Tin-TRAC

Co-funded by the European Union

Interprofessional Training for Tinnitus Researchers and Clinicians

Utilizing Co-Creative principles to develop an eLearning platform for Tinnitus

Best practices and recommendations

Project Partners:

- University of Cyprus (Coordinator)
- Aristotle University of Thessaloniki
- Jena University Hospital
- Institute of Communication and Computer Systems
- Charité – Universitätsmedizin Berlin
- CYENS Centre of Excellence

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Tin-TRAC: Interprofessional Training for Tinnitus Researchers and Clinicians

Best practices and recommendations

Contents

1. Introduction

Purpose of the Guideline: The objective of this guideline is to present the best practices and recommendations of the Tin-TRAC project that provide sustainability and quality of implementation and align with the project's objectives.

The objectives include:

A. The establishment of a pan-European framework for interdisciplinary knowledge exchange and cooperation; identifying and sharing best practices, policies and methods regarding specialized Tinnitus training across Europe and organizing training programs for researchers and clinicians
B. Fostering collaboration and exploit co-creative practices with the participating organizations in order to enable a more comprehensive and effective management and diagnosis of Tinnitus
C. Leveraging co-creative practices to develop and disseminate high-quality educational material aligned with globally accepted guidelines on Tinnitus assessment and management
D. Training potential future trainers of healthcare professionals to multiply impact and ensure long-term effectiveness

Both the objectives and the practices adopted as part of the project emphasize fostering innovation, embracing multidisciplinary collaboration and developing educational and training strategies aligned with the market needs. Additionally, these aspects align with key Erasmus+ priorities, particularly Digital Transformation, the adaptation of Vocational Education and Training (VET) to labour market needs while also supporting international cooperation and higher education connectivity.

Target Audience: The stakeholders for Tin-TRAC are comprised by healthcare providers, scientists, researchers, patients, and patient representatives, as well as specialists in auditory and neurological sciences, mental health professionals, and advocates for patient care. Additionally, experts in digital transformation, interconnected higher education, internationalization, and labor market alignment, as well as experts who support the creation of effective, adaptable, and forward-thinking education and healthcare systems are also considered stakeholders.

2. Best Practices for Addressing Digital Transformation

Development of Digital Readiness:

The Tin-TRAC project sought to embrace digital transformation as a core component of its strategy mainly by focusing on the development of the participants' digital readiness and the use of advanced technologies as part of the project. This approach aims to enhance participants' learning experiences and skillset, improve their engagement, foster innovation and contribute to the development of digital transformation.

Training in Digital Literacy: As part of the project, participants received comprehensive training to enhance their digital skills and knowledge. Also, they were taught how to efficiently navigate e-learning platforms and use forum discussions. Additionally, as part of their training, participants learned how to utilize social media for data collection purposes and organize online workshops and interactive webinars. Moreover, the training included the use of interactive learning tools such as content-based activities, quizzes and assessments. Such initiatives enabled participants to gain practical skills through hands-on exercises, fostering confident and effective use of digital tools. Finally, the participants were also offered insights into AI-powered research tools. Specifically, the use of AI-powered translation tools was discussed in a co-creative meeting of RLO development. Advantages and Disadvantages of its use in clinical settings were discussed and the collective decision was that for accuracy and immediacy of the translation, it was best to avoid the use of such tools. Therefore, it was decided that the original language of RLOs would be English, which represents a common ground for all partners and translation was manually performed from expert speakers of each respective language. The skills and knowledge that the participants gained from the training were designed to ensure long-term impact, equipping them with essential expertise and exposing them to digital transformation.

Use of Advanced Technologies: The development of the e-learning platform and content was based on the co-creation of the content with a variety of stakeholders including patients, clinicians, and researchers. This ensured the quality of the content and that the learning content will remain relevant and meaningful through the project's lifetime and beyond. Advanced pedagogical and interactive tools and technologies such as a Massive Open Online Course (MOOC), multimedia resources, self-assessment tools and quizzes were incorporated as part of the platform and the development of content. These assisted in the participants' learning progress and enhanced their understanding about project related concepts. To develop the Reusable Learning Objects (RLOs) that were used in the e-learning platform, video production tools, workshops, interviews and feedback loops were utilised. The RLOs were created to remotely train clinicians, researchers and patients with high-quality interactive educational material. Additionally, the use of RLOs improved the accessibility and scalability of the e-Learning platform and enhanced the overall learning experience.

Resilience and Capacity Building:

To enhance resilience and promote the sustainability of its initiatives, the Tin-TRAC project sought to establish adaptable learning environments and apply strong data protection measures.

Flexible Learning Environments: The project focused on promoting a flexible learning approach. This was achieved by providing the participants with independent access to the e-learning platform in order to use the content and training materials (asynchronous training), as well as a blended learning approach that combined in-person and virtual learning. Additionally, the use of various knowledge-sharing methods to accommodate different learning styles was encouraged, like co-creative sessions, online discussions and multiplier events. Lastly, the use of RLOs for the e-learning platform promoted the adoption

of a flexible learning style by allowing the content to be reused and meet the educational needs of different curricula. The use of such practices enhanced collaborative learning and engagement while helping participants develop their skills. Also, by following such practices learners were able to access materials anytime, ensuring uninterrupted education during unforeseen disruptions.

Backup and Recovery Plans: The project emphasized the importance of data security and recovery through the measures implemented. To protect the e-learning platform and the content developed, a thorough backup and recovery plan was followed. This plan involved the backup of the platform's database and the RLOs on secure servers. For further security and to ensure rapid restoration of the platform and its data a cloud-based solution was also adopted. These measures were implemented to support the project's ongoing success from potential technical issues or data loss and safeguard the project's progress.

3. Best Practices for Promoting Inter-connected Higher Education Systems

Cross-Institutional Collaboration:

The project highlighted the significance of collaboration between institutions to improve the sharing of knowledge, the quality and multidisciplinary of the content and the project roadmap. An exemplar of such collaboration is the follow-up Erasmus+ project TinWise [000252433], and the submission of research manuscripts from project partners [Reversing dysfunctional brain network of the tinnitus frequency processing via individualized non-invasive stimulation. Submitted in Brain Communications. (BRAINCOM-2024-711) by partners of UCY and UKJ].

Shared Resources and Content: A key outcome of the cross-institutional collaboration and the following of a co-creative strategy as part of the project was the improvement of the quality of the project outcomes. This was achieved through the scheduled participant contributions provided during the international and online meetings. The scheduling of feedback sessions and meetings for all stakeholders assisted in the improvement of the quality of the work and promoted the interconnectedness between the participating members and institutions. Also, it ensured that the project outputs were enriched by a wide range of perspectives, disciplines and expertise. For instance, the exploitation of feedback from institutions with advanced technological infrastructure contributed to the refinement of the e-learning platform, while the insights from participants with more robust clinical expertise enriched the content of RLOs and educational material developed. Apart from improving the quality of work, this practise has enabled the participating institutions to build professional collaboration networks from within the project that are instrumental for guiding the project's future. Additionally, a central digital repository and an online library with educational videos and digital content was created and shared with the participating institutions and project partners. These practices promoted knowledge sharing and facilitated peer-to-peer learning, strengthening inter-institutional ties.

Standardization of Learning Outcomes

The uniformity of educational experiences, training, and materials assists in the establishment of a cohesive framework for learning and development. Additionally, it facilitates synchronization of the learning objectives, irrespective of geographical or institutional context.

Virtual Mobility Programs

Virtual mobility was implemented to achieve cross-border education and provide the opportunity to participants, learners and educators to engage in international learning experiences without the need for physical relocation. This was achieved by using the e-learning platform, which integrated global online classrooms and cross-border collaborative project modules. These initiatives promoted international interaction and the connection of participants from different countries.

4. Best Practices for Creation and Implementation of Internationalization Strategies for VET Providers

Global Partnerships:

The development of global partnerships improved the quality of the project's content and brought together various experts from different fields within the project's framework. This has also contributed to the development of a Continuing VET Curriculum.

Collaboration with International Experts: The collaboration with international experts provided high quality resources that aligned with international standards. To facilitate a Sectoral Qualifications Framework (SQF) within the European Qualifications Framework (EQF) a learning outcomes approach based on principles of European Credit System for Vocational Education and Training (ECVET) was used to support the process around future recognition and accreditation. Moreover, contributions from diverse scientific disciplines helped in the development of the User Interface (UI) and User Experience (UX) of the e-learning platform. This interdisciplinary approach ensured that the e-learning platform's content and the platform itself was of high quality, inclusive, easy to use and aligned with global best practices in VET. Additionally, Tinnitus experts participated in the development of RLOs for the e-learning platform to guarantee the accuracy and relevance of the content developed. Also, they co-developed and facilitated online mentorship sessions and industry-focused roundtables. Their involvement introduced diverse best practices and real-world insights from various global markets, enriching the learning experience of the project.

Multilingual Content:

Multilingual content enables the development of cross-European healthcare practices and research across different regions. By overcoming the language barrier, Tin-TRAC allowed Tinnitus clinicians and researchers to be able to communicate with each other as well as with their patients

across countries. Consequently, knowledge sharing and best practice implementation aided in the improvement of the consistency of Tinnitus management and diagnosis in Europe.

- **Localization of Training Materials**: The translation of content and training materials into multiple languages was conducted by native speakers for each language (German, English, and Greek) to guarantee accuracy, quality and cultural relevance. Tin-TRAC localized training materials aiming to establish a common way of communication (for Tinnitus clinicians and researchers) across disciplines for enhancing Tinnitus management and diagnosis and broaden the reach of the project's e-learning platform. Furthermore, it helped in expanding the project's reach and supported Tinnitus management and treatment across Europe by combatting linguistic constraints.

5. Best Practices for Adapting Vocational Education and Training to Labor Market Needs

Alignment with Industry Standards:

The adaptation of VET is essential to address the labour market needs and prepare a skilled workforce. This section presents some strategies taken to ensure that the participants and learners adjust to the changing demands of the job market. An example of such adaptation is the alignment of the project's curricula with industry standards through practical applications and competency-based training, as well as the focus on lifelong learning and upskilling through the project.

Industry-Informed Curriculum: Training driven by industry needs assisted in embracing collaborations with industry experts such as clinicians and researchers. Also, it helped with the improvement of the training content and methodology. As part of the project, the co-creative method followed ensured an industry-informed curriculum focusing on patient needs, clinical expertise and academic insights. This ensured alignment with the advancements in the field of Tinnitus diagnosis and treatment. This approach also addressed the emerging demands in the field by integrating the use of diagnostic tools, recent treatment approaches, interdisciplinary strategies, as well as remote consultation sessions for training purposes, which made the project stand out in terms of innovation, adaptability and its ability to meet the evolving industry standards.

Real-World Application: Working together with not only researchers but also clinical experts promoted a patient-centered approach that added depth to the project's content and improved user training and practical applicability. Participants were also able to acquire practical experience by incorporating real-world case studies based on the actual challenges they faced in their professional environments. This emphasis helped in connecting theoretical knowledge with practical application, Ensuring that through training, participants are equipped to meet real-world demands and are effectively prepared for the workforce.

Skills Development:

Another key aspect for aligning VET with labor market needs is the development of advanced skills that represent industry demands. The focus on competency-based approaches, lifelong learning and encouragement of upskilling initiatives helped the participants to acquire practical expertise, adaptable skills and meet the evolving industry demands.

Competency-Based Training: The use of competency-based methods as part of the project, such as online videos, interactive quizzes, training events and RLOs, ensured the development of applicable clinical and research skills in Tinnitus management and diagnosis. Specifically, emphasis was placed on practical proficiency, including training in diagnostic tools for Tinnitus and research skills such as methodology and data analysis. Such initiatives also promoted cross discipline collaboration between Tinnitus experts in different areas and nurtured clinical and research expertise while also promoting problem-solving skills amongst participants.

Lifelong Learning and Upskilling: Lifelong learning and upskilling are central to the VET sector for achieving continuous professional development. This was achieved through the development of open access courses and training modules available on the project's e-learning platform. Additionally, the collaboration between patients and specialists enhanced knowledge sharing and empowered patients to apply self-help strategies and reach out for help and support.

6. Integration of Erasmus+ Quality Standards

Basic principles:

Inclusion and diversity: As part of the project, the participation of users, patients, and professionals from diverse backgrounds was encouraged with a strong emphasis on gender balance and inclusivity. Additionally, an inclusive environment was fostered among participants through low hierarchies, co-creative sessions, inclusive discussions and by encouraging input from all participants. Lastly, as a way for promote inclusiveness, free educational materials and resources were made available through the project's e-learning platform for all interested individuals and participants. These practises assisted in the promotion of equality to learning resources and made everyone feel represented.

Environmental sustainability and responsibility: Environmental sustainability and responsibility was embraced by leveraging the use of the e-learning platform and online communication. As a result, travel requirements and redundant expenses were minimized while maintaining efficiency, collaboration and communication between institutions. Additionally, the project's tasks and contributions were coordinated between institutions without relying on resource-intensive transportation and physical events. This approach also helped in reducing the environmental impact and encouraged responsible resource utilization throughout all activities.

Digital education, Virtual cooperation, Virtual Mobility and Blended Mobility: Instead of physical mobility events, digital tools and methodologies were utilized, such as the

project's e-learning platform and video calls/meetings. This approach allowed collaboration between participants and institutions and promoted an immediate sharing of updates, ideas and progress as well as the co-creation of content which ensured effective and rapid communication. Additionally, where necessary, a blended learning approach was utilized by combining the use of digital tools with scheduled face-to-face sessions.

Good Management of Mobility Activities: Regarding core tasks and ownership, effective management was attained by defining clear roles and responsibilities to every partner including the appointment of dedicated organizers or hosts for scheduled project meetings. Additionally, good management was achieved by developing written guidelines outlining each partner's tasks and responsibilities. This helped all partners to remain accountable. As part of joint decision making, consortium members designed the mobility schedule together during periodic steering committee meetings. Decisions on resource allocation and curriculum adjustments were also made jointly by the partner organizations. Lastly, regarding the gathering of feedback, various methods including personal meetings, email communication and discussions were utilized to continuously refine and enhance project outcomes. Also, following mobility sessions, online surveys, digital feedback forms and organized structured focus group discussions were used after key mobility events to identify advantages, disadvantages and promote improvement.

Providing Quality and Support: Practical measures like the organization of biannual project meetings contributed to fostering strong interpersonal relationships and creating a supportive learning environment. Real-time mentoring sessions and a specialized technical helpdesk were offered to address technical issues and facilitate learning, alongside the organization of orientation courses to assist participants in navigating the project. Regarding the evaluation and recognition of the project outcomes, structured peer discussions and feedback sessions were utilized to ensure alignment with the project's objectives and continuous improvement.

Sharing Results and Knowledge: Dissemination within the participating organizations was promoted by sharing the project's results via partner websites, including clinic websites, and by hosting training events and workshops. Public Sharing included the dissemination of the project through its dedicated website, e-learning platform, multiplier events, research publications, social media channels and the Tinnitus Symposium. Additionally, internal newsletters informative of the progress and objectives achieved were regularly published. These strategies ensured wide visibility of the project and milestones achieved, as well as recognition of the EU funding by including the EU funding logo and acknowledgements in all publicly available documents. Additionally, the attendance of external participants at training events was also used to increase overall project engagement and outreach. Lastly, these methods promoted open dialogue and feedback regarding the project's aims and enabled knowledge sharing across departments.

7. Conclusion

Summary of Key Practices:

Needs Analysis and Co-Creation: In alignment with Erasmus+ objectives, the project used a needs analysis based on empirical data to ensure that the project would focus on the

participants' actual needs as well as addressing evolving demands of the market and the VET sector. This approach helped in achieving relevant and impactful outcomes. Additionally, the project adopted a co-creation approach that included open discussions and exchange of feedback. The co-creation model (e.g., during the development of the e-learning platform) encouraged active involvement from all stakeholders, fostering collaboration, enhancing content relevance and ensuring that the final output addressed the audience's needs.

Team Building and Collaborative Development: The collaboration between participants (e.g., clinicians, researchers and patients) significantly enhanced project engagement and enabled everyone to make significant contributions. Through collaboration and co-creation of content, the project integrated participants' expertise and experiences, and ensuring multidisciplinarity. By fostering teamwork and utilizing the expertise of all participants, the project achieved a higher level of integration and effectiveness.

Call to Action:

As a suggestion for further expanding the project's outreach and engagement, an even broader audience of clinicians and patients could be involved in the development of content and training material as well as more external guests could be involved in the training events. This would provide more diversity and increase the overall impact of the project. Additionally, the invitation of external members to training events would also enrich the learning experience and engagement. Furthermore, expanding the format and content of these events (e.g., by incorporating videos, presentations, and podcasts) would also enhance engagement and provide a wider variety of learning opportunities for the participants. Another suggestion was to strengthen the project's mechanisms for the ongoing monitoring and adaptation of curricula based on the emerging industry trends to embrace the continuation of the project. Moreover, prioritization of further integration with industry partners and investing in scalable digital infrastructures will further enhance accessibility, sustainability, and real-world relevance. Another suggestion was the integration of frequent stakeholder workshops as part of the project for the identification of gaps and innovation requirements. Additionally, the establishment of a structured feedback loop as part of the project (e.g., a ticket-like system) is believed to be helpful for the reporting of problems and suggestions. This will help to resolve problems easily, promote continuous improvement and ensure that the project's content and e-learning platform remains responsive to users' evolving requirements.

Appendix

Questionnaire used to gather feedback for this guide from participants/partners of the project.

Questionnaire regarding the practices of Tin-TRAC and their alignment with Erasmus+ principles.

Dear Partners/Participants,

We invite you to contribute to the development of the Tin-TRAC project's "Good Practices and Recommendations" guidelines. The following questionnaire asks you to identify one or two actions taken by the Tin-TRAC project for each priority and quality standard, and to briefly describe how these actions align with the specific goals.

Your responses will be invaluable in shaping the final guidelines. To make this process as efficient as possible, we encourage you to keep your answers concise, using just one sentence, or bullet points where possible.

Thank you for your valuable input and collaboration.

Best Practices for Addressing Digital Transformation

1. **Development of Digital Readiness**:
    - **Training in Digital Literacy**:
        - Identify one or two training activities or initiatives that were implemented to improve digital literacy among participants.

Response 1: e-Platform
Response 2: Discussion on the use of forums and social media for data collection
Response 3: Organized online workshops and interactive webinars on digital tools and best practices.

        - Explain how these activities helped users effectively utilize digital tools.

Response 1: Interactive learning via content and subsequent quizzes
Response 2: understanding more about the current status of AI supported research, what is possible and what is a challenge
Response 3: Enabled participants to gain practical skills through hands-on exercises, fostering confident and effective use of digital tools

    - **Use of Advanced Technologies**:
        - Highlight one or two instances where emerging technologies like AI, VR, or adaptive learning systems were integrated into the project.

Response 1: Quizzes to evaluate learning success

Response 2: Video production for RLOs
Response 3: Integrated AI-driven adaptive learning systems and VR-enabled educational modules into the project curriculum

- Describe how these technologies enhanced the learning experience.

Response 1: Testing if main points were successfully understood
Response 2: Limits in visualization
Response 3: Provided personalized learning experiences and increased engagement by making complex topics more accessible and interactive

2. **Resilience and Capacity Building**:

   - **Flexible Learning Environments**:

     - Provide one or two examples of how the project created or promoted flexible learning environments.

Response 1: e-Platform could be used independently and flexibly
Response 2: Different ways of sharing knowledge and ideas: Co-creative sessions, discussions, learning and teaching activities, multiplier events
Response 3: Developed asynchronous online modules and established a blended learning approach combining in-person and virtual sessions

     - Explain how these environments supported continuous learning despite challenges.

Response 1: e-Platform and RLOs can be used repeatedly
Response 2: These environments allowed learners to access materials anytime, ensuring uninterrupted education during unforeseen disruptions

   - **Backup and Recovery Plans**:

     - Describe one or two measures taken to ensure robust data backup and disaster recovery for the platform.

Response 1: Don't know
Response 2: I was not involved in the platform creation, but RLO drafts have been saved on protected servers
Response 3: The platform is part of Medical Physics & Digital Innovations backing up infrastructure, taking backups three times a week, both for its database as the moodle platform data as well
Response 4: Implemented automated cloud-based backup solutions and scheduled regular data recovery tests

     - How did these measures help in maintaining service continuity?

Response 1: Don't know
Response 2: If the data are compromised or even the entire platform is harmed, the backing up system will have the ability to recover the platform almost instantly with minimal or zero data lost.

Response 3: These measures ensured rapid restoration of services and minimized downtime during technical failures or emergencies

Best Practices for Promoting Inter-connected Higher Education Systems

3. **Cross-Institutional Collaboration**:
    - **Shared Resources and Content**:
        - Identify one or two instances where resources or content were shared across institutions.

Response 1: e-Platform and RLO content was produced collaboratively
Response 2: During all international meetings
Response 3: Established a central digital repository for course modules and research publications shared among institutions. Developed an online library with curated educational videos and digital content accessible to all partners

        - Explain how this sharing fostered collaboration among participants.

Response 1: Content was reviewed by other participants
Response 2: Strengthened the tinnitus research community
Response 3: Shared resources encouraged uniformity in curriculum delivery and facilitated peer-to-peer learning, strengthening inter-institutional ties

    - **Joint Research Initiatives**:
        - Describe one or two joint research initiatives that were supported by the platform.

Response 1: Launched cross-university research projects on digital transformation trends and the integration of AI in educational practices. Coordinated interdisciplinary studies examining the efficacy of virtual learning environments in enhancing student engagement

        - How did these initiatives promote collaborative problem-solving?

Response 1: These initiatives enabled the pooling of expertise to address common challenges, fostering innovative solutions through collaborative data analysis and shared best practices

4. **Standardization of Learning Outcomes**:
    - **Virtual Mobility Programs**:
        - Highlight one or two virtual exchange programs that were integrated into the platform.

Response 1: Integrated online global classrooms and cross-border collaborative project modules into the platform

- Describe how these programs enabled cross-border education.

Response 1: These programs fostered international interaction and cultural exchange by connecting students and educators from different countries in real time.

Best Practices for Creation and Implementation of Internationalization Strategies for VET Providers

5. **Global Partnerships**:
    - **Collaboration with International Experts**:
        - Identify one or two ways international experts contributed to the platform.

Response 1: Content created by tinnitus experts
Response 2: Creation of RLOs
Response 3: Experts in different scientific areas provided their insights and experience in both the UI/UX and content consistency.
Response 4: International experts co-developed curriculum modules and delivered specialized webinars. They facilitated online mentorship sessions and industry-focused roundtables.

        - How did their involvement provide global perspectives and expertise?

Response 1: By making them provide the content
Response 2: Sharing their view on the most important topics in tinnitus research and treatment.
Response 3: Their involvement brought diverse cultural and professional perspectives, ensuring the platform was globally relevant, user-friendly, and aligned with international standards.
Response 4: Their involvement introduced diverse best practices and real-world insights from various global markets, enriching the learning experience.

    - **Cross-Border VET Programs**:
        - Explain how these programs helped participants gain international experience.

Response 1: These programs exposed participants to diverse cultural and industry practices, enhancing their adaptability and global competence

6. **Multilingual Content**:

- **Localization of Training Materials**:
  - Describe one or two efforts made to translate and localize training materials.

Response 1: Native speakers in the respective languages were consulted
Response 2: Training materials have been translated in three languages within the training platform
Response 3: Using deepl to translate the content and having experts evaluate the quality of the translations
Response 4: Translated key course modules into multiple languages and adapted content to reflect regional contexts and cultural nuances

  - How did these efforts make the platform accessible to a global audience?

Response 1: By providing contents in three different languages
Response 2: Especially to patients who might not be comfortable with reading English training materials the translations are extremely valuable
Response 3: English and German are one of the most widespread languages in the world, so the platform is open to a large audience globally.
Response 4: These efforts expanded reach by ensuring materials were linguistically and culturally accessible to a diverse, international audience

- **International Accreditation**:
  - Identify one or two actions taken to pursue international accreditation for courses.

Response 1: Aligned curriculum content with international standards and actively engaged with recognized accrediting bodies to pursue formal certification

  - How did these actions enhance the global recognition of the training provided?

Response 1: These actions bolstered the credibility of the courses by meeting rigorous global quality standards, thereby increasing recognition and trust among international learners.

Best Practices for Adapting Vocational Education and Training to Labor Market Needs

7. **Alignment with Industry Standards**:
   - **Real-World Application**:
     - Describe one or two practical tasks or case studies incorporated into the training.

Response 1: Clinicians co-created the platform content

Response 2: Integrated simulated project tasks and real-world case studies from active industry projects. Developed hands-on assignments based on actual challenges encountered in work environments

- How did these tasks reflect real-world challenges?

Response 1: Clinical context as a valuable source for real-world challenges in tinnitus diagnosis and treatment from an institutional and patient-centered perspective
Response 2: These tasks mirrored industry challenges by requiring problem-solving, collaboration, and adaptability under realistic conditions, effectively preparing learners for the workforce

8. **Skills Development**:
    - **Competency-Based Training**:
        - Identify one or two competency-based training models used in the project.

Response 1: Training events, RLO creation
Response 2: Implemented the European Qualifications Framework (EQF) aligned modules and performance assessment models where learners progress upon demonstrating mastery

- How did these models focus on developing market-relevant skills?

Response 1: Creativity, communication, problem-solving
Response 2: These models emphasized measurable outcomes, ensuring learners developed skills directly aligned with employer expectations and industry benchmarks

    - **Lifelong Learning and Upskilling**:
        - Provide one or two examples of modular courses that supported lifelong learning or upskilling.

Response 1: Openly accessible learning platform

- Explain how these courses responded to changing labor market trends.

Response 1: Patient are supposed to apply self-help before visiting clinics
Response 2: The courses were regularly updated to reflect emerging technologies and shifting market demands, allowing participants to continuously enhance relevant competencies

Integration of Erasmus+ Quality Standards

9. **Basic Principles**:
    - **Inclusion and Diversity**:

- Describe one or two actions taken to respect inclusion and diversity within the project.

Response 1: Everybody was welcome
Response 2: International collaboration, balanced ratio between male and female participants, early-career researchers and professors
Response 3: The entire platform is free and open for everyone to use and learn from
Response 4: Integrated accessible digital platforms and ensured diverse representation in learning materials

- How did these actions promote an inclusive and diverse environment?

Response 1: low hierarchies and respectful co-creative sessions, discussing ideas from all participants
Response 2: These actions ensured all participants, regardless of background or ability, had equal access to learning resources and felt represented.

- **Environmental Sustainability and Responsibility**:

  - Identify one or two initiatives that promoted environmentally sustainable behavior.

Response 1: Less travelling due to e-learning
Response 2: Contribution of working steps within institutions
Response 3: Adopted a paperless workflow and organized virtual conferences to reduce travel-related emissions

  - How did these initiatives support sustainability within the project?

Response 1: Facilitated collaboration and limited traveling
Response 2: These initiatives minimized the project's environmental footprint while promoting responsible resource use across all activities

- **Digital Education**:

  - Provide one or two examples of how digital tools or methods complemented physical mobility.

Response 1: The whole project was about digital education
Response 2: Using video calls and co-creative online platforms
Response 3: Implemented blended learning approaches combining digital tools with scheduled face-to-face sessions. Developed online collaborative platforms that extended physical mobility by connecting geographically dispersed partners

  - How did these tools improve cooperation with partner organizations?

Response 1: Sharing updates and ideas

Response 2: These digital tools enhanced communication and coordination among partner organizations, streamlining collaboration and resource sharing

10. **Good Management of Mobility Activities**:

- **Core Tasks and Ownership**:
  - Describe one or two actions that ensured clear roles and responsibilities for mobility activities.

Response 1: Designated project meeting organizers/ hosts
Response 2: Established a dedicated mobility coordinator role and defined clear responsibilities in a project charter. Developed written guidelines outlining each partner's specific tasks

  - How did these actions maintain ownership of activities?

Response1: Clear role definitions and accountability measures ensured all partners remained responsible for their designated mobility tasks

- **Joint Decision-Making**:
  - Provide one or two examples of joint decisions made by consortium member organizations.

Response 1: e-Platform and RLO were evaluated collaboratively
Response 2: Separate paths for Researchers/clinicians and patients on the e-learning platform
Response 3: Co-creation process for the initial development, as well as the later stages for finalizing the platform
Response 4: Consortium members collaboratively designed the mobility schedule during periodic steering committee meetings. Decisions on resource allocation and curriculum adjustments were made jointly by the partner organizations

  - How did these decisions impact the project's activities and participants?

Response 1: e-Platform and RLOs were refined
Response 2: Reflecting on patient-centered view on tinnitus research and choosing helpful RLOs /creating patient-centered RLOs
Response 3: These collaborative decisions enhanced transparency and shared ownership, leading to improved coordination and a more engaging experience for participants

- **Gathering Feedback**:
  - Identify one or two methods used to collect and utilize participants' feedback.

Response 1: Personal meetings
Response 2: Presentation in meetings and continuous discussion of project results
Response 3: Through emails, as well as direct contact through the co-creation process
Response 4: Utilized online surveys and digital feedback forms immediately following mobility sessions. Organized structured focus group discussions with participants after key mobility events

- How did this feedback contribute to improving mobility activities?

Response 1: The collected feedback allowed for timely adjustments to mobility programs, increasing overall satisfaction and effectiveness by addressing specific participant concerns

11. **Providing Quality and Support**:

    - **Practical Support**:

        - Describe one or two forms of support provided to participants during the project.

Response 1: Project meetings twice per year
Response 2: Offered real-time mentoring sessions and a dedicated technical helpdesk. Organized orientation workshops to guide participants through the project

        - How did this support ensure a positive and safe learning experience?

Response 1: People got to know each other well
Response 2: These supports provided immediate assistance and clear guidance, fostering confidence and a secure learning environment

    - **Evaluation and Recognition**:

        - Identify one or two ways learning outcomes were evaluated and recognized.

Response 1: Peer discussion
Response 2: Conducted continuous formative assessments and employed practical project-based evaluations to measure competency

        - How did these evaluations translate learning into career benefits?

Response 1: The recognized certifications and competency assessments enhanced employability by validating skills to potential employers and supporting career advancement

12. **Sharing Results and Knowledge**:

- **Dissemination within the Organisation**:
  - Highlight one or two methods used to share project results within your organization.

Response 1: Clinic website
Response 2: Training events
Response 3: Published regular internal newsletters and organized staff workshops. Utilized intranet portals to share detailed project reports

  - How did this dissemination promote continuous improvement?

Response 1: These methods fostered ongoing dialogue and feedback, enabling iterative improvements and knowledge sharing across departments

- **Public Sharing**:
  - Describe one or two actions taken to share project outcomes with other organizations or the public.

Response 1: Website and multiplier events
Response 2: External participants who attended training events
Response 3: Publications, Tinnitus Symposium

  - How did these actions ensure visibility and acknowledgment of EU funding?

Response 1: By mentioning it
Response 2: All public materials prominently featured EU funding logos and acknowledgments, which increased transparency and showcased the value of the funding

Conclusion

13. **Summary of Key Practices**:
    - Summarize one or two key practices that you believe were most successful in achieving the project's objectives.

Response 1: Initial needs analysis based on empirical data
Response 2: Co-creation, discussion, feedback
Response 3: Co-creation process
Response 4: Integrating flexible blended learning environments with industry-informed, competency-based curricula. Establishing clear roles, continuous feedback loops, and rigorous evaluation systems

    - How did these practices contribute to the overall success of the project?

Response 1: Informing design of e-Platform
Response 2: Co-creation promotes team building, collaborative development and quality feedback

Response 3: These practices ensured responsiveness to learner needs, maintained high engagement, and aligned training with labor market demands, driving the project's overall effectiveness

14. **Call to Action**:

- Suggest one or two areas where further action or improvement is needed to enhance the project's impact.

Response 1: Reaching out to clinicians and patients
Response 2: Inviting more external guests to the training events
Response 3: Richer in format, content, like videos, presentations, even podcasts.
Response 4: Enhance cross-disciplinary collaboration and expand targeted digital literacy training to reach underserved groups. Strengthening mechanisms for the ongoing monitoring and adaptation of curricula based on emerging industry trends

- What steps would you recommend to stakeholders for future projects?

Response 1: Identify users of e-Platform beforehand
Response 2: Even more collaborative work, a more streamlined feedback loop, say a ticket-like system for problems, suggestions, etc.
Response 3: Prioritize further integration with industry partners for curriculum updates and invest in scalable digital infrastructures. Encourage regular review sessions and stakeholder workshops to identify gaps and innovate future project phases

Additional Comments

15. **Open Feedback**:

- Please provide any additional comments or suggestions that could help improve the project's practices and recommendations.

Response: -