



**Roadmap for Integrating EU Policies and Strategies
on Economic, Social, and Territorial Synergy
in Polish Higher Education
through Digital European Studies
(Grant Agreement 101235886 — ROAD2EU —
ERASMUS-JMO-2025-HEI-TCH-RSCH)**

Module: Directional education

Form of Classes	Number of Hours		ECTS	Form of Assessment	Weight
	Full-Time Study	Part-Time Study			
lectures	40	–	10	Pass with grade	100
practical classes	80	–			
Total	120	–			
individual work	120	–			
Total	120	–			

ROAD2EU Winter School – 2025

Learning objectives (Winter School – 2025)

1	Understand how EU economic, social, and territorial policies interact with Polish higher education and regional development.
2	Interpret key EU frameworks and instruments (EEA, Digital Education Action Plan 2021–2027; Cohesion Policy 2021–2027; Territorial Agenda 2030) and relate them to HE strategies.
3	Analyse the impact of digital transformation on access, quality, inclusion, and innovation in HEIs.
4	Map institutional priorities to EU policy objectives and identify alignment gaps using indicators.
5	Design curriculum elements and micro-credentials aligned with EU skills agendas (green/digital) and recognition practices.
6	Evaluate territorial governance and cross-border cooperation models relevant to HEI–region partnerships (PL–DE, PL–UA).
7	Apply evidence–first methods in teaching and QA (corpus analysis + AI-assisted drafting with citations and bias checks).
8	Use Eurostat and simple GIS/visualisation tools to monitor outcomes and inform policy decisions.
9	Produce actionable, APA-referenced policy briefs with measurable recommendations for HEIs or municipalities.
10	Embed accessibility, ethics, and data-protection principles (e.g., WCAG, GDPR basics) in digital pedagogy and projects.

Learning outcomes (Winter School – 2025)

KNOWLEDGE			
no	Results	Reference to directional results	Verification method
K1	EU policy architecture relevant to HE: EEA, DEAP 2021–2027, Cohesion Policy (PO1–PO5), Territorial Agenda 2030.	–	Survey for their understanding of core topics



Full-Time Studies
Semester 1, 2

K2	Funding landscape and implementation logics: ERDF, ESF+, Interreg; roles of HEIs in regional strategies.	–	
K3	Digital education quality frameworks; train-the-trainer models for staff upskilling.	–	
K4	Green Deal skills, SDGs, and their interfaces with HE curricula and campus operations.	–	
K5	Social inclusion, EU citizenship, mobility and recognition frameworks for diverse student groups.	–	
K6	Territorial cohesion concepts: functional urban areas, smart specialisation, urban–rural linkages.	–	
K7	Cross-border HE cooperation models, risks, and resilience (PL–DE, PL–UA).	–	
K8	Data governance, privacy, and ethics in HE digitalisation.	–	
K9	APA referencing standards and evidence hierarchies for policy/teaching artefacts.	–	
K10	Monitoring & evaluation indicators for EU-linked projects in HE.	–	

SKILLS

no	Results	Reference to directional results	Verification method
S1	Conducting policy mapping and gap analyses between EU objectives and HEI strategies.	–	Survey for their ability to apply digital tools and skills
S2	Designing micro-credentials aligned with green/digital skills agendas and recognition practices.	–	
S3	Creating accessible digital learning tasks (WCAG, plain language, inclusive assessment).	–	
S4	Building logic models with outputs, outcomes, indicators, and basic evaluation plans.	–	
S5	Using Eurostat/DataExplorer and basic GIS/visualisation to analyse regional data.	–	
S6	Developing evidence-first lessons using corpus checks and AI-assisted drafting with citations.	–	
S7	Writing concise, APA-referenced policy briefs tailored to HEIs or local authorities.	–	
S8	Facilitating stakeholder co-design (students, teachers, officials, NGOs) for pilot solutions.	–	
S9	Planning risk mitigation for cross-border initiatives and territorial projects.	–	
S10	Presenting findings clearly with charts/dashboards and a persuasive narrative.	–	

SOCIAL COMPETENCE

no	Results	Reference to directional results	Verification method
SC1	Collaborating effectively in interdisciplinary and cross-border teams with respect for diversity.	–	Survey for their engagement



Full-Time Studies
Semester 1, 2

SC2	Demonstrating civic responsibility, EU citizenship values, and public-interest orientation.	–	and teamwork experiences
SC3	Embracing innovation and reflective, lifelong learning habits.	–	
SC4	Exercising leadership and initiative in educational change and regional engagement.	–	
SC5	Communicating inclusively across cultures and disciplines; managing conflict constructively.	–	
SC6	Acting ethically with responsible data practices and attention to digital well-being.	–	
SC7	Negotiating shared goals with external stakeholders (municipalities, NGOs, businesses).	–	
SC8	Upholding open science and open licensing principles for reusable outputs.	–	
SC9	Showing resilience and adaptability in uncertain policy environments.	–	
SC10	Advocating for accessibility and equity in digital learning and services.	–	

Learning content (Winter School – 2025)

no	Description of the issue	Number of Hours	
		Exercises	
		Full-Time Study	Part-Time Study
1	<p>ROAD2EU Winter School – 2025 Host: VIZJA University (Warsaw, Poland) School type: Intensive Winter School (hybrid: on-campus + online) Dates: November 2025</p> <p>1) Rationale & Objectives The Winter School supports ROAD2EU by equipping students and early-career professionals with a rigorous, evidence-first understanding of how EU economic, social, and territorial policies are translated into higher education practice in Poland. The school prioritises digital-by-design delivery, cross-border perspectives (DE–PL–UA), and applied outputs (policy briefs, maps, and micro-projects). Target group: BA/MA/PhD students, HEI staff, local/regional officials, NGO stakeholders.</p> <p>2) Structure & Module Leads The curriculum is organised in three tracks (Economic, Social, Territorial), each delivered via classroom sessions (lecture + workshop) and matched Self-Study Topics. Sub-modules are led by:</p> <ul style="list-style-type: none"> • Economic Track — Dr. Habil. Olena Pimenowa, VIZJA University Prof. <ul style="list-style-type: none"> ○ Digital EU Economic Policies & Integration ○ Digital Transformation & Economic Growth in the EU ○ Digital EU Sustainable Development & Green Economy Strategies 	60 (L – 20; WP – 40)	–



<p>• Social Track — Dr. Bożena Iwanowska; Dr. Habil. Yan Kapranov, VIZJA University Prof.</p> <ul style="list-style-type: none"> ○ Digital Social Inclusion & EU Citizenship (Iwanowska) ○ Digital Education, Innovation & Lifelong Learning in the EU (Kapranov) ○ Digital Health & Well-Being in the EU (Iwanowska) <p>• Territorial Track — Dr. Dawid Stadniczeńko</p> <ul style="list-style-type: none"> ○ Digital Regional Development & EU Cohesion Policies (Stadniczeńko) ○ Digital Urban–Rural Synergies in the EU (Stadniczeńko) ○ Digital Cross-Border Cooperation & Territorial Governance (Stadniczeńko) <p>3) Learning Content by Submodule (9 sub-modules across 3 tracks)</p> <p>• ECONOMIC SYNERGY MODULES (Lead: Dr. Habil. Olena Pimenowa, VIZJA University Prof.)</p> <p>E1. Digital EU Economic Policies & Integration <i>Responsible:</i> Dr. Habil. Olena Pimenowa, VIZJA University Prof.</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> 1. EU policy architecture for HE (EEA, DEAP 2021–2027) and links to the European Semester. 2. Cohesion Policy 2021–2027 (PO1–PO5) and HEI roles; ERDF/ESF+/Interreg basics. 3. Institutional alignment: KPIs, monitoring, and reform pathways in Poland. <p>4. Self-Study Topics:</p> <ul style="list-style-type: none"> – Mapping your programme to EU objectives; identifying 3 alignment gaps. – Case notes: Polish reforms and cycles of Europeanisation/de-Europeanisation. <p>Indicative sources: Klatt (2023); Zimny & Jurczak (2017); Shaw (2019); Zaucha et al. (2014); European Commission. <i>Digital Education Action Plan 2021–2027</i>; DG REGIO (2021–2027) <i>Cohesion Policy priorities</i>.</p> <p>E2. Digital Transformation & Economic Growth in the EU <i>Responsible:</i> Dr. Habil. Olena Pimenowa, VIZJA University Prof.</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Digitalisation as a growth and inclusion enabler in HE; quality assurance in e-learning. 2. Train-the-trainer models and staff digital competences; HEI–industry partnerships. 3. Measuring value: graduate outcomes, skills signalling, innovation diffusion. <p>Self-Study Topics:</p> <ul style="list-style-type: none"> – Design a mini TtT pathway (audience, outcomes, KPIs). – Compare two blended models across EU case studies. <p>Indicative sources: Wolniak & Stecula (2024); Plank & Niemann (2020); Rathod & Kämppi (2025); Kapranov et al. (2025).</p> <p>E3. Digital EU Sustainable Development & Green Economy Strategies <i>Responsible:</i> Dr. Habil. Olena Pimenowa, VIZJA University Prof.</p>		
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<p>Mandatory Topics:</p> <ol style="list-style-type: none"> 1. European Green Deal interfaces with HE (curricula, operations, partnerships). 2. Skills for green-digital transitions; micro-credentials and recognition. 3. Monitoring SDGs with open data and institutional dashboards. <p>Self-Study Topics:</p> <ul style="list-style-type: none"> – Draft a green-digital micro-credential (outcomes, evidence, assessment). – Explore circular-economy practices in labs and campus services. <p>Indicative sources: Zaucha et al. (2014); Ministers for Spatial Planning. <i>Territorial Agenda 2030</i>; European Commission. <i>The European Green Deal</i>.</p> <p>SOCIAL SYNERGY MODULES (Leads: Dr. Bożena Iwanowska; Dr. Habil. Yan Kapranov)</p> <p>S1. Digital Social Inclusion & EU Citizenship <i>Responsible:</i> Dr. Bożena Iwanowska</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Inclusive digital pedagogy and student services (plain language, accessibility). 2. Citizenship competencies and mobility/integration (refugees, migrants). 3. Co-design with communities; ethical engagement and safeguarding. <p>Self-Study Topics:</p> <ul style="list-style-type: none"> – Redesign a student-facing digital resource to meet WCAG criteria. – Draft an inclusion checklist for hybrid courses. <p>Indicative sources: European Commission. <i>EEA policy pages</i>; Wolniak & Stecula (2024) (quality/inclusion); Żakowska (2024); selected EU inclusion briefs.</p> <p>S2. Digital Education, Innovation & Lifelong Learning in the EU <i>Responsible:</i> Dr. Habil. Yan Kapranov, VIZJA University Prof.</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> 1. EEA + DEAP implementation in HEIs; innovation ecosystems. 2. Evidence-first teaching workflows (corpus → AI with citations); academic integrity. 3. Micro-credentials, recognition, and QA for lifelong learning. <p>Self-Study Topics:</p> <ul style="list-style-type: none"> – Build an evidence-first micro-lesson with corpus checks and AI prompting. – Map one programme to DigCompEdu/DEAP actions. <p>Indicative sources: European Commission. <i>Digital Education Action Plan 2021–2027</i>; Kapranov et al. (2025); Plank & Niemann (2020); Wolniak & Stecula (2024).</p> <p>S3. Digital Health & Well-Being in the EU <i>Responsible:</i> Dr. Bożena Iwanowska</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Digital health literacy for students/staff; data ethics & privacy. 2. Campus mental-health in hybrid settings; signposting and referral routes. 3. Designing short wellbeing interventions and evaluating impact. <p>Self-Study Topics:</p>		
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<p>– Draft a wellbeing micro-intervention (screening → activity → evaluation).</p> <p>– Review EU guidance on digital health & mental wellbeing in education. Indicative sources: European Commission. <i>Digital health & care</i> (policy pages); Wolniak & Stecula (2024) (workload/quality links); selected EU wellbeing briefs.</p> <p>TERRITORIAL SYNERGY MODULES (Leads: Dr. Dawid Stadniczeńko)</p> <p>T1. Digital Regional Development & EU Cohesion Policies <i>Responsible:</i> Dr. Dawid Stadniczeńko Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Cohesion Policy 2021–2027 priorities and indicators; HEI roles in regional strategies. 2. Building project logics (needs → PO links → outputs/outcomes → KPIs). 3. Monitoring & evaluation basics for HE–region projects. <p>Self-Study Topics:</p> <p>– Draft a 1-page logic model for a HE–region digital project. – Compare ERDF vs ESF+ for an education initiative. Indicative sources: DG REGIO (2021–2027) <i>Cohesion Policy priorities</i>; Zaucha et al. (2014); European Commission policy guidance.</p> <p>T2. Digital Urban–Rural Synergies in the EU <i>Responsible:</i> Dr. Dawid Stadniczeńko Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Functional urban areas; smart specialisation; digital divides. 2. Campus as regional hub; living labs and service-learning. 3. Measuring urban–rural learning gaps; selecting indicators. <p>Self-Study Topics:</p> <p>– Map digital gaps for one voivodeship and propose 3 remedies. – Review a smart-specialisation case and extract lessons for HEIs. Indicative sources: Ministers for Spatial Planning. <i>Territorial Agenda 2030</i>; Gwiazdzińska-Goraj et al. (2022); DG REGIO briefs.</p> <p>T3. Digital Cross-Border Cooperation & EU Territorial Governance <i>Responsible:</i> Dr. Dawid Stadniczeńko Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Interreg and Euroregions with a focus on PL–DE and PL–UA HE cooperation. 2. Governance models, risk management, and resilience in cross-border projects. 3. Designing small cross-border pilots: partners, budget sketch, indicators. <p>Self-Study Topics:</p> <p>– Draft a cross-border HEI pilot outline (objectives, partners, budget lines). – Identify 5 risks and corresponding mitigations. Indicative sources: Żakowska (2024); Lyashenko & Pidorycheva (2019); Kharazishvili et al. (2021); DG REGIO Interreg materials.</p>		
Total	70	0



Teaching methods
Giving methods: explaining or clarifying

Activating methods: didactic games, didactic discussion

Practical methods: exercises/subject tasks, exercises/creative (writing) tasks, analysis of texts you have created, analysis of other people's texts

Forms of work: individual, in small groups

Passing conditions

Method of passing	Weight (%)
	Exercises
Written test(s) – open questions or tasks	40
Completion of tasks/exercises/projects during classes	40
Written work prepared outside of class	20
Together	100%

Settlement of the student's individual work

no	Individual Work Activities	Estimated Number of Hours	
		Full-Time Study	Part-Time Study
1	Preparation to participate in classes (e.g., preliminary reading, preparation or collection of materials, aids, preparation of a paper or presentation for classes, etc.)	10	–
2	Mandatory reading	10	–
3	Preparation of written work outside of class	10	–
4	Mandatory reading of other materials or content (e.g., audio, video, tools, aids, software, hardware, legal acts, documentation, workplace conditions, etc.)	10	–
5	Preparation for the colloquium	20	–
Total		70	–

Mandatory sources

1	Brooks, R. (2018). Higher education mobilities: A cross-national European comparison. <i>Geoforum</i> , 93, 87–96. https://doi.org/10.1016/j.geoforum.2018.05.009
2	Christou, T., García-Rodríguez, A., Heidelk, T., Lazarou, N. J., Monfort, P., & Salotti, S. (2025). Economic growth and environmental objectives: An evaluation based on 2021–2027 cohesion policy regional data. <i>Journal of Policy Modeling</i> . https://doi.org/10.1016/j.jpolmod.2025.04.003
3	European Commission. (2021–2027). <i>Digital Education Action Plan (2021–2027)</i> . https://education.ec.europa.eu/focus-topics/digital-education/digital-education-action-plan
4	European Commission. (2025). <i>European Education Area: The EEA explained</i> . https://education.ec.europa.eu/about-eea/the-eea-explained



Full-Time Studies
Semester 1, 2

5	European Commission, Directorate-General for Regional and Urban Policy. (2021–2027). <i>Priorities for 2021–2027 (cohesion policy objectives PO1–PO5)</i> . https://ec.europa.eu/regional_policy/policy/how/priorities_en
6	Gwiaźdzdzińska-Goraj, M., Jezierska-Thöle, A., & Dudzińska, M. (2022). Assessment of the living conditions in Polish and German transborder regions in the context of strengthening territorial cohesion in the European Union: Competitiveness or complementation? <i>Social Indicators Research</i> , 163(1), 29–59. https://doi.org/10.1007/s11205-022-02889-7
7	Klatt, G. (2024). Resisting Europeanisation: Poland’s education policy and its impact on the European Education Area. <i>European Educational Research Journal</i> , 23(4), 561–577. https://doi.org/10.1177/14749041231155219
8	Ministers responsible for Spatial Planning and Territorial Development. (2020). <i>Territorial Agenda 2030: A future for all places</i> (Ministerial document). https://ec.europa.eu/regional_policy/sources/brochure/territorial_agenda_2030_en.pdf
9	Shaw, M. A. (2019). Strategic instrument or social institution: Rationalized myths of the university in stakeholder perceptions of higher education reform in Poland. <i>International Journal of Educational Development</i> , 69, 9–21. https://doi.org/10.1016/j.ijedudev.2019.05.006
10	Wolniak, R., & Stecula, K. (2024). Evaluation of quality of innovative e-learning in higher education: An insight from Poland. <i>Applied System Innovation</i> , 7(6), 109. https://doi.org/10.3390/asi7060109
11	Zaucha, J., Komornicki, T., Böhme, K., Świątek, D., & Żuber, P. (2014). Territorial keys for bringing closer the Territorial Agenda of the EU and Europe 2020. <i>European Planning Studies</i> , 22(2), 246–267. https://doi.org/10.1080/09654313.2012.722976

Supplementary sources

1	Favero, A. (2022). Political attitudes among the urban Polish youth: Assessing the role of cities on support for the European Union. <i>East European Politics</i> , 38(1), 144–164. https://doi.org/10.1080/21599165.2021.1955675
2	Kharazishvili, Y., Kwilinski, A., Dzwigol, H., & Liashenko, V. (2021). Strategic European integration scenarios of Ukrainian and Polish research, education and innovation spaces. <i>Virtual Economics</i> , 4(2), 7–40. https://doi.org/10.34021/ve.2021.04.02(1)
3	Kistersky, L. (2022). Education for European integration. <i>Actual Problems of International Relations</i> , 152, 47–48. https://doi.org/10.17721/apmv.2022.152.1.47-48
4	Kwiek, M. (2014). Structural changes in the Polish higher education system (1990–2010): A synthetic view. <i>European Journal of Higher Education</i> , 4(3), 266–280. https://doi.org/10.1080/21568235.2014.905965
5	Lyashenko, V., & Pidorycheva, I. (2019). The formation of interstate and cross-border scientific-educational and innovative spaces between Ukraine and the European Union member states in the digital economy. <i>Virtual Economics</i> , 2(2), 48–60. https://doi.org/10.34021/ve.2019.02.02(3)
6	Plank, F., & Niemann, A. (2020). Synchronous online-teaching on EU foreign affairs: A blended-learning project of seven universities between e-learning and live interaction. <i>Journal of Contemporary European Research</i> , 16(1), 51–64. https://doi.org/10.30950/jcer.v16i1.1154
7	Rathod, P., & Kämpfi, P. (2025). Improving online and e-learning education through train-the-trainer model: A case study of European innovation project ECOLHE. <i>European Journal of Education</i> . https://doi.org/10.1111/ejed.12900
8	Schweiger, C. (2021). Parliamentary scrutiny of the European Semester: The case of Poland. <i>Politics and Governance</i> , 9(3), 124–134. https://doi.org/10.17645/pag.v9i3.4250
9	Żakowska, B. (2024). Frontier—Binder without borders: Polish–German cross-border cooperation of universities in the Pomerania Euroregion. Conceptual insights. <i>International Journal of Educational Research</i> , 125, 102355. https://doi.org/10.1016/j.ijer.2024.102355



11	Zimny, A., & Jurczak, R. (2017). Higher education in the European, all-Polish and supraregional strategies of socio-economic development. <i>sj-economics scientific journal</i> , 24(1), 389–405. https://doi.org/10.58246/sjeconomics.v24i1.248
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ROAD2EU Summer School – 2026
Learning objectives (Summer School – 2026)

1	Translate EU frameworks (EEA, DEAP 2021–2027, Cohesion 2021–2027, Territorial Agenda 2030) into implementable institutional actions.
2	Co-design inclusive digital learning experiences meeting WCAG and QA standards.
3	Build micro-credentials aligned with green/digital skills agendas with assessment and recognition paths.
4	Develop logic models with indicators and lightweight M&E plans for HE–region projects.
5	Use Eurostat and basic GIS/visualisation to evidence territorial and social gaps.
6	Prototype cross-border micro-projects (Interreg logic) with risk/resilience considerations.
7	Apply evidence-first pedagogy (corpus → AI with citations) to accelerate content creation.
8	Integrate ethics, privacy, and well-being safeguards in digital delivery.
9	Communicate results to HE leadership and local authorities via concise policy briefs and dashboards.
10	Plan sustainability (governance, partners, budget sketch, open licensing) beyond the pilot.

Learning outcomes (Summer School – 2026)

KNOWLEDGE			
no	Results	Reference to directional results	Verification method
K1	Operational knowledge of EU instruments impacting HE implementation (EEA, DEAP, ERDF/ESF+/Interreg, TA2030).	–	Survey for their understanding of core topics
K2	Institutional QA and accessibility standards for digital learning.	–	
K3	Micro-credential architectures (outcomes, assessment, recognition).	–	
K4	Indicators and M&E approaches for EU-linked HE projects.	–	
K5	Territorial cohesion mechanics: functional urban areas, smart specialisation, urban–rural linkages.	–	
K6	Cross-border governance models and compliance basics.	–	
K7	Data management, privacy, and ethical safeguards for HE digitalisation.	–	
K8	Evidence hierarchies (datasets, corpora, peer-review, policy docs) and APA referencing.	–	
K9	Stakeholder engagement and co-design principles.	–	
K10	Open science and open licensing practices.	–	
SKILLS			
no	Results	Reference to directional results	Verification method



Full-Time Studies
Semester 1, 2

S1	Turning EU priorities into course/unit-level actions with measurable KPIs.	–	Survey for their ability to apply digital tools and skills
S2	Designing accessible digital activities and evaluating inclusion outcomes.	–	
S3	Creating micro-credentials and mapping them to institutional recognition.	–	
S4	Building project logic models and light M&E (theory of change, indicators, dashboards).	–	
S5	Using Eurostat/GIS to diagnose disparities and justify interventions.	–	
S6	Drafting APA-referenced policy briefs and persuasive executive summaries.	–	
S7	Running evidence-first lesson design (corpus checks + AI prompting with citations).	–	
S8	Facilitating co-creation workshops with students, staff, and civic partners.	–	
S9	Planning risk mitigation and ethics/privacy compliance.	–	
S10	Presenting findings to decision-makers with clear visuals.	–	

SOCIAL COMPETENCE

no	Results	Reference to directional results	Verification method
SC1	Collaboration across disciplines, institutions, and borders with respect for diversity.	–	Survey for their engagement and teamwork experiences
SC2	Civic responsibility and public-interest mindset in HE innovation.	–	
SC3	Leadership, initiative, and reflective practice under uncertainty.	–	
SC4	Ethical conduct, data responsibility, and digital wellbeing advocacy.	–	
SC5	Inclusive communication and constructive conflict management.	–	
SC6	Co-ownership of outputs (open licenses, shared governance).	–	
SC7	Resilience and adaptability during implementation and evaluation cycles.	–	
SC8	Advocacy for equitable access to digital learning and services.	–	
SC9	Accountability to stakeholders through transparent reporting.	–	
SC10	Commitment to lifelong learning and continuous improvement.	–	

Learning content (Summer School – 2026)

no	Description of the issue	Number of Hours	
		Exercises	
		Full-Time Study	Part-Time Study



1	<p>ROAD2EU Summer School – 2026 Host: VIZJA University (Warsaw, Poland) School type: Intensive Winter School (hybrid: on-campus + online) Dates: April 2026</p> <p>1) Rationale & Objectives (Summer focus) The Summer School builds on the Winter School’s policy grounding and shifts to implementation: designing, testing, and evaluating micro-solutions (teaching artefacts, micro-credentials, cross-border pilots) that operationalise EU priorities in HE and regional ecosystems (PL–DE–UA). Outputs are practical, reusable, and open-licensed. Target group: BA/MA/PhD students, HEI staff, local/regional officials, NGO stakeholders.</p> <p>2) Structure & Module Leads The curriculum is organised in three tracks (Economic, Social, Territorial), each delivered via classroom sessions (lecture + workshop) and matched Self-Study Topics. Sub-modules are led by:</p> <ul style="list-style-type: none"> • Economic Track — Dr. Habil. Olena Pimenowa, VIZJA University Prof. <ul style="list-style-type: none"> ○ Digital EU Economic Policies & Integration ○ Digital Transformation & Economic Growth in the EU ○ Digital EU Sustainable Development & Green Economy Strategies • Social Track — Dr. Bożena Iwanowska; Dr. Habil. Yan Kapranov, VIZJA University Prof. <ul style="list-style-type: none"> ○ Digital Social Inclusion & EU Citizenship (Iwanowska) ○ Digital Education, Innovation & Lifelong Learning in the EU (Kapranov) ○ Digital Health & Well-Being in the EU (Iwanowska) • Territorial Track — Dr. Dawid Stadniczeńko <ul style="list-style-type: none"> ○ Digital Regional Development & EU Cohesion Policies (Stadniczeńko) ○ Digital Urban–Rural Synergies in the EU (Stadniczeńko) ○ Digital Cross-Border Cooperation & Territorial Governance (Stadniczeńko) <p>3) Learning Content by Submodule (9 sub-modules across 3 tracks) ECONOMIC SYNERGY MODULES (Lead: Dr. Habil. Olena Pimenowa, VIZJA University Prof.) E1. Implementation Lab — Digital EU Economic Policies & Integration <i>Responsible:</i> Dr. Habil. Olena Pimenowa, VIZJA University Prof. Mandatory Topics:</p> <ol style="list-style-type: none"> 1. Translating EEA/DEAP and European Semester guidance into departmental roadmaps. 2. Funding compliance basics (ERDF/ESF+/Interreg): outputs vs outcomes; indicators; audits. 3. Institutional dashboards for policy alignment (who owns which KPI?). <p>Self-Study Topics: – Draft a one-page departmental alignment plan with 3 KPIs and owners. – Review a Polish reform milestone and identify implementation risks.</p>	60 (L – 20; WP – 40)	–
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E2. Implementation Lab — Digital Transformation & Economic Growth

Responsible: Dr. Habil. Olena Pimenowa, VIZJA University Prof.

Mandatory Topics:

1. Train-the-trainer (TtT) pathway design; staff incentives and recognition.
2. HEI–industry labs for work-based learning; micro-placements and mentoring.
3. Tracking value: graduate outcomes, skills signalling, innovation diffusion.

Self-Study Topics:

- Build a 6-month TtT pathway with milestones and evaluation.
- Compare two industry partnerships and propose a pilot format.

E3. Implementation Lab — Green Economy & Sustainable Development

Responsible: Dr. Habil. Olena Pimenowa, VIZJA University Prof.

Mandatory Topics:

1. Green-digital competencies; micro-credentialing for Just Transition skills.
2. Campus decarbonisation learning loops (labs, facilities, data).
3. SDG monitoring with open data and student research sprints.

Self-Study Topics:

- Draft a green-digital micro-credential (outcomes, assessment, recognition).
- Outline a campus SDG mini-dashboard (indicators, datasets).

SOCIAL SYNERGY MODULES (Leads: Dr. Bożena Iwanowska; Dr. Habil. Yan Kapranov)
S1. Implementation Lab — Digital Social Inclusion & EU Citizenship

Responsible: Dr. Bożena Iwanowska

Mandatory Topics:

1. Co-design with student services; inclusive UX and plain language.
2. Mobility/integration services for refugees and migrants (hybrid delivery).
3. Measuring inclusion outcomes and closing feedback loops.

Self-Study Topics:

- Redesign a service page to meet WCAG + plain-language criteria; test with users.
- Draft a 10-point inclusion checklist for hybrid courses.

S2. Implementation Lab — Digital Education, Innovation & Lifelong Learning

Responsible: Dr. Habil. Yan Kapranov, VIZJA University Prof.

Mandatory Topics:

1. Evidence-first lesson design (corpus → AI with citations); integrity & bias checks.
2. Micro-credentials for adult learners; stackability and recognition.
3. QA integration and continuous improvement cycles.

Self-Study Topics:


<p>– Produce an evidence-first micro-lesson; submit corpus evidence + AI draft + citations.</p> <p>– Map a programme to DigCompEdu/DEAP actions with action owners.</p> <p>S3. Implementation Lab — Digital Health & Well-Being <i>Responsible:</i> Dr. Bożena Iwanowska</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> Digital health literacy; privacy and ethics in support services. Campus mental-health micro-interventions (screening → signposting → evaluation). Staff wellbeing in hybrid settings; workload and flexibility. <p>Self-Study Topics:</p> <p>– Design a 4-week wellbeing micro-intervention and evaluation plan.</p> <p>– Compile a signposting map of services and escalation routes.</p> <p>TERRITORIAL SYNERGY MODULES (Leads: Dr. Dawid Stadniczeńko)</p> <p>T1. Implementation Lab — Regional Development & Cohesion Policies <i>Responsible:</i> Dr. Dawid Stadniczeńko</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> 2021–2027 Cohesion Policy: turning priorities into calls/projects; KPIs and evidence. Building a project ToC (needs → PO links → outputs/outcomes → indicators). Light-touch evaluation designs and reporting. <p>Self-Study Topics:</p> <p>– Draft a 1-page ToC + indicator table for a HE–region digital project.</p> <p>– Compare ERDF vs ESF+ for your pilot idea.</p> <p>T2. Implementation Lab — Urban–Rural Synergies <i>Responsible:</i> Dr. Dawid Stadniczeńko</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> Functional urban areas; smart specialisation; bridging digital divides. Living labs and service-learning; campus as regional hub. Selecting indicators for urban–rural education gaps. <p>Self-Study Topics:</p> <p>– Map a voivodeship’s digital gaps and propose 3 remedies with owners.</p> <p>– Extract lessons from a smart-specialisation case for HEIs.</p> <p>T3. Implementation Lab — Cross-Border Cooperation & Territorial Governance <i>Responsible:</i> Dr. Dawid Stadniczeńko</p> <p>Mandatory Topics:</p> <ol style="list-style-type: none"> Interreg and Euroregion mechanisms (PL–DE, PL–UA) for HE cooperation. Governance, risk, and resilience in cross-border pilots. Budget sketching, partner roles, and indicator selection. <p>Self-Study Topics:</p> <p>– Draft a cross-border pilot (objectives, partners, budget lines, indicators).</p> <p>– Identify 5 risks + mitigations.</p>		
Total	70	0



Teaching methods
Giving methods: explaining or clarifying

Activating methods: didactic games, didactic discussion

Practical methods: exercises/subject tasks, exercises/creative (writing) tasks, analysis of texts you have created, analysis of other people's texts

Forms of work: individual, in small groups

Passing conditions

Method of passing	Weight (%)
	Exercises
Written test(s) – open questions or tasks	40
Completion of tasks/exercises/projects during classes	40
Written work prepared outside of class	20
Together	100%

Settlement of the student's individual work

no	Individual Work Activities	Estimated Number of Hours	
		Full-Time Study	Part-Time Study
1	Preparation to participate in classes (e.g., preliminary reading, preparation or collection of materials, aids, preparation of a paper or presentation for classes, etc.)	10	–
2	Mandatory reading	10	–
3	Preparation of written work outside of class	10	–
4	Mandatory reading of other materials or content (e.g., audio, video, tools, aids, software, hardware, legal acts, documentation, workplace conditions, etc.)	10	–
5	Preparation for the colloquium	20	–
Total		70	–

Mandatory sources

Peer-reviewed & academic	
1	Gwiaździńska-Goraj, M., Jezierska-Thöle, A., & Dudzińska, M. (2022). Living conditions in Polish and German transborder regions in the context of territorial cohesion. <i>Social Indicators Research</i> , 163, 29–59. https://doi.org/10.1007/s11205-022-02889-7
2	Klatt, G. (2023). Resisting Europeanisation: Poland's education policy and its impact on the European Education Area. <i>European Educational Research Journal</i> , 23, 561–577. https://doi.org/10.1177/14749041231155219
3	Plank, F., & Niemann, A. (2020). Synchronous online teaching on EU foreign affairs: A blended-learning project. <i>Journal of Contemporary European Research</i> , 16(1), 51–64. https://doi.org/10.30950/jcer.v16i1.1154



Full-Time Studies
Semester 1, 2

4	Rathod, P., & Kämpfi, P. (2025). Improving online and e-learning education through a train-the-trainer model: ECOLHE case. <i>European Journal of Education</i> . https://doi.org/10.1111/ejed.12900
5	Wolniak, R., & Stecula, K. (2024). Evaluation of quality of innovative e-learning in higher education: An insight from Poland. <i>Applied System Innovation</i> , 7(6), 109. https://doi.org/10.3390/asi7060109
6	Zaucha, J., Komornicki, T., Böhme, K., Świątek, D., & Żuber, P. (2014). Territorial keys for bringing closer the Territorial Agenda of the EU and Europe 2020. <i>European Planning Studies</i> , 22(2), 246–267. https://doi.org/10.1080/09654313.2012.722976
7	Żakowska, B. (2024). Frontier—Binder without borders: Polish–German cross-border cooperation of universities in the Pomerania Euroregion: Conceptual insights. <i>International Journal of Educational Research</i> . https://doi.org/10.1016/j.ijer.2024.102355
EU policy & official resources	
8	European Commission. (2021–2027a). <i>Digital Education Action Plan (2021–2027): Overview</i> . https://education.ec.europa.eu/focus-topics/digital-education/digital-education-action-plan
9	European Commission. (2021–2027b). <i>Digital Education Action Plan: Actions</i> . https://education.ec.europa.eu/focus-topics/digital-education/actions
10	European Commission. (2025). <i>European Education Area (EEA): The EEA explained</i> . https://education.ec.europa.eu/about-eea/the-eea-explained
11	European Commission, Directorate-General for Regional and Urban Policy. (2021–2027). <i>Cohesion policy 2021–2027: Priorities (PO1–PO5)</i> . https://ec.europa.eu/regional_policy/policy/how/priorities_en
12	European Commission, Directorate-General for Regional and Urban Policy. (n.d.). <i>Interreg A: Cross-border cooperation</i> . https://ec.europa.eu/regional_policy/policy/cooperation/european-territorial/cross-border_en
13	Ministers Responsible for Spatial Planning and Territorial Development. (2020). <i>Territorial Agenda 2030: A future for all places</i> . https://ec.europa.eu/regional_policy/sources/brochure/territorial_agenda_2030_en.pdf

Supplementary sources

Peer-reviewed & academic	
1	Kharazishvili, Y., Kwiliński, A., Dźwigoł, H., & Liashenko, V. (2021). Strategic European integration scenarios of Ukrainian and Polish research, education and innovation spaces. <i>Virtual Economics</i> . https://doi.org/10.34021/ve.2021.04.02(1)
2	Lyashenko, V., & Pidorycheva, I. (2019). The formation of interstate and cross-border scientific-educational and innovative spaces between Ukraine and EU member states in the digital economy. <i>Virtual Economics</i> . https://doi.org/10.34021/ve.2019.02.02(3)
3	Shaw, M. (2019). Strategic instrument or social institution? Rationalised myths of the university in stakeholder perceptions of HE reform in Poland. <i>International Journal of Educational Development</i> . https://doi.org/10.1016/j.ijedudev.2019.05.006
4	Zimny, A., & Jurczak, R. (2017). Higher education in the European, all-Polish and supraregional strategies of socio-economic development. <i>sjeconomics scientific journal</i> . https://doi.org/10.58246/sjeconomics.v24i1.248
EU policy & official resources	
5	Interreg EU. (n.d.). <i>Programmes (map & filters)</i> . https://interreg.eu/programmes/
6	Territorial Agenda Platform. (n.d.). <i>Library/Atlas</i> . https://territorialagenda.eu/library/

