

Annex

# Across Teacher Training Academy Pedagogical Competencies Framework

*Effective teaching staff possess a combination of pedagogical, psychological, subject-specific, digital, and intercultural competencies. These competencies ensure high-quality instruction, student engagement, and professional development within hybrid, blended, digital, and traditional learning environments.*

The pedagogical competences of teachers in higher education institutions represent an integrated system of knowledge, skills, attitudes and values that ensure an effective educational process. They go beyond purely expert knowledge of a given scientific field and include the ability to plan, implement and evaluate training, taking into account the specifics of the learners and the goals of higher education.

*Pedagogical competencies are understood as an integrated system of knowledge, skills, values, and professional practices that support high-quality, inclusive, digitally connected, and student-centred higher education.*

The Across TTA Pedagogical Competencies Framework is conceptualized as an integrated and interconnected system of professional competencies that supports the development of innovative, reflective, inclusive, and digitally mediated university teaching within contemporary

European higher education ecosystems. A distinctive and transversal dimension of the framework is the *Teaching Engagement Competence for Cross-Border Academic Integration and Collaboration*, which operationalizes the concept of borderless university pedagogy by positioning teaching as a collaborative, networked, and alliance-based academic practice. This competence connects and permeates all other competency domains, including *Core Pedagogical and Didactic Competencies*, *Digital and Technological Competencies*, *Professional Development and Reflective Competencies*, *Intercultural and Inclusive Teaching Competencies*, and *Pedagogical Leadership, Innovation, and Institutional Development Competencies*. Together, these competency areas support the transformation of the role of the university teacher from an individual practitioner toward a

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reflective, digitally competent, interculturally responsive, and networked educator capable of co-creating transnational learning environments and participating in shared academic communities across institutional and national boundaries.

### Transversal Competence: Teaching Engagement Competence for Cross-Border Academic Integration and Collaboration

The introduction of Teaching Engagement Competence for Cross-Border Academic Integration and Collaboration represents a necessary evolution of pedagogical frameworks in European higher education. It operationalizes the core values of the Across Alliance by embedding transnationality, collaboration, and digital integration into the very structure of academic teaching competences.

As such, it functions not merely as an additional competence, but as a strategic connector between individual professional development and the broader institutional transformation envisioned within European University Alliances. The competence directly aligns with the strategic orientation of the alliance by integrating eCampus and digital learning environments, advancing joint learning offers, micro-credentials and *atomic learning units*, and fostering

mobility and cross-border learning experiences.

Cross-Border Academic Integration and Teaching Engagement Competence refers to the capacity of academic staff to actively participate in, design, and sustain educational, pedagogical, and institutional practices within a transnational university alliance. This competence integrates pedagogical, organizational, digital, and intercultural dimensions, enabling teachers not only to operate within their institutional context but to co-create learning environments across institutional, national, and disciplinary boundaries, reflecting the shift from individual teaching practice towards networked, collaborative, and alliance-based pedagogy, which is a defining feature of European University.

The competence is defined as a horizontal (transversal) competence, intersecting all five pedagogical competence domains: pedagogical-didactic, digital, intercultural and inclusive, reflective and pedagogical leadership and innovation.

It functions as an integrative meta-competence, aligning individual teaching practice with: alliance-level structures, joint curricula and micro-credentials, and cross-border learning ecosystems.

In the context of Across, where education is conceptualized as borderless, modular, and digitally mediated, academic staff are required to:

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- navigate complex institutional ecosystems
- engage in transnational pedagogical collaboration
- contribute to shared teaching, research, and innovation spaces.
- contribute to institutional and consortium-level processes

### **Pedagogical Translation Across Contexts**

- adapt teaching approaches to diverse institutional, cultural, and regulatory contexts
- mediate differences in academic cultures and expectations
- ensure coherence and comparability of learning experiences
- Engage in teaching within different higher educational ecosystems in Cross-Border Academic Communities

*Teaching staff is able to:*

### **Alliance-Oriented Teaching and Curriculum Integration**

- align course design with alliance-level frameworks and learning outcomes
- contribute to joint curricula, micro-credentials, and modular learning units
- integrate cross-border perspectives into disciplinary content

### **Cross-Institutional Collaboration and Co-Teaching**

- engage in co-teaching with colleagues from partner universities
- design and implement Collaborative Online International Learning (COIL) formats
- participate in Task Teams and joint academic initiatives

### **Navigation of Alliance Structures and Tools**

- effectively use alliance infrastructures (eCampus, TTA, KMS, PMS)
- understand governance, workflows, and communication channels within the alliance

Teaching staff is able to participate in communities of practice across institutions, contribute to shared knowledge production and dissemination, and support student mobility, inclusion, and cross-border collaboration. This competence introduces a paradigm shift from teaching as an individual practice toward teaching as collaborative, cross-border academic engagement, while redefining the role of the university teacher as a networked educator not confined to a single institution, a co-creator of transnational curricula, and a mediator between local and global academic contexts. Within the TTA structure, it is primarily developed through Module 2 – Open Programme,

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which emphasizes collaborative and cross-institutional teaching practices; Module 3 – Borderless University Pedagogy, focused on innovation, leadership, and the Scholarship of Teaching and Learning (SoTL) in the alliance context; and Module 4 – Special Programmes, which supports onboarding, understanding of alliance functioning, and project-based collaboration.

### Core Pedagogical and Didactic Competencies

Competencies are related to:

- planning the learning process (formulation of goals, expected results, learning content);
- selection and application of appropriate methods and forms of learning;
- adapting teaching to the level, motivation and needs of students;
- clear and logical presentation of learning content;
- skills for leading dialogue and discussion; building a positive and supportive learning environment;
- as academic environments become more internationalized, proficiency in intercultural communication is essential;
- developing adequate and continual assessment criteria and tools;

- objectivity and transparency in assessment;
- using feedback as a means of development.

An effective teacher is able to combine traditional and interactive methods (lectures, seminars, case studies, project-based learning), encouraging critical thinking and independent work of students.

Pedagogical and didactic competencies are the basis of "Module 1 – Foundation" in the TTA structure, which is aimed at beginners (doctoral students, fellow assistants, young teachers). It emphasizes the need for newly appointed teachers not to start teaching without basic pedagogical training. In this context, didactic competencies are seen as fundamental for building teaching readiness, confidence and reflective practice. In higher education, communication is a two-way process in which the teacher not only transmits knowledge, but also stimulates active participation, argumentation and the exchange of ideas. Communicative competences (conducting dialogue, facilitating discussions, creating an inclusive learning environment) are closely linked to the philosophy of "student-centred learning", set as a guiding principle in TTA structure. Communication competences are developed in both Module 1 and Module 2 – "Open

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Programme/Enhancement", which provides an opportunity for upgrading and specialization with more experienced teachers. In TTA philosophy communication is considered not only as a pedagogical skill, but also as a key factor for the quality of education and student engagement.

The modern teacher applies both summative and formative assessment in order to support learning, not just measure results. The competences related to assessment, diagnosis and feedback are directly reflected in the requirements for portfolios, micro-certificates and project reports, set as evidence of achieved results in the different modules of TTA.

*Teaching staff is able to:*

### **Student-Centered Teaching**

- Apply relevant psychological theories of learning and development into teaching.
- Apply curricular design strategies (Backward Design, ABC model, etc.)
- Manage Bloom's cognitive learning taxonomy or Fink's taxonomy of significant learning
- Apply active learning strategies (problem-based learning, research-based learning, case studies, flipped classroom).
- Encourage student engagement and motivation.

- Design learner-driven curricula.

### **Assessment and Feedback**

- Create formative and summative assessment tools.
- Use constructive feedback techniques to enhance learning.
- Align assessments with learning outcomes and competencies.

### **Curriculum and Course Design**

- Structure modular, flexible, and interdisciplinary courses.
- Incorporate challenge-based learning (CBL), problem-solving approaches, and real-world applications.
- Create encouraging learning environments (laboratories, clinic/practice-based environments).

### **Facilitation of Creativity, Critical Thinking & Inquiry-Based Learning**

- Encourage analytical and reflective thinking.
- Support students in research-based learning.
- Encourage students' creative thinking and knowledge construction.

### **Communication with students and Classroom Management Competency**

- Use effective verbal and non-verbal communication.

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- Foster positive and communication-friendly learning environment.
- Encourage peer learning and teaching strategies.
- Provide active listening, interaction and students' cooperation/collaboration
- Support effective communication in digital and blended learning environments.

### Digital and Technological Competencies

In the context of digitalization of education, teachers in higher education institutions must possess:

- skills in working with blended/hybrid learning environments and use learning platforms;
- ability to create and use digital learning resources;
- application of innovative technologies and digital pedagogy models in learning.

Digital competencies are key to ensuring flexibility, accessibility and engagement in the learning process. Digital and AI competencies are embedded as core elements of the joint framework. In this sense, digital pedagogical competences are seen as horizontally applicable to all target groups in the TTA.

*Teaching staff is able to:*

### Blended and Digital Learning

- Use Learning Management Systems (LMS) (Moodle, Blackboard, ACROSS eCampus).
- Design interactive and hybrid learning experiences.

### AI and Adaptive Learning Technologies

- Implement AI-assisted teaching tools.
- Utilize adaptive learning platforms to tailor instruction.

### Digital Assessment and E-Portfolio Development

- Use digital tools for formative and summative assessments.
- Incorporate e-portfolios and digital badges for student learning tracking.

### Cybersecurity and Data Privacy in Education

- Understand GDPR and ethical data management.
- Ensure inclusive and secure digital learning environments.

### Professional Development of Teaching Competence and Reflective competencies

Developmental and reflective competence is expressed in the teacher's ability to:

- analyze his or her own teaching practice;
- identify strengths and areas for improvement;

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- participate in continuing professional development.

It is a prerequisite for maintaining high quality of teaching and adapting to dynamic changes in higher education. Reflective competencies (self-assessment, analysis of practice, participation in the Scholarship of Teaching and Learning – SoTL) are directly linked to “Module 3 – Specialisation”, which is aimed at experienced teachers and involves the development of individual teaching projects. These competencies are also key for the “Special Programme”, aimed at academic leadership and quality units.

*Teaching staff is able to:*

### **Lifelong Learning and Reflective Teaching**

- Engage in continuous professional development (CPD).
- Participate in peer-learning, mentorship, and training programs.
- Contribute to research and innovation in teaching.
- Use research results from science of teaching in the field to design learning activities or lessons
- Promote honesty, integrity, and ethical behavior in academic and teaching work.

### **Intercultural and Inclusive Teaching Competencies**

These competencies are essential for:

- ensuring equitable access to learning, fostering inclusive academic environments, and responding to the growing internationalisation and mobility within higher education.
- encompass the ability to work effectively in cross-border and multilingual settings, apply inclusive teaching strategies grounded in the principles
- actively support of international collaboration and mobility of students and academic staff.

Intercultural and inclusive teaching competencies refer to the teacher's capacity to design, implement, and reflect on teaching practices that acknowledge and value cultural, linguistic, and individual diversity in higher education contexts. As such, intercultural and inclusive teaching competencies contribute directly to teaching quality, social responsibility of universities, and the alignment of institutional practices with international standards and policies.

*Teaching staff is able to:*

### **Cross-Border and Multilingual Teaching**

- Implementing Collaborative Online

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International Learning (COIL) methods.

- Supporting multilingual and culturally diverse classrooms.

#### **Inclusive Teaching Strategies**

- Using Universal Design for Learning (UDL) principles.
- Adapting materials for students with disabilities or different learning needs.

#### **Mobility and International Collaboration**

- Encouraging student and faculty exchanges.
- Aligning curricula with international teaching standards.

#### [Pedagogical Leadership, Innovation in Teaching and Institutional Development Competencies](#)

These competencies are essential for:

- strengthening pedagogical leadership competencies (mentoring, quality assurance, strategic development of teaching) through TTA Special Programmes, targeting academic management and support staff responsible for learning and teaching quality;
- Carrying out innovations in teaching and learning;
- Supporting the development and implementation of

innovative, evidence-informed teaching practices;

- Integrating pedagogical leadership and innovation outcomes into TTA career incentives frameworks, ensuring recognition of teaching excellence within systems of assessment, certification and academic progression.

*Teaching staff is able to:*

#### **Educational Leadership**

- Guide curriculum development and other strategic activities at institutional and EU levels.
- Mentor early-career educators.

#### **Entrepreneurial and Industry/Practice-Connected Teaching**

- Foster university-business/practice cooperation.
- Integrate real-world problem-solving and authentic learning environments into courses.

#### **Sustainability and Future-Oriented Learning**

- Teach sustainability competencies (aligned with SDGs).
- Incorporate green education strategies into the curriculum.

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## Across Border Teacher Training Academy Task 2.4