Teacher Training Academy Curriculum: A Progressive Modular Framework

In an era of digitally connected and borderless higher education, the TTA Curriculum places special emphasis on the core Across idea of connectivity across institutions and collaborative knowledge exchange within and beyond the Alliance.

By emphasizing cross-border academic integration and teaching engagement, the TTA fosters networked, student-centred, and digitally connected teaching practices, enabling academic staff to collaborate across institutional and cultural boundaries. The Curriculum supports the transformation of higher education by promoting reflective, inclusive, digitally connected, and collaborative approaches to teaching and learning across the alliance. Its aim is to sustainably enhance the quality of university teaching through a joint, progressive, and mutually recognised training offer. Within this framework, special emphasis is placed on the core ACROSS idea of connectivity across institutions and on collaborative knowledge exchange within the alliance.

The TTA is grounded in constructivist and learner-centred approaches to university pedagogy, that connect theory and practice through active participation, reflection, critical and creative thinking, promoting reflective and evidence-based teaching, inclusive and accessible learning environments, and the meaningful, ethical integration of digital technologies and AI in higher education. Through collaboration, mentoring, peer learning, and alliance-wide communities of practice, the TTA strengthens a culture of shared professional growth while embedding teaching quality, recognition, and sustainability within institutional development frameworks across the Across Alliance. The TTA curriculum supports the development of academic staff as networked educators, capable of engaging in shared teaching practices, co-creating transnational curricula, and facilitating student learning across institutional and cultural boundaries. In this way, individual professional development is aligned with institutional priorities, as well as, with the broader

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strategic orientation of the alliance towards cross - border collaboration, mobility, and digital campus integration.

Consequently, the TTA curriculum contributes to the sustainable modernization of higher education teaching and learning practices, positioning pedagogy as a collaborative, reflective, networked, and alliance-based endeavour.

Across Pedagogical Competencies Framework

The TTA Curriculum is grounded in a competency-based approach to the professional development of academic staff within the ACROSS Alliance.

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.

A distinctive dimension of the framework is the **Teaching Engagement Competence for Cross-Border Academic Integration and Collaboration**, defined as a transversal competence that connects all other pedagogical domains and reflects the core idea of borderless university pedagogy within the alliance. This competence positions teaching as a collaborative, networked, and cross-institutional practice, enabling academic staff to participate in joint curricula, co-teaching, digitally connected learning environments, mobility initiatives, and alliance-wide academic communities. In this way, the role of the university teacher evolves from an individual practitioner toward a networked educator and co-creator of transnational learning experiences within European higher education ecosystems.

The framework is further structured around five interconnected pedagogical competency areas that support the development of innovative and future-oriented university teaching.

Core Pedagogical and Didactic Competencies focus on the design, implementation, and evaluation of student-centred learning processes, curriculum development, assessment, communication, and inquiry-based learning.

Digital and Technological Competencies emphasize the meaningful integration of digital tools, blended and hybrid learning environments, artificial intelligence, digital assessment, and secure digital learning ecosystems.

Professional Development and Reflective Competencies support continuous professional learning, reflective practice, peer collaboration, and evidence-

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informed improvement of teaching.

Intercultural and Inclusive Teaching Competencies promote equitable, multilingual, culturally responsive, and accessible higher education environments that support diversity and international collaboration.

Pedagogical Leadership, Innovation, and Institutional Development Competencies relate to mentoring, educational leadership, curriculum innovation, sustainability, and the strategic enhancement of teaching quality within institutional and alliance contexts.

TTA Curriculum

The Teacher Training Academy Curriculum is designed as a progressive modular framework that supports the continuous professional development of academic staff across the Across Alliance.

Strategic Objectives

The ACROSS Teacher Training Academy (TTA) is the shared framework for professional development in teaching within the ACROSS Alliance. Its aim is to sustainably enhance the quality of university teaching through a joint, progressive, and mutually recognised training offer.

The main strategic objectives of the TTA are to:

- Ensure high quality pedagogical onboarding for all early career academic staff through a common foundation module focused on university pedagogy, assessment, inclusive teaching, and digital competencies.
- Provide continuous professional development (CPD) pathways through a modular and flexible structure that supports academic staff at different career stages.
- Embed digital transformation and AI competencies as core elements of contemporary teaching, aligned with European frameworks such as DigCompEdu.
- Promote inclusive, student centred, and evidence based pedagogy that responds to the diversity of learners and societal challenges.
- Strengthen a transnational community of teaching practice, fostering collaboration, knowledge sharing, and joint teaching experiences across ACROSS universities.
- Improve institutional recognition of teaching, integrating pedagogical training, micro credentials, and teaching portfolios into career development, evaluation, and incentive systems.
- Ensure quality and long term sustainability through shared mechanisms for monitoring, evaluation, and continuous improvement.

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Guiding Pedagogical Principles

The TTA is built on a set of shared principles that guide all its training activities:

• Constructivist and learner centred learning: active teaching methodologies that connect theory and practice and foster participation, reflection, and creative and critical thinking.

• Digital transformation and critical use of technology: pedagogically meaningful and ethical integration of digital technologies and artificial intelligence.

• Collaboration and community: promotion of teamwork, mentoring, peer learning, and alliance wide communities of practice.

• Reflective practice and evidence based learning: academic staff are supported as reflective professionals who improve their teaching through research, evidence, and feedback.

• Inclusion, diversity, and accessibility: teaching design that values cultural, linguistic, and functional diversity and supports equitable learning environments.

• Quality, recognition, and sustainability: teaching development is structurally embedded within institutional quality systems and recognition frameworks.

Structured through four-level modular framework, Module 1 (Foundational), Module 2 (Open programme/Enhancement), Module 3 (Specialisation), and Module 4 (Borderless university pedagogy), the TTA curriculum promotes the development of pedagogical, digital, and collaborative competencies aligned with contemporary higher education.

Module 1 Foundational

Focuses on the acquisition of core pedagogical and digital competences required for effective teaching and learning, Module offers courses which provide a comprehensive introduction to essential university teaching practices. The emphasis is placed on developing pedagogical and communication competencies, understanding fundamental pedagogical principles, digital literacy in teaching process, fostering ethical academic conduct, and supporting student learning through inclusive and responsive approaches.

TTA-M1-BE-01	Pedagogical Skills for University Lecturers Teaching in English
TTA-M1-B-02	Implementing a Competency-Based Approach

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	Digital Collaboration Tools and Creative Production for Teaching in The Digital Age
	Designing Blended Learning Experiences in University Teaching
	Intercultural Communication in University Education
	Intercultural Competence
	Intercultural Curriculum in Postmodern University Education: A Reference Framework in the European Context
	Addressing Student Diversity at University
	Gender Perspectives in University Education
	Ethics in Student Scientific Research

Module 2 Open Programme/Enhancement

Builds upon the foundational level by offering flexible and thematically diverse courses aimed at both beginner and experienced teachers, this module allows participants to deepen and expand their competences in specific areas such as curriculum design, assessment, mentoring, and inclusive teaching. The courses in this module often represent advanced or applied versions of those introduced in Module 1, focusing on the design of interactive and hybrid learning environments, the implementation and evaluation of mentoring programmes, the application of ethical principles in academic contexts, and the integration of intercultural perspectives and borderless collaboration into curricula. Through this module, participants engage in more complex pedagogical practices and develop the capacity to critically reflect on and improve their teaching.

CODES	The Inner Development Goals in Higher Education: From Personal to Societal Change
TTA-M2-BE-02	How to TAP Your Own Lecture - Students' Perspectives on Teaching and Learning

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	Assessing Competencies
	Competency Approach and Innovations in Education
	Evaluation Methodologies in University Teaching
	Designing a Learning and Assessment Situation
	Digital Competence and Digital Creativity
	The New Frontiers of Teaching: Between Technologies and Innovative Teaching Methodologies – Edunext Digital Education Hub
	COIL Workshop: Technopedagogical Skills to Promote Internationalization at Home and Connect Across Universities
	Seminar Series On Specific Learning Disorders (SLD) at University: Challenges and Intervention Perspectives: Between Compensatory Tools and Inclusive Teaching
	Inclusive Interdisciplinary Curriculum Design: A Case Study From the "Equal Opportunities and Inclusion" Programme (University Of Udine)
	E-Coaching in Teaching on Examples of Higher Mathematics Lessons
	TUCteach - From Teachers for Teachers - How Microcredentials are Being Implemented in Teaching Across Different Subjects

Module 3 – Specialisation

Represents the highest level of the TTA curriculum and is intended for experienced academic staff seeking to further develop their expertise through innovation and leadership in teaching and learning. This module is characterized by a strong focus on the Scholarship of Teaching and Learning (SoTL), as well as on the design and implementation of individual and collaborative teaching innovation projects. Participants are encouraged to explore advanced topics such as digital pedagogy, the use of artificial

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intelligence in education, curriculum innovation, supervision and the development of professional learning communities. The goal of this module is to support educators in becoming agents of change within their institutions, capable of leading pedagogical transformation and contributing to the strategic development of higher education.

TTA-M3-E_01	Coaching in the Teaching Process
TTA-M3-E-02	Mentoring in Higher Education
TTA-M3-E-03	Gamification
TTA-M3-EL-04	Workshop on Open Science

Module 4 - Borderless University Pedagogy

Module is designed to support advanced professional development, academic leadership, and institutional integration within the Across Alliance. Building on the strategic orientation of the alliance towards cross-border collaboration, digital campus development, and joint educational provision, this module operationalises the concept of borderless higher education as a defining feature of European University Alliances. It supports academic and related staff in navigating alliance-based teaching and learning environments through engagement with shared infrastructures, governance structures, and collaborative workflows across the Across Alliance, promoting the development of joint curricula, micro-credentials, co-teaching practices, and digitally supported transnational learning models, while strengthening pedagogical coherence, inclusiveness, reflectiveness, and innovation within flexible, borderless, and future-oriented higher education ecosystems.

TTA-M4-EL_01	Interdisciplinary Teamwork Lab: Building Future-Ready Skills Through Communication, Collaboration and Problem-Solving
TTA-M3-AL-02	Across Management Tools (TUC; dr Benny Liebold)

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TTA-M3-EL-03	Co-Designing Relational Skills for Governance: Middle-Managers Competencies in European University Alliances (Agata Mannino)

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