WP 7: Staff Mobility TF7.2:Teacher Communities

Goals and expectations: **Help and structure the emergence of teacher communities**

Communities of Practice: Groups of people who share a concern, a set of problems, or a passion about a topic,

and who deepen their knowledge and expertise in this area by interacting on an ongoing basis

Teacher Community - Energy

Led by **Carlos Castro** (PoliTO)

How it started: Offered as Unite!'s quick response to the COVID-19 outbreak, the Virtual Exchange
Credit Program on Energy was launched in the Fall/Winter term 2020-2021 →
The group of teachers participating in the program was invited to form a community
(around 50 professors)
Top down: it currently involves all Unite! partners

Goal: Support teachers with issues that could arise during pilot phase
Create awareness among community while being a liaison with Unite!

Activities: Informal meetings

Today: 3 meetings have been held with 10-12 participants per session

Challenges: online exams / local constraints → some partners are concerned there may not
be the possibility anymore. Hybrid courses.
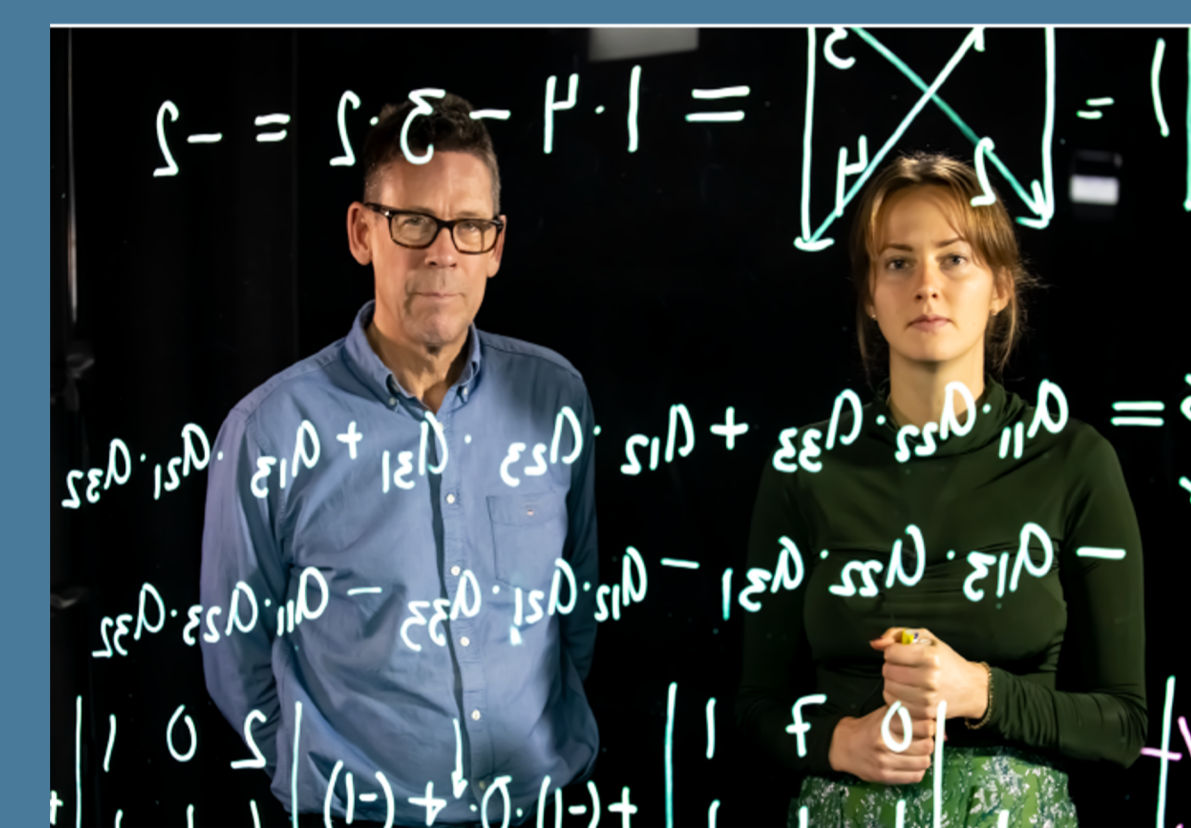
Teacher Community - Maths

Led by **Elizabeth Keller** (KTH)

How i started: Challenged by the COVID situation, people wanted to share their problems.
Bottom-up initiative that aims to link Maths and pedagogy (challenge-driven).
Unite! partners were asked for names in each institution. The community started
with 15 participants representing all 7 partners.

Goal: Increase mobility of faculty and teaching staff

Activities: Each partner has been responsible for a meeting and shared examples of how
they are working with Maths

Today : 6 meetings to date, in which 7 people from 5 partners have met recently

Challenges: **Language** in which Maths is taught varies, hindering peer observation among
partners.

Lessons learned

Scale: Energy is very broad and its perimeter varies / cultures
Accountability: One leader per session, to make each one count
Communication: within academic communities

Next steps

Energy - need to identify whether the community will continue as-is or as a subset with a smaller number of partners, or as a different group?
need to identify a teacher as academic leader of the teacher community
subject to how the COVID-19 situation develops and evolves (e.g. some teachers might not be offering their courses online anymore)
summer school?

Math - plan a F2F meeting with all participants to bring back momentum to the group
identify some concrete examples and gather evidences of the Maths faculty work (co-write a paper, co-creation of a course?)
form a working group with a specific theme/challenge
try to invite and involve more people into the community