

Glossary of terms

This glossary provides a shared reference framework for the key terms and concepts used throughout the project. Its purpose is to ensure conceptual clarity, terminological consistency, and a common understanding.

Given the interdisciplinary and multi-institutional nature of the BAUHAUS4EU initiative, several terms may carry different meanings across academic fields, institutional contexts, or national systems. The glossary therefore aims to harmonise definitions and reduce ambiguity, supporting coherent communication, implementation, and dissemination activities.

Blended Intensive Programmes (BIPs)

A Blended Intensive Programme (BIP) is a short-term, credit-bearing mobility format introduced under the Erasmus+ programme that combines a physical mobility component (5–30 days) with a mandatory virtual component designed to facilitate collaborative learning and exchange among participants from different higher education institutions.

BIPs are developed and implemented jointly by at least three higher education institutions from three different Erasmus+ programme countries. They promote innovative pedagogical approaches, interdisciplinary collaboration, and inclusive participation, enabling students and staff to engage in international learning experiences in a more flexible and accessible format.

Blended mobility

A mobility activity that combines physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork.

Collaborative Online International Learning (COIL)

COIL is a teaching and learning methodology that involves an intentional design to promote intercultural and online collaboration between students and faculty members from different countries and cultural backgrounds. A COIL module is embedded at a course level, and it fosters cross-cultural understanding, intercultural competence, digital literacy, teamwork and leadership skills as well as global awareness among the participants.

Since a COIL project provides opportunities for international collaboration without the need for physical travel it is understood as a powerful tool for Internationalisation at home.

COIL projects can be challenge-based and combine interdisciplinary approaches. They also facilitate the use of innovative pedagogical models, digital technologies and teamwork and leadership skills.

Digital competence

Involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

ECTS (European Credit Transfer and Accumulation System)

A learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualifications and periods of learning. A system that helps to design, describe and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

European Qualifications Framework (EQF)

A common reference framework of eight levels of qualifications, expressed as learning outcomes with increasing levels of proficiency. They serve as a translation device between different qualifications systems and their levels. The purpose of the European Qualifications Framework for lifelong learning (EQF) is to improve the transparency, comparability and portability of people's qualifications (OJ 2017/C 189/03)

European Bauhaus Courses

BAUHAUS4EU will develop “European Bauhaus Courses”, a project format that is place-based, challenge-based and interdisciplinary in its approach and methodology. Course topics will be developed together with regional partners. The courses will allow students and teachers from different disciplines and member universities to interact with one another and the regional ecosystems. Through these courses, both develop a broad variety of future skills ranging from intercultural competences to social responsibility and are enabled and encouraged to deliver creative solutions up to implementation in interdisciplinary teams. Annual joint inter-university calls will be published for the implementation of interdisciplinary European BAUHAUS Courses reflecting the scope and core values of the New European Bauhaus Initiative and addressing priority challenges within the regional ecosystems of all ten partner universities.

Hackathon

Hackathon is a structured, time-bound event in which multidisciplinary teams collaborate intensively to design and develop prototypes, solutions, or innovative models, primarily in the technological and digital domains. Typically lasting between 24 and 72 hours, a hackathon involves team formation, the definition of a specific challenge or theme, and the final presentation of results to a judging panel.

In academic and organizational contexts, hackathons serve as a form of experiential learning and open innovation, aimed at fostering problem-solving, interdisciplinary collaboration, and rapid prototyping.

Hosting/receiving organisation

The (main) organisation that provides learning content to participants in mobility activities by using its own resources and expertise. The hosting organisation cooperates with the sending organisation to define the expected learning outcomes and the methods that will be used to achieve them. It then executes the learning programme and conducts monitoring and mentoring during the activity.

Informal learning

Learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.

Joint degree

Single degree certificate awarded to a student upon successful completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located.

Joint programmes

Higher education (study or research) programmes jointly designed, delivered and fully recognised by two or more higher education institutions. Joint programmes can be implemented at any higher education cycle, i.e. bachelor, master or doctorate or even short cycle. Joint programmes can be national (i.e. when all universities involved are from the same country) or transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved).

Micro-credential

A micro-credential is a recognised proof of the learning outcomes that a learner has achieved following a short learning experience, according to transparent standards and requirements and upon assessment.

The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, are shareable, portable and may be combined into larger credentials or qualifications.

Mobility/Learning agreement

An agreement between the sending and receiving organisation and the participating individuals, defining the aims and content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for recognition of the period abroad by the receiving organisation.

Peer Learning

A reciprocal learning activity, which is mutually beneficial and involves the sharing of knowledge, ideas and experience between the participants. Peer learning practices enable to interact with other participants, their peers, and participate in activities where they can learn from each other and meet educational, professional and/or personal development goals.

Regional Living Labs

BAUHAUS4EU will implement open-innovation ecosystems at currently unused sites within the regions. There, member universities join forces with regional partners to create space for experimentation and develop concrete ideas for the revitalisation, re-use and conversion of vacant built or unbuilt spaces in rural or urban settings. Reflecting the scope and core values of the NEB-Initiative, the Regional Living Labs will provide flexible and transferable concepts for place-based teaching involving local communities with a view of introducing citizen science in undergraduate and graduate education formats. Through these courses, students and teachers will both develop the ability to interact and co-create with local stakeholders and exercise participation formats for civil society up to employing proper citizen science instruments. In this way, the achieved revitalisation of the formerly unused space meets the needs of the local community.

Student-led interdisciplinary courses

Structured educational formats designed, developed and delivered by students, under academic mentorship, aimed at fostering the sustainable and inclusive transformation of the university campus within the framework of BAUHAUS4EU. Selected through semi-annual calls and supported by dedicated funding, these courses (3 ECTS) adopt interdisciplinary approaches – such as seminars, lecture series, or workshops – to generate innovative perspectives on campus transformation. They promote socially diverse participation, actively encourage the involvement of students with fewer opportunities, and are supported by pedagogical guidance and joint quality assurance procedures. Beyond their educational value, student-led interdisciplinary courses function as strategic drivers of institutional change, contributing both to local campus development and to alliance-wide transformation processes.

Virtual learning

Acquisition of knowledge, skills and competences through the use of information and communication technology tools that allow participants to have a meaningful transnational or international learning experience.

Sources

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