video-captioning/subtitles-generator-for-educational-institutions_
Otter.ai	Record and transcribe conversations, Provides faculty and students with real-time captions and notes for in-person and virtual lectures, classes or meetings.	https://otter.ai/education_
Transcribe	AI-powered speech-to-text service. App and online editor to automatically generate notes from meetings, interviews, videos and more	https://transcribe.com/industries/for-academics_
Rev.ai	Fast and flexible speech-to-text solution	https://www.rev.com/solutions/industry/education_
Trint	Upload any audio or video files - or capture content live - and Trint's AI transcription software will convert every word into more languages	https://trint.com/trint-for-education_
Happy Scribe	Transcription & subtitles all-in-one platform	https://www.happyscribe.com/elearning-subtitling-and-transcription_
Descript	Video editor, transcription, accuracy and speed, with powerful tools for correction and collaboration	https://www.descript.com/use-case/educators-and-students_

Scribie	Accurate transcripts delivered for audio/video files.	https://scribie.com/transcription/academic_
Sonix.ai	Automated transcription, transcribes both audio and visual content into text.	https://sonix.ai/education_
Fireflies.ai	Record transcribe lectures and presentations	https://fireflies.ai/use-cases/education_
Grain	Automates note-taking, record-keeping, and insight-capture	https://grain.com/use-cases/education_
Temi	Advanced speech recognition software, Upload any audio or video file, Review your transcript with timestamps and speakers, Save & export your transcript	https://www.temi.com/_
Simon Says	Transcribe, Translate and Caption	https://www.simonsaysai.com/_
Riverside	Record separate, high-quality video & audio tracks, Edit the fast and easy way, powered by AI, Transcribe accurate in 100+ languages	https://riverside.fm/_
Notta.ai	Transcription by convert your speech, either live or recorded, into text in just one click, Translation in different languages, Easily capture and record your meetings and calls from anywhere.	https://www.notta.ai/en/academic-transcription_
Adobe Premiere	Timeline-based and non-linear video editing software application, allows speech-to-text	http://adobe.com/products/premiere_
Veed.io	Transcribe videos to text, add subtitles, and translate. AI-powered video-to-text converter: Transcribe with precision	https://www.veed.io/_
checksub	Generate subtitles and translate your videos in other language with AI-Dubbing.	https://www.checksub.com/_
Amberscript	Transform and translate audio and video to text and subtitles	https://www.amberscript.com/en/_
Google Cloud Cloud Speech-to-Text	Convert audio into text transcriptions and integrate speech recognition	https://cloud.google.com/speech-to-text/_
Amazon Transcribe	Automatic speech recognition service that uses machine learning models to convert audio to text	https://aws.amazon.com/transcribe/_
Amazon Translate	Cloud-based, neural machine translation service	https://aws.amazon.com/translate/_
Other dictation tools:		
Windows Speech Recognition	Speech recognition that enables text dictation in electronic documents	Windows 10/11
Apple Dictation	Apple's built-in Dictation feature	Mac OS
Google Docs voice typing	Dictation for Google Workspace	Included in Google Docs
Google Translate	Multilingual neural machine translation service allows speech to text recognition and translation using attached microphone.	https://translate.google.com/
Noteworthy Moodle related tools:		
3Play Plugin	Web player - Captioning, Transcription, Audio Description, Live Captioning, Localization Services Interactive plugin for Moodle	https://www.3playmedia.com/why-3play/industries/elearning/
Poodll	Subtitles and Captions and Interactive Transcripts in Moodle	https://poodll.com/

