

# ALCMAEON

## First Project Partners Meeting

### Florence (IT)

### 11 – 12 February 2019



## FIRST PARTNERS MEETING

Florence, 11 - 12 February 2019

### Project Information

1. [Agenda of meeting](#)
2. [Project Information](#)
3. [Project Summary](#)
4. [Project Presentation](#)
5. [Calendar of Activities](#)
6. [Calendar of Deadlines](#)
7. [Passwords for the Portal](#)
8. [Partners' List](#)
9. [Partners' Book](#)

### Templates and tools for carrying out the project activities

#### IO1 TRAINING PACKAGE IN MEDICAL HISTORY FOR MEDICAL HUMANITIES LECTURERS

- [IO1.A – Mapping curricula](#)
- [IO1.B – Focus Group](#)
- [IO1.C – Questionnaire for students](#)
- [IO1.D – Table of contents of the Educational Material](#)
- [IO1.E – Guidelines for the development of the Educational Material](#)
- [IO1.F – Piloting Report Guidelines](#)

#### Multiplier Events

- [ME.1 – Multiplier Event Description](#)
- [ME.2 – Multiplier Event Programme](#)
- [ME.3 – Multiplier Event List of Participants](#)
- [ME.4 – Multiplier Event Minutes](#)

#### Training Activity

- [TA.1 – Training Activity Register](#)
- [TA.2 – Training Activity Programme](#)
- [TA.3 – Training Activity Certificates](#)
- [TA.4 – Contents for the Mobility Europass](#)
- [TA.5 – Training Activity Participants Profiles](#)
- [TA.6 – Training Activity Report](#)



Project number: 2018-1-ES01-KA203-050606

### **PM1 - Project Management**

- PM1.A – Lecturer Information
- PM1.B – Student Information
- PM1.C – Role of the Target Groups
- PM1.D – In Progress Activities Reports (to be filled in online)
- PM1.E – Financial Manual (external annex)
- PM1.G – Template of Mobility Declaration

### **PM2 - Dissemination**

- PM2.A – Dissemination Event Description (to be filled in online)
- PM2.B – How to Write the Best Practice Dissemination Report

### **PM3 - Exploitation**

- PM3.A – Associated Partner Letter
- PM3.B – Associated Partner Information
- PM3.C – Exploitation Links

### **PM4 Quality and Monitoring Plan**

- PM4.A – Quality Plan
- PM4.C – Project Evaluation Questionnaire
- PM4.D – End Users' Evaluation Questionnaires for Intellectual Outputs
- PM4.F – Guidelines for the evaluation report on testing activity



# FIRST PROJECT PARTNERS MEETING

Florence (IT), 11 – 12 February 2019

## AGENDA OF THE MEETING

### Timetable of 11 February 2019

#### 9:30 Start of the Meeting

1	Welcome of Participants	UCM and Pixel
2	Adoption of the agenda	Pixel
3	Presentation of each partner of the project	All partners

#### 11:00 – 11:15 Coffee Break

4	Introduction to the project context and background	UCM
5	Target Group Involvement: ○ <i>Presentation of the templates for carrying out the activities</i>	UCM, Pixel
6	Presentation of the 3 Intellectual Outputs	
6.1	Intellectual output 1: Training Package in Medical History for Medical Humanities Lecturers ○ <i>Presentation of the activities and related templates</i>	UCM, Pixel

#### 13:00 – 14:00 Lunch Break

6.2	Intellectual output 2: Collection for Digital Medical Museum ○ <i>Presentation of the planned activities and expected results</i>	UCM, Pixel
6.3	Intellectual output 3: Virtual Video Library with Testimonials from Role-model Doctors ○ <i>Presentation of the planned activities and expected results</i>	UCM, Pixel

#### 16:00 – 16:15 Coffee Break

7	Presentation of the project's events	
7.1	Multiplayer events (ME) ○ <i>Presentation of the templates for carrying out the activities</i>	Pixel
7.2	Training Activity in Madrid (TA) ○ <i>Presentation of the planned activities and expected results</i>	UCM, Pixel

#### 18:00 End of 1<sup>st</sup> Meeting Day

## Timetable of 12 February 2019

### 9:30 Start of the Meeting

8		Presentation of the Project Management Activities (PM)	
	8.2	Presentation and analysis of PM1: Coordination of Activities <ul style="list-style-type: none"> <li><i>In progress activities reports available online on the project web site</i></li> </ul>	Pixel
	8.3	Presentation the financial reporting of the project <ul style="list-style-type: none"> <li><i>Presentation of the financial manual</i></li> </ul>	Pixel

### 11:00 – 11:15 Coffee Break

	8.4	Presentation and analysis of PM2: Dissemination <ul style="list-style-type: none"> <li><i>Presentation of the form to report the dissemination events</i></li> <li><i>Presentation of the Guidelines for writing the Best Practice Dissemination Report</i></li> </ul>	Pixel
	8.5	Presentation and analysis of PM3: Exploitation <ul style="list-style-type: none"> <li><i>Presentation and discussion of the Forms for the involvement of associated partners</i></li> <li><i>Presentation and discussion of the Forms for the collection of the exploitation links</i></li> </ul>	Pixel

### 13:00 – 14:00 Lunch Break

	8.6	Presentation and analysis of PM4: Evaluation <ul style="list-style-type: none"> <li><i>Presentation of the activities to be carried out</i></li> <li><i>Presentation of the evaluation report on the testing activities</i></li> </ul>	Pixel
9		Contractual Issues and definition of partners' role	UCM
10		Calendar of Activities and Reminder on Project Deadlines	UCM, Pixel
11		Schedule of Future Meetings	All partners
12		Any Other Business	All partners
13		Meeting Evaluation	All partners

### 16:00 End of the meeting

## ALCMAEON

Design a digital collection to include medical museum in the teaching of medical humanities and promote object-based learning education model

<b>Funding Programme</b>	Erasmus + Cooperation for innovation and the exchange of good practice KA2 - Strategic Partnerships for Higher Education
<b>Project Number</b>	2018-1-ES01-KA203-050606
<b>Project Applicant</b>	Universidad Complutense De Madrid (ES)
<b>Start Date</b>	01/10/2018
<b>End Date</b>	30/09/2020
<b>Total Budget</b>	Total Budget: € 221,208
<b>Deadline for 1<sup>st</sup> Progress</b>	30 May 2019
<b>Deadline for 2<sup>nd</sup> Progress</b>	30 August 2019
<b>Deadline for Final</b>	15 October 2020



# **Project: ALCMAEON**

## **Erasmus+ Programme**

### **Cooperation for innovation and the exchange of good practices**

#### **CONTEXT**

The teaching of medical history is commonly included in the program of medical humanities courses available for undergraduate medical students. The role of medical humanities in medical education responds to the need to connect medical practice with the human dimension of doctor-patient relationship and extra-scientific values involved in clinical decision-making processes. Medical humanities contribute to improve a fuller understanding of patients, cultures and communities, as well as the social dimension of scientific enterprise to cure illnesses and develop new therapies.

Nowadays medical humanities courses at medical schools are frequently fragmented, due to the participation in the teaching activities of lecturers with different expertise, each one working on a separated and independent module. In these circumstances the teaching of medical history has been consistently affected by the lack of expertise of lecturers and the reduction of historians of medicine in medical schools.

#### **OBJECTIVE**

Our project represents an alternative model of medical history provision and an attempt to overcome the gap between clinical practice and historical perspective of medical humanities, through the representation of the historical scenarios and the integration of historical evidences in specific educational contents.

ALCMAEON will collect audio-visual material to digitalize the available collections of medical museum in Italy, Spain, Greece, Netherland and Romania, in the attempt to promote the different traditions characterizing European medical history and bring the medical museums in the classroom. Our digital collection will be open access and supported through and illustrating educational material to promote the cultural patrimony of university museums among the medical students of European Union and will contribute to disseminate a cross-cultural model of medicine to face the challenges of future health care services.

#### **RESULTS**

During the project the following results are expected:

- Improve the quality of the teaching of medical history in the course medical humanities at medical schools, through the development of an innovative module focused on the integration of educational contents with the others available in the same course.



- Promote the object-based learning approach among medical students and facilitate the improvement of knowledge, communication, team working, practical and observational skills and inspiration of medical students.
- Promote the university collection of objects available in medical museum and recover their pedagogical role assigned them in the teaching in the XIX century and lost at the end of XX century. At the same way integrate the pedagogical power of museum into the academic discipline and improve the learning process of students.
- Reorient the study of medical history through a new methodological approach such as object-based learning, and at the same time reconstitute the relevance of medical history in medical education.

In order to allow these expected results the project designed 4 intellectual outputs

**Intellectual output 1:** Training package in medical history for medical humanities lecturers.

Through the intellectual output 1 the project will achieve the contents of the new module designed to innovate the teaching of medical history in medical schools. The innovation process is assured through a mapping process and stakeholders consultation involving lecturers and medical students aimed to identify needs, barriers and facilitators and define the learner competences achieved through the module of medical history.

**Intellectual output 2:** Design the collection for the digital medical museum

Object based learning involve the presence of object in the learning process through sense experience. The IO2 will design a website to locate a digital collection of objects assembled to be integrated with the educational material developed in the IO1.

**Intellectual output 3:** Develop 4 videos as introduction to medical history

The videos will introduce the students to the 4 thematic areas identified in the educational material designed in the IO1: clinical practice (evidence based medicine), medical ethics (health expectations and experiences in term of values and ethical principle changed through the time), medical social sciences (lifestyle, environment, global health), communication skills (doctor-patient relationship).





## Project Presentation

First Partners' Meeting  
Florence, 11 – 12 February 2019

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.




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## Funding Programme



European Commission funded through the Spanish National Agency the ALCMAEON project in the framework of the Erasmus+ Programme – Strategic Partnerships for Higher Education.

Project number: 2018-1-ES01-KA203-050606

Co-funded by the Erasmus+ Programme of the European Union




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## The Context

The role of medical humanities in medical education responds to the need of connecting medical practice with the human dimension of doctor-patient relationship and extra-scientific values involved in clinical decision-making processes.

The responsibility of educators involved in medical humanities teaching programs is showing to the students that medical history is a great opportunity for evidence-based medical practice because it improves cross-cultural interventions and, at the same time, promote a continuing reform of health care provision.

Co-funded by the Erasmus+ Programme of the European Union




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## Objectives



The project aims to:

- Innovate the teaching of medical history with a new educational approach: the object-based learning
- Work in a better integration of historical, ethical and psychosocial components of medical humanities
- Overcome the gap between clinical practice and historical perspective of medical humanities




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## The Target Group



The main target groups of the project are:

- Doctors and universities lectures in humanities in medicine
- Medical students
- Policy makers in the field of education




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## Expected Results



The main project deliverables are 3 intellectual outputs:

- Training package in medical history for medical humanities lecturers
- Collection for digital medical museum
- Virtual video library with testimonials from role-model doctors




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# Project Activities





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# The Project at a Glance

Target Groups Involvement	February 2019 – September 2019
Training package in medical history for medical humanities lecturers	January 2019 – May 2020
Collection for digital medical museum	December 2019 – September 2020
Virtual video library with testimonials from role-model doctors	July 2019 – July 2020
Training Activity	September 2020
Multiplier Events	September 2020





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# Preparatory Activity (part of the Project Management)

## Target Groups Involvement





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PM1: Project Management 1/4

## Actions to be Carried Out

- Involvement of target groups:
  - 50 among lecturers, doctors and practitioners
  - 200 undergraduate medical students




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PM1: Project Management 2/4

## Expected Results

Each HEI must select and upload on the project portal at least:

- 10 among lecturers, doctors and practitioners
- 40 undergraduate medical students




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PM1: Project Management 3/4

## Templates and Tools

- PM1.A – Lecturer Information
- PM1.B – Student Information
- PM1.C – Role of the participants




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IO1: Training Package 5/8  
**Templates and Tools**

- IO1.A – Mapping curricula
- IO1.B – Focus Group
- IO1.C – Questionnaire for students
- IO1.D – Table of contents of the Educational Material
- IO1.E – Guidelines for the development of the Educational Material
- IO1.F – Piloting Report Guidelines




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IO1: Training Package 6/8  
**Deadlines 1/3**

- **15 March 2019**  
 All HEIs  
 Mapping curricula and Identification of common format
- **15 March 2019**  
 All HEIs  
 Focus group
- **31 March 2019**  
 All HEIs  
 Proposal of the topics to develop on the Educational Material




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IO1: Training Package 7/8  
**Deadlines 2/3**

- **31 March 2019**  
 UCM (ES)  
 Production of questionnaires for students
- **30 April 2019**  
 All HEIs  
 Collection of 30 questionnaires per country
- **31 July 2019**  
 All HEIs  
 Development of contents of the first unit of the educational material
- **31 October 2019**  
 All HEIs  
 Development of contents of the second unit of the educational material




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## IO1: Training Package 8/8 Deadlines 3/3

- **31 January 2020**  
All HEIs  
Translation of the training package
- **31 March 2020**  
All HEIs  
Piloting phase
- **30 April 2020**  
All HEIs  
National piloting report
- **31 May 2020**  
UCM (ES)  
Piloting report





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## Intellectual Output 2

### Collection for Digital Medical Museum





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## IO2: Digital Collection 1/5 Actions to be Carried Out

2.1) Creation of all templates needed for carrying out the activities	December 2019 31 December 2019
2.2) Creation of the digital platform	1 December 2019 31 December 2019
2.3) Development of the map	1 December 2019 31 January 2020
2.4) Selection of the contents for the digital collection	1 February 2020 31 March 2020
2.5) Development of the contents	1 February 2020 31 July 2020
2.6) Preparation of the training package for the online version	1 December 2017 30 December 2017
2.7) Development of the labels	1 August 2020 30 September 2020





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## IO2: Digital Collection 2/5 Expected Results

- An interactive map that connects the developed educational contents with the objects of the digital collection
- Availability of **XXX** objects selected by the partners that will be upload on the digital platform
- Development of objects' labels to describe their characteristics




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## IO2: Digital Collection 3/5 Templates and Tools

- IO2.A – Map (TBD)
- IO2.B – Digital objects (TBD)
- IO2.B – Labels (TBD)




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## IO2: Digital Collection 4/5 Deadlines

- **31 December 2019**  
Pixel (IT), UCM (ES)  
Creation of the Templates
- **31 December 2019**  
Pixel (IT)  
Creation of the digital platform
- **31 January 2020**  
All partners  
Development of the map




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## IO2: Digital Collection 5/5 Deadlines

- **31 March 2020**  
All HEIs  
Selection of the contents for the Digital Collection
- **31 July 2020**  
All HEIs  
Development of the contents of the Digital Collection
- **30 September 2020**  
All HEIs  
Development of the labels





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## Intellectual Output 3

### Virtual Video Library with Testimonials from Role-Model Doctors





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## IO3: Video Library 1/5 Actions to be Carried Out

3.1) Creation of all templates needed for carrying out the activities	1 July 2019 31 July 2019
3.2) Identification of doctors and students	1 July 2019 31 July 2019
3.3) Development of the scripts	1 August 2019 30 September 2019
3.4) Development of the videos	1 October 2019 31 May 2020
3.5) Editing of the videos	1 April 2020 31 July 2020





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IO3: Video Library 2/5  
**Expected Results**

A collection of videos with doctors and medical lecturers showing the role of history linked to the medical profession.

Availability of 4 video interviews (1 per thematic area) per HEI, including:

- The presence of 1 doctor, 1 student and 1 interviewer
- The presentation of archive material
- The description of objects and contents from the digital collection of IO2




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IO3: Video Library 3/5  
**Templates and Tools**

- Template IO3.A – Guidelines to shoot a video (TBD by EuroED)
- Template IO3.B – Guidelines' interview (TBD)




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IO3: Video Library 4/5  
**Deadlines**

- **31 July 2019**  
 Pixel (IT), UCM (ES)  
 Creation of the Templates
- **31 July 2019**  
 All HEIs  
 Identification of doctors and students
- **30 September 2019**  
 All HEIs  
 Development of the scripts




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## IO3: Video Library 5/5 Deadlines

- **31 May 2020**  
All HEIs  
Development of the videos
- **31 July 2020**  
EuroEd  
Editing of the videos





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## Training Activity





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## Training Activity 1/4 Actions to be Carried Out

- Organisation in Madrid of a training event:
  - Topics: Innovation in Medical Humanities Teaching
  - Participants: **2 members of the staff per each HEI**
  - Period: September 2020
  - Duration: 7 days (including 2 travelling days)
  - Certification: Europass Mobility





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Training Activity 2/4

## Template and Tools

- TA.1 - Training Activity Register
- TA.2 – Programme
- TA.3 – Certificate
- TA.4 – Contents for the Mobility Europass
- TA.5 – Participants Profile
- TA.6 – Report





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Training Activity 3/4

## Deadlines 1/2

- **31 March 2020**  
**UCM (ES), Pixel (IT)**  
 Definition of the:
  - Training Programme
  - Certificate for the participants
  - Contents for the Europass
- **30 June 2020**  
**All HEIs**  
 Identify 2 participants in the training activity  
 Contact the National Europass Centre ([link](#)) to activate the Europass Mobility for each participant





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Training Activity 4/4

## Deadlines 2/2

- **September 2020**  
**UCM (ES)**  
 Delivery of the Training Activity
- **30 September 2020**  
**UCM (ES)**  
 Sending to Pixel of supporting documents (Report on the training activity, Register of participants, Signed Certificates)
- **30 September 2020**  
**All HEIs**  
 Sending to Pixel of supporting documents (Participants Profiles, Signed Mobility Europass)





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# Multiplier Events





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## Multiplier Events 1/4

# Actions to be Carried Out

Organisation of a 3 dissemination events at national level and 1 final conference on the:

- Innovation of the teaching of medical history with the object-based learning approach
- Presentation of the intellectual outputs





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## Multiplier Events 2/4

# Expected Results

- 1 Multiplier Event per Country
  - involvement of 20 lecturers, doctors, researchers and medical students
- Project Final Conference:
  - involvement of 40 participants among lectures, doctors, researchers, medical students, policy makers and museum staff





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Multiplier Events 3/4

## Templates and Tools

- ME.1 – Multiplier Event Description
- ME.2 – Multiplier Event Programme
- ME.3 – Multiplier Event List of Participants
- ME.4 – Multiplier Event Minutes





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Multiplier Events 4/4

## Deadlines

- **30 September 2020**  
All HEIs (except UCM)  
Sending of material related to the multiplier events
- **30 September 2020**  
UCM (ES)  
Sending of material related to the final conference





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## Project Management

### PM1 - Coordination of activities





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PM1 - Coordination of activities 1/4

## Actions to be Carried Out

- Attendance to the partners meeting
  - 1<sup>st</sup> Meeting: Florence (IT) - February 2019
  - 2<sup>nd</sup> Meeting: Thessaloniki (EL), September 2019
  - 3<sup>rd</sup> Meeting: Bristol (UK), January 2020
  - 4<sup>th</sup> Meeting: Madrid (ES), September 2020
- Production of project reports





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PM1 - Coordination of activities 2/4

## Expected Results

Production of:

- Three months period online Activities Reports
- Yearly Financial Report





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PM1 - Coordination of activities 3/4

## Templates and Tools

- PM1.D – In progress activities reports
- PM1.E – Financial Manual (*external annex*)
- PM1.F – Financial Forms (*external annex*)
- PM1.G - Template of Mobility Declaration





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PM2 - Dissemination 2/5

## Expected Results

- Production of Project Brochure in all partners languages
- Database of dissemination events on the portal
- Creation of a Facebook Page
- Production of National Best Practice Dissemination Report





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PM2 – Dissemination 3/5

## Templates and Tools

- PM2.A – In progress dissemination reports
- PM2.B – How to write the Best Practice Dissemination Report





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PM2 - Dissemination 4/5

## Deadline

- Every three months (31 March 2019-2020, 30 June 2019-2020, 30 September 2019-2020, 31 December 2019)  
**All partners**  
 Upload of 1 dissemination events per month
- Every month  
**All partners**  
 Upload of 2 posts on the Facebook page





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PM2 - Dissemination 5/5  
**Deadline**

- **28 February 2019**  
All partners  
Translation of project brochure
- **15 September 2019**  
All partners  
Progress Best Practice Dissemination Report
- **15 September 2020**  
All partners  
Final Best Practice Dissemination Report





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**Project Management**  
**PM3 - Exploitation**





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PM3- Exploitation 1/4  
**Actions to be Carried Out**

- Involvement in the project of associated partners
- Collection of exploitation links





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PM3 - Exploitation2/4

## Template and Tools

- PM3.A - Associated Partner Letter
- PM3.B - Associated Partner Information
- PM3.C - Exploitation links





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PM3 - Exploitation 3/4

## Expected Results

- Involvement of 6 associated partners
- Collection of 6 exploitation links





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PM3: Exploitation 4/4

## Deadlines

- **15 September 2019**  
**All Partners**
  - Involvement of 3 associated partners
  - Collection of 3 exploitation links
- **15 September 2020**  
**All Partners**
  - Involvement of a total number of 6 associated partners
  - Collection of a total number of 6 exploitation links





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# Project Management

## PM4 - Quality and Monitoring Plan





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### PM4: Quality and Monitoring Plan 1/4

## Actions to be Carried Out

- Collection of evaluation questionnaires
- Collection of testimonials
- Production of testing evaluation report





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### PM4: Quality and Monitoring Plan 2/4

## Expected Results

- 3 issues of the Quality Plan
- Collection of 4 testimonials
- Collection of 20 evaluation questionnaires per country
- 1 Evaluation Report on IOs per country





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PM4: Quality and Monitoring Plan 3/4

## Templates and Tools

- PM4.A – Quality Plan
- PM4.B – Project Meeting Evaluation Questionnaire
- PM4.C – Project Evaluation Questionnaire
- PM4.D – End users' Evaluation Questionnaires for Intellectual Outputs
- PM4.E – Tool for questionnaires analysis
- PM4.F – Guidelines for the evaluation report on Testing Activities





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TA4: Quality and Monitoring Plan 4/4

## Deadlines

- **30 September 2020**  
**All Partners**
  - Collection of 6 testimonials
  - Collection of 20 evaluation questionnaires
  - Sending of evaluation report on the IOs





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## Thank you for Your Attention

Questions?





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ALCMAEON - Design a digital collection to include medical museum in the teaching of medical humanities and promote object-based learning education model

	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	
<b>Intellectual Output 1: Training package in medical history for medical humanities lecturers</b>																									
Creation of templates																									
Mapping curricula and Identification of common format																									
Focus groups																									
Production of the questionnaires for students																									
Collection of the questionnaires for students																									
Development of the educational material																									
Translation of the training package																									
Piloting phase																									
Piloting report																									
<b>Intellectual Output 2: Collection for digital medical museum</b>																									
Creation of templates																									
Creation of the digital platform																									
Development of the map																									
Selection of the contents for the digital collection																									
Development of the contents																									
Development of the labels																									
<b>Intellectual Output 3: Virtual video library with testimonials from role-model doctors</b>																									
Creation of templates																									
Identification of doctors and students																									
Development of the script																									
Development of the videos																									
Editing of the videos																									
<b>Project Management</b>																									
Creation of templates																									
Partners Meetings																									
Involvement of lecturers and students																									
Progress Report on activities																									
Financial Report																									
<b>Events</b>																									
Training event (TA)																									
Multiplier events (ME)																									



## CALENDAR OF ACTIVITIES

### INTELLECTUAL OUTPUTS (IO)

#### IO1 – TRAINING PACKAGE IN MEDICAL HISTORY FOR MEDICAL HUMANITIES LECTURERS

Activities	Partners Involved	Time schedule
<p><b>Activities</b> IO1.1) Creation of all templates needed for carrying out the activities</p> <p><b>Expected results:</b> Template: IO1.A – Mapping curricula Template: IO1.B – Focus Group Template: IO1.C – Questionnaire for students Template: IO1.D – Table of contents of the Educational Material Template: IO1.E – Guidelines for the development of the Educational Material Template: IO1.F – Piloting Report Guidelines</p>	Pixel (IT), UCM (ES)	Start Date: 1 January 2019 End Date: 31 January 2019
<p><b>Activities</b> IO1.2) Mapping curricula and Identification of common format</p> <p><b>Expected results</b> - Availability of a description of the different courses where history of medicine is taught in the different partners' country.</p> <p><b>Templates and Tools</b> IO1.A – Mapping curricula</p>	All HEIs	Start Date: 1 February 2019 End Date: 15 March 2019

<p><b>Activities</b> IO1.3) Focus group</p> <p><b>Expected results</b> - Availability of the results of the focus group</p> <p><b>Templates and Tools</b> IO1.B – Focus Group</p>	<p>All HEIs</p>	<p>Start Date: 1 March 2019 End Date: 15 March 2019</p>
<p><b>Activities</b> IO1.4) Topic proposal</p> <p><b>Expected results</b> - Availability of 2 topics per HEI to be analysed in the educational material</p> <p><b>Templates and Tools</b> IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material</p>	<p>All HEIs</p>	<p>Start Date: 1 February 2019 End Date: 31 March 2019</p>
<p><b>Activities</b> IO1.5) Production of the questionnaire for students</p> <p><b>Expected results</b> - Availability of XXX questions.</p> <p><b>Templates and Tools</b> IO1.C – Questionnaire for students</p>	<p>UCM (ES)</p>	<p>Start Date: 1 March 2019 End Date: 31 March 2019</p>
<p><b>Activities</b> IO1.6) Questionnaire for undergraduate medical students</p> <p><b>Expected results</b> - Availability of 30 questionnaires per country.</p> <p><b>Templates and Tools</b> IO1.C – Questionnaire for students</p>	<p>All HEIs</p>	<p>Start Date: 1 April 2019 End Date: 30 April 2019</p>

<p><b>Activities</b> IO1.7) Development of contents of the first unit of the educational material</p> <p><b>Expected results</b> Availability of 6 units corresponding to 2 ECTSs/60 hours of work.</p> <p><b>Templates and Tools</b> IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material</p>	<p>All HEIs</p>	<p>Start Date: 1 May 2019 End Date: 31 July 2019</p>
<p><b>Activities</b> IO1.8) Development of contents of the second unit of the educational material</p> <p><b>Expected results</b> Availability of 12 units corresponding to 2 ECTSs/60 hours of work.</p> <p><b>Templates and Tools</b> IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material</p>	<p>All HEIs</p>	<p>Start Date: 1 August 2019 End Date: 31 October 2019</p>
<p><b>Activities</b> IO1.9) Translation of the Educational Material</p> <p><b>Expected results</b> Availability of the training package in the project partners' language</p>	<p>All partners</p>	<p>Start Date: 1 November 2019 End Date: 31 January 2020</p>
<p><b>Activities</b> IO1.10) Piloting phase</p> <p><b>Expected results</b> Testing of the educational material with lectures and undergraduate medical students.</p>	<p>All HEIs</p>	<p>Start Date: 1 December 2019 End Date: 31 March 2020</p>
<p><b>Activities</b> IO1.11) National Piloting report</p> <p><b>Expected results</b> Testing of the educational material with lectures and undergraduate medical students.</p>	<p>All HEIs</p>	<p>Start Date: 1 April 2020 End Date: 30 April 2020</p>

<p><b>Activities</b> IO1.12) Piloting report</p> <p><b>Expected results</b> Availability of a summative report of the piloting with lectures and students.</p> <p><b>Templates and Tools</b> IO1.F – Piloting Report Guidelines</p>	<p>UCM (ES)</p>	<p>Start Date: 1 April 2020 End Date: 31 May 2020</p>
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IO2 – COLLECTION FOR DIGITAL MEDICAL MUSEUM		
Activities	Partners Involved	Time schedule
<p><b>Activities</b> IO2.1) Creation of all the templates needed for carrying out the activities</p> <p><b>Expected results:</b> Template: IO2.A – Map Template: IO2.B – Digital objects Template: IO2.C – Labels</p>	Pixel (IT), UCM (ES)	Start Date: 1 December 2019 End Date: 31 December 2019
<p><b>Activities</b> IO2.2) Creation of the digital platform</p> <p><b>Expected results</b> Development of the digital platform where the digital collection will be placed.</p> <p><b>Templates and Tools</b> IO2.A – Map</p>	Pixel (IT)	Start Date: 1 December 2019 End Date: 31 December 2019
<p><b>Activities</b> IO2.3) Development of the map</p> <p><b>Expected results</b> Development of a digital map to facilitate the connection between the educational material and the digital collection.</p> <p><b>Templates and Tools</b> IO2.A – Map</p>	All partners	Start Date: 1 December 2019 End Date: 31 January 2020
<p><b>Activities</b> IO2.4) Selection of the contents for the digital collection</p> <p><b>Expected results</b> Development of a common list of contents available in the partners' countries</p> <p><b>Templates and Tools</b> IO2.A – Map</p>	All HEIs	Start Date: 1 February 2020 End Date: 31 March 2020

<p><b>Activities</b> IO2.5) Development of the contents</p> <p><b>Expected results</b> Availability of XXXX objects selected by the partners that will be upload on the digital platform.</p> <p><b>Templates and Tools</b> IO2.B – Digital objects</p>	<p>All HEIs</p>	<p>Start Date: 1 February 2020 End Date: 31 July 2020</p>
<p><b>Activities</b> IO2.6) Development of the labels</p> <p><b>Expected results</b> Development of objects’ labels to describe their characteristics</p> <p><b>Templates and Tools</b> IO2.C – Labels</p>	<p>All HEIs</p>	<p>Start Date: 1 August 2020 End Date: 30 September 2020</p>

IO3 – VIRTUAL VIDEO LIBRARY WITH TESTIMONIALS FROM ROLE-MODEL DOCTORS		
Activities	Partners Involved	Time schedule
<p><b>Activities</b> IO2.1) Creation of templates</p> <p><b>Expected results:</b> Template: IO3.A – Guidelines to shoot a video Template: IO3.B – Guidelines’ interview</p>	Pixel (IT), UCM (ES), EuroEd (RO)	Start Date: 1 July 2019 End Date: 31 July 2019
<p><b>Activities</b> IO2.2) Identification of doctors and students</p> <p><b>Expected results</b> Identification of 4 lecturers/doctors and 4 medical students to be involved in the videos</p>	All HEIs	Start Date: 1 July 2019 End Date: 31 July 2019
<p><b>Activities</b> IO2.3) Development of the scripts</p> <p><b>Expected results</b> Development of 4 scripts per HEI constitute by 10 questions and material to illustrate the video.</p> <p><b>Templates and Tools</b> IO3.B – Guidelines’ interview</p>	All HEIs	Start Date: 1 August 2019 End Date: 30 September 2019

<p><b>Activities</b> IO2.4) Development of the videos</p> <p><b>Expected results</b> Availability of 4 interviews per HEI, including:</p> <ul style="list-style-type: none"> <li>- 1 doctor, 1 student and 1 interviewer</li> <li>- Archive material to be involved in the video</li> <li>- A digital collection material to involve in the video</li> </ul> <p><b>Templates and Tools</b> IO3.A – Guidelines to shoot a video IO3.B – Guidelines' interview</p>	<p>All HEIs</p>	<p>Start Date: 1 October 2019 End Date: 31 May 2020</p>
<p><b>Activities</b> IO2.5) Editing of the videos</p> <p><b>Expected results</b> - Final editing of 20 videos</p> <p><b>Templates and Tools</b> IO3.A – Guidelines to shoot a video IO3.B – Guidelines' interview</p>	<p>EuroEd</p>	<p>Start Date: 1 April 2020 End Date: 31 July 2020</p>

ME - MULTIPLIER EVENTS		
Activities	Partners Involved	Time schedule
<p><b>Activities</b></p> <p>ME1) Organisation of an event for 20 Romanian lectures, researchers and medical students in order to present, discuss the project results to answer to the expectations and needs of the end users.</p> <p>ME2) Organisation of an event for 20 Greek lectures, researchers and medical students in order to present, discuss the project results to answer to the expectations and needs of the end users.</p> <p>ME3) Organisation of an event for 20 English lectures, researchers and medical students in order to present, discuss the project results to answer to the expectations and needs of the end users.</p> <p>ME4) Organisation of an event for 20 Italian lectures, researchers and medical students in order to present, discuss the project results to answer to the expectations and needs of the end users.</p> <p>ME5) Final Conference for 40 lectures, researchers, medical students, policy makers and museum staff in order to present, discuss the project results to answer to the expectations and needs of the teachers and to promote the transferability of the project outputs.</p> <p><b>Expected results</b></p> <p>4 Event with 20 participants and 1 with 40 participants.</p> <p><b>Templates and Tools</b></p> <p>ME.1 – Multiplier Event Description            ME.2 – Multiplier Event Programme            ME.3 – Multiplier Event List of Participants            ME.4 – Multiplier Event Minutes</p>	<p>All HEIs</p>	<p>End Date: 30 September 2020</p>

TA - TRAINING ACTIVITY		
Activities	Partners Involved	Time schedule
<p><b>Activities</b> TA1) Organisation in Madrid of a 5 days training event to train lectures, doctors, researchers and medical students to present them the innovative aspects of the projects, the practical tools implemented and the deliverables to be applied in the EU education system. The training activity is scheduled in September 2020.</p> <p><b>Expected Results</b> Training Programme Certificate for the participants Definition of the contents for the Europass and of the ECTS credits</p> <p><b>Templates and Tools</b> TA.1 – Register TA.2 – Programme TA.3 – Certificate TA.4 – Contents for the Mobility Europass TA.5 – Participants Profile TA.6 – Report</p>	UCM (ES), Pixel (IT)	Start Date: 1 January 2020 End Date: 31 March 2020
<p><b>Activities</b> TA2) Each partner should:</p> <ul style="list-style-type: none"> <li>- Identify 2 participants in the training activity</li> <li>- Contact the National Europass Centre (<a href="#">link</a>) in order to activate the Europass Mobility for each participant. The Europass Mobility is document to record knowledge and skills acquired in another European country. It is for any person moving to a European country to learn or acquire a work experience, whatever their age or level of education.</li> </ul> <p><b>Expected Results</b></p> <ul style="list-style-type: none"> <li>- Involvement of 2 participants per partner</li> </ul>	All HEIs	Start Date: 1 April 2020 End Date: 30 June 2020
<p><b>Activities</b> TA3) Delivery of the training activity</p>	UCM (ES)	September 2020

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<b>Activities</b> TA4) Sending to Pixel of supporting documents (Report on the training activity, Register of participants, Programme, Certificates)	UCM (ES)	30 September 2020
<b>Activities</b> TA5) Sending to Pixel of supporting documents: copies of the Europass certificates, description of the participants profiles and selection methodology	All HEIs	30 September 2020

**PM - PROJECT MANAGEMENT**

**PM1 - Coordination of activities**

Activities	Partners Involved	Time schedule
<p><b>Activities</b> PM1.1) Creation of all the templates for carrying out the activities</p> <p><b>Expected results:</b>            Template: PM1.A – Lecturer Information            Template: PM1.B – Student information            Template: PM1.C – Role of the Target Groups            Template: PM1.D – In progress activities reports            Template: PM1.E – Financial Manual            Template: PM1.F – Financial Forms            Template: PM1.G - Template of Mobility Declaration</p>	Pixel (IT)	Start Date: 1 January 2019 End Date: 31 January 2019
<p><b>Activities</b> PM1.2) Participation in Partners Meetings</p> <p>1<sup>st</sup> Meeting: Florence (IT)                      2<sup>nd</sup> Meeting: Thessaloniki (EL)            3<sup>rd</sup> Meeting: Bristol (UK)                      4<sup>th</sup> Meeting: Madrid (ES)</p>	All partners	1° meeting: February 2019 2° meeting: September 2019 3° meeting: January 2020 4° meeting: September 2020

<p><b>Activities</b> PM1.3) Selection and involvement for the piloting phase, by each of the HEI, of</p> <ul style="list-style-type: none"> <li>- 40 medical undergraduate students</li> <li>- 10 among lectures, researchers, doctors and practitioners</li> </ul> <p>Upload on the project portal of the related information</p> <p><b>Expected results</b> - Online Database of Target Groups</p> <p><b>Templates and Tools</b> PM1.A – Lecturer Information PM1.B – Student information PM1.C – Role of the target groups</p>	<p>All HEIs</p>	<p>Start Date: 1 February 2019 End Date: 30 September 2019</p>
<p><b>Activities</b> PM1.3) In Progress reporting on activities Production and Uploading of Project Activities Report Forms</p> <p><b>Expected results by each partner</b> In progress Project Activities Report</p> <p><b>Templates and Tools</b> PM1.D – In progress activities reports</p>	<p>All partners</p>	<p>31 December 2019 31 March 2019-2020, 30 June 2019-2020, 30 September 2019-2020</p>
<p><b>Activities</b> PM1.5) Financial Report Production of Project Financial Report</p> <p><b>Expected results by each partner</b> Project Financial Report</p> <p><b>Templates and Tools</b> PM1.E – Financial Manual PM1.F – Financial Forms (external annex)</p>	<p>All partners</p>	<p>Progress: 31 May 2019  Progress: 31 August 2019  Final: 15 October 2020</p>

PM2 - Dissemination		
Activities	Partners Involved	Time schedule
<b>Activities</b> PM2.1) Creation of all the templates needed for carrying out the activities  <b>Expected results:</b> Template: PM2.A – In progress dissemination reports Template: PM2.B – How to write the Best Practice Dissemination Report	Pixel (IT)	Start Date: 1 January 2019 End Date: 31 January 2019
<b>Activities</b> PM2.2) Development of project logo and brochure  <b>Expected results</b> Project brochure	UCM (ES)	Start Date: 1 October 2018 End Date: 30 November 2018
<b>Activities</b> PM2.3) Creation of a Facebook page  <b>Expected results</b> Facebook page	Pixel (IT)	Start Date: 1 February 2019 End Date: 15 February 2019
<b>Activities</b> PM2.4) Dissemination through Facebook: - Partners must upload at least 1 post per month on the activities carried out at national level	All partners	Start Date: 15 February 2019 End Date: 30 September 2020
<b>Activities</b> PM2.5) Translation of the project's brochure  <b>Expected results</b> Project brochure in national language	All partners	Start Date: 1 February 2019 End Date: 28 February 2019

<p><b>Activities</b> PM2.6) Organization of 2 dissemination events on the project every month and uploading the dissemination events description on the project web site</p> <p><b>Expected results by each partner</b> Filling in of the dissemination form on the project web site (every three months)</p> <p><b>Templates and Tools</b> PM2.A – In progress dissemination reports</p>	<p>All partners</p>	<p>31 March 2019-2020, 30 June 2019-2020, 30 September 2019-2020 31 December 2019</p>
<p><b>Activities</b> PM2.7) Production of the best practice dissemination report</p> <p><b>Expected results by each partner</b> One progress and one final Best Practice Dissemination Report</p> <p><b>Templates and Tools</b> PM2.B – How to write the Best Practice Dissemination Report</p>	<p>All partners</p>	<p><i>End Date for Year 1:</i> 15 September 2019</p> <p><i>End Date for Year 2:</i> 15 September 2020</p>

PM3 - Exploitation		
Activities, Tools, Results	Partners Involved	Time schedule
<p><b>Activities</b> PM3.1) Creation of all the forms, guidelines and documents needed for carrying out the activities</p> <p><b>Expected results:</b> Template: PM3.A - Associated Partner Letter Template: PM3.B - Associated Partner Information Template: PM3.C - Exploitation links</p>	Pixel (IT)	Start Date: 1 January 2019 End Date: 31 January 2019
<p><b>Activities</b> PM3.2) Involvement in the project of at least 6 organizations (3 per year) operating in the field of education, who will join the project as associated partner filling in the Associate partner form. They will be also inserted as Associated Partners on the project portal.</p> <p><b>Expected results by each partner</b> - 6 letters of participation in the project as associate partners (3 per year) - 6 Associate Partners template filled in (3 per year)</p> <p><b>Templates and Tools</b> PM3.A - Associated Partner Letter PM3.B - Associated Partner Information</p>	All partners	<p><i>End Date for Year 1:</i> 15 September 2019</p> <p><i>End Date for Year 2:</i> 15 September 2020</p>
<p><b>Activities</b> PM3.3) Publication of announcements on 6 portals (3 per year) or websites addressed to teachers</p> <p><b>Expected results by each partner</b> - 6 exploitation links (3 per year)</p> <p><b>Templates and Tools</b> PM3.C - Exploitation links</p>	All partners	<p><i>End Date for Year 1:</i> 15 September 2019</p> <p><i>End Date for Year 2:</i> 15 September 2020</p>

PM4 - Quality and Monitoring Plan		
Activities	Partners Involved	Time schedule
<p><b>Activities</b> PM4.1) Creation of templates needed for carrying out the activities</p> <p><b>Expected results:</b> Template: PM4.A – Quality Plan Template: PM4.B – Project Meeting Evaluation Questionnaire Template: PM4.C – Project Evaluation Questionnaire Template: PM4.D – Lectures’ Evaluation Questionnaires for Intellectual Outputs Template: PM4.E – Tool for questionnaires analysis Template: PM4.F – Guidelines for the evaluation report on Testing Activities</p>	Pixel (IT)	Start Date: 1 January 2019 End Date: 31 January 2019
<p><b>Activities</b> PM4.2) Production of the issues of the Quality Plan</p> <p><b>Expected results:</b> 3 issues of the Quality Plan</p>	Pixel (IT)	1st issues: October 2018 2nd issue: September 2019 3rd issue: September 2020
<p><b>Activities</b> PM4.3) Evaluation of the Intellectual outputs:</p> <ul style="list-style-type: none"> <li>- Collection of 6 testimonials</li> <li>- Collection of 20 evaluation questionnaires</li> <li>- Sending of evaluation report on the IOs</li> </ul> <p><b>Expected results:</b> National Evaluation Report</p> <p><b>Templates and Tools</b> Template: PM4.C – End Users’ Evaluation Questionnaires for Intellectual Outputs Template: PM4.D – Tool for questionnaires analysis Template: PM4.E – Guidelines for the evaluation report on Testing Activities</p>	All partners	Start Date: 1 August 2020 End Date: 30 September 2020

## CALENDAR OF DEADLINES

### IO1 – Training Package in Medical History for Medical Humanities Lecturers

Deadline	Results	Partner	Template and Tools
31 January 2019	Creation of all templates needed for carrying out the activities	Pixel (IT), UCM (ES)	
15 March 2019	Mapping curricula and Identification of common format	All HEIs	IO1.A – Mapping curricula
15 March 2019	Focus group	All HEIs	IO1.B – Focus Group
31 March 2019	Topic proposal	All HEIs	IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
31 March 2019	Production of questionnaire for students	UCM (ES)	IO1.C – Questionnaire for students
30 April 2019	Collection of 150 questionnaires for undergraduate medical students	All HEIs	IO1.C – Questionnaire for students
31 July 2019	Development of contents of the first unit of the educational material	All HEIs	IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
31 October 2019	Development of contents of the second unit of the educational material	All HEIs	IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
30 November 2019	Development of the assessment toolkit	All HEIs	IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
31 January 2020	Translation of the training package	All HEIs	IO1.A – Mapping curricula IO1.B – Focus Group IO1.C – Questionnaire for students IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material
31 March 2020	Piloting phase	All HEIs	
30 April 2020	National piloting report	All HEIs	
31 May 2020	Piloting report	UCM (ES)	IO1.F – Piloting Report Guidelines

### IO2 – Collection for Digital Medical Museum

Deadline	Results	Partners Involved	Template and Tools
31 December 2019	Creation of all the templates needed for carrying out the activities	Pixel (IT), UCM (ES)	
31 December 2019	Creation of the digital platform	Pixel (IT)	IO2.A – Map



31 January 2020	Development of the map	All partners	IO2.A – Map
31 March 2020	Selection of the contents for the digital collection	All HEIs	IO2.A – Map
31 July 2020	Development of the contents	All HEIs	IO2.B – Digital objects
30 September 2020	Development of the labels	All HEIs	IO2.C – Labels

### IO3 – Virtual Video Library with Testimonials from Role-Model Doctors

Deadline	Results	Partners Involved	Template and Tools
31 July 2019	Creation of all the templates needed for carrying out the activities	Pixel (IT), UCM (ES)	
31 July 2019	Identification of doctors and students	All HEIs	PM1.A – Lectures PM1.B - Students
30 September 2019	Development of the scripts	All HEIs	IO3.B – Guidelines’ interview
31 May 2020	Development of the videos	All HEIs	IO3.A – Guidelines to shoot a video IO3.B – Guidelines’ interview
31 July 2020	Editing of the videos	EuroEd	IO3.A – Guidelines to shoot a video IO3.B – Guidelines’ interview

### Training Activity

Deadline	Results	Partner	Template and Tools
31 March 2020	Definition of the: <ul style="list-style-type: none"> <li>- Training Programme</li> <li>- Certificate for the participants</li> <li>- Contents for the Europass</li> </ul>	UCM (ES), Pixel (IT)	
30 June 2020	Each HEI should: <ul style="list-style-type: none"> <li>- Identify 2 participants in the training activity</li> <li>- Contact the National Europass Centre (<a href="#">link</a>) in order to activate the Europass Mobility for each participant.</li> </ul>	All HEIs	TA.4 – Contents for the Mobility Europass
September 2020	Delivery of the training activity	UCM (ES)	TA.1 – Register TA.2 – Programme TA.3 – Certificate
30 September 2020	Sending to Pixel of supporting documents (Report on the training activity, Register of participants, Programme, Certificates)	UCM (ES)	TA.1 – Register TA.2 – Programme TA.3 – Certificate TA.6 – Report
30 September 2020	Sending to Pixel of supporting documents: copies of the Europass certificates, description of the participants profiles and selection methodology	All HEIs (except UCM)	TA.5 – Participants Profile

## Multiplier Events

Deadline	Results	Partner	Template and Tools
30 September 2020	<p>Organisation of an event for 20 (Greek/Italian/Romanian/Spanish/English) doctors/lectures/researchers/policy makers in order to present, discuss the project results and address their sustainability in the national system.</p> <p>Sending of documents related to the multiplier events.</p>	All HEIs	<p>ME.1 - Multiplier Event Form</p> <p>ME.2 - Programme Template</p> <p>ME.3 - List of Participants Template</p> <p>ME.4 - Minutes form</p>

## Project Management

PM1 - Coordination of Activities			
Deadline	Results	Partner	Template and Tools
31 July 2019	<p>Selection and involvement for the piloting phase, by each of the HEI, of</p> <ul style="list-style-type: none"> <li>- 40 medical undergraduate students</li> <li>- 10 among lectures, researchers, doctors and practitioners</li> </ul> <p>Upload on the project portal of the related information</p> <p>Upload on the project portal of the related information</p>	All HEIs	<p>PM1.A – Lecture Information</p> <p>PM1.B – Student information</p> <p>PM1.C – Role of the target groups</p>
31 March 2019-2020, 30 June 2019-2020, 30 September 2019-2020 31 December 2019	Production and Uploading of Project Activities Report	All partners	PM1.D – In progress activities reports
Progress: 31 May 2019 Progress: 31 August 2019 Final: 15 October 2020	Production of Financial Reports	All partners	PM1.E – Financial Manual PM1.F – Financial Forms

PM2 - Dissemination			
Deadline	Results	Partner	Template and Tools
30 November 2018	Development of project brochure	UCM (ES)	
15 February 2019	Creation of a Facebook page	Pixel (IT)	
28 February 2019	Translation of project brochure	All partners	
31 March 2019-2020, 30 June 2019-2020, 30 September 2019-2020 31 December 2019	Organization of 1 dissemination events on the project every month and uploading the dissemination events description on the project web site (every three months)	All partners	
15 September 2019 15 September 2020	Production of the progress Best Practice Dissemination Report	All partners	Template: PM2.B – How to write the Best Practice Dissemination Report

<b>PM3 - Exploitation</b>			
<b>Deadline</b>	<b>Results</b>	<b>Partner</b>	<b>Template and Tools</b>
15 September 2019	Upload on the project portal of 3 associated partners. Sending to Pixel of 3 exploitation links	All partners	PM3.A - Associated Partner Letter PM3.B - Associated Partner Information PM3.C – Exploitation links
15 September 2020	Upload on the project portal a total number of 6 associated partners. Sending to Pixel a total number of 6 exploitation links	All partners	PM3.A - Associated Partner Letter PM3.B - Associated Partner Information PM3.C – Exploitation links

<b>PM4 - Quality and Monitoring Plan</b>			
<b>Deadline</b>	<b>Results</b>	<b>Partner</b>	<b>Template and Tools</b>
September 2020	<ul style="list-style-type: none"> <li>- Collection of 6 testimonials</li> <li>- Collection of 20 evaluation questionnaires</li> <li>- Sending an evaluation report per country on the IOs</li> </ul>	All partners	PM4.D – Lectures’ Evaluation Questionnaires for Intellectual Outputs PM4.E – Tool for questionnaires analysis PM4.F – Guidelines for the evaluation report on Testing Activities

## List of Partners

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### ITALY

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**ROMANIA**

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## Universidad Complutense de Madrid

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**Type of organisation:**

SME       School       University       Public Authority   
 Training       No Profit       NGO

**Fields of action:**

SMEs       Youth       Universities       Public Authorities   
 Equal opportunities       Schools       Unemployed

## Description of the Organisation

Universidad Complutense de Madrid (UCM) is one of the largest Universities in Spain and all around Europe. With a tradition beyond 5 centuries, UCM has become a very important institution in terms of higher education and research activities. UCM is home of research groups which are in the cutting edge of research in many areas. UCM technological scientific infrastructure (with an annual budget almost reaching 600M€), together with the quality of its researchers (more than 6000), has established some of its laboratories among the best all around Europe. The UCM is a broad-scoped university in which almost every field of knowledge is envisaged. From the 2012 research annual report (the last consolidated figures), there has been a total income of almost 40M€ for research activities: 6% of this income has been obtained through EU funded programmes and 21% through R&D service contracts with the private sector. The research at UCM is developed through its 21 faculties, 5 university schools, 9 associated centres, 40 university research institutes, 8 schools for professional specialization, 4 university hospitals, and 17 research assistance centres. Due to its broad-scoped nature UCM is able to offer 170 official degrees of which 65 correspond to bachelor degrees and 105 to master degrees. For these degrees UCM counts on more than 85.000 students distributed among the faculties, university schools and associated centres. Both students and researchers benefit from a vast collection of volumes in the UCM library (more than 2,7 million of volumes), as well periodic publications exceeding 75.000. UCM is located in the "Campus de Moncloa" at Ciudad Universitaria of Madrid. This location is a large space devoted to Science and Higher Education. With over 10,000 researchers and 10% of the national scientific production of Spain the "Campus de Moncloa", which houses two universities and several research centres is a unique environment, fostering synergies in higher education, research, innovation and social and cultural projection. Universidad Complutense de Madrid (UCM) was the first public University in Spain introducing in 1988 graduate and post-graduate training program in bioethics for medical students. During these 26 years of teaching more than 3 generations of students and health care professionals have been trained through a common educational strategy influencing health care system in Spain.

## Experience of the organization in previous European projects

ERASMUS PLUS: Palliative Care MOOC: Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication. European Commission. Key Action: Cooperation for innovation and the exchange of good practices. Action: Strategic Partnership. 2014-2017. Number 2014-1-RO01-KA203-002940  
HORIZON 2020: ENTIRE (2017-2021): mapping normative framework for ethics and integrity of research. European Commission. H2020-Swafs-2016. Pillar: Science with and for Society.

ERASUMS PLUS: SOFTIS-PED (2016-2018): Soft Skills for children's health. European Commission, Key Action: Cooperation for innovation and the exchange of good practices. Action: Strategic Partnership. 2016-RO01-KA203-024630

## Experience and Expertise of the organization in the project's subject area

Universidad Complutense de Madrid (UCM) was the first public University in Spain introducing in 1988 graduate and post-graduate training program in medical humanities and bioethics for medical students. During these 26 years of teaching more than 3 generations of students and health care professionals have been trained through a common educational strategy influencing health care system in Spain, i.e. several research and care ethics committees have been created by UCM post-graduate students. Medical Humanities represent a tradition of the Universidad Complutense de Madrid where, the Department of Medical History has been lead by one of the most significant Medical Historians of Spain, Pedro Lain Entralgo, member of the Royal National Academy of Medicine and of the International Society of the History of Medicine which anthropological view about medical history inspired the most significant book of Medical History in Spanish language: Historia Universal de la Medicina. The work of Lain Entralgo has been award-winning of the prize Prince of Asturias for the Communication and Humanities in 1989, the most significant national award in Spain. The school of medical history implemented by Lain Entralgo influenced several generations of lecturer and medical student and constitute currently one of the most significant contribution to the Spanish culture.

## **Contributions that can be provided to the project**

Research team has a long experience in the training of medical students in medical humanities course and bioethics. The principal investigator has been trained in the Department of Medical History of the Universidad Complutense de Madrid and was lecturing for more than 10 years in public and private University. Research team has been involved in the teaching of medical humanities course for medicals students and more specifically in the teaching of medical history.

The team has been involved in two previous Erasmus Plus projects focused based on e-learning methodology and applied its expertise on the on-line technology to its previous experience as lecturer of medical humanities and medical history.

ALCMAEON is a synthesis between previous experiences in teaching innovation research and the awareness about the need to innovate the teaching of medical history in contemporary medical schools and increase the medical students' interest for the historical view of medicine.

## **Contact Person's Experience and Expertise**

Benjamín Herreros is an internist and holds a master's degree in Science History from Universidad Complutense de Madrid, master's degree in Bioethics from Universidad Complutense de Madrid and an international master's degree in Health Law from Universidad Europea. He works for the internal medicine unit of the Alcorcón Foundation University Teaching Hospital, specializing in cardiovascular risk. He has been a visiting scholar in several international universities and institutions in United States, and is the director of the Instituto de Ética Clínica Francisco Vallés – Universidad Europea institute. He is a Medical Humanities and Bioethics professor in the medical specialties department (Departamento de Especialidades Médicas) of the Universidad Europea de Madrid university, and is an adjunct lecturer of the Health Law and Toxicology department (Departamento de Legislación Sanitaria y Toxicología) of the UCM Medical School. He is the chairman of the Ethics Committee for Health Care of the Alcorcón Foundation University Teaching Hospital, coordinator of the working group on Bioethics of the Spanish Society of Internal Medicine and member of the Committee for Bioethics and Health Law of ASISA.

## Aristotle University of Thessaloniki

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**Type of organisation:**

SME       School       University       Public Authority   
 Training       No Profit       NGO

**Fields of action:**

SMEs       Youth       Universities       Public Authorities   
 Equal opportunities       Schools       Unemployed

## Description of the organisation

The Aristotle University of Thessaloniki or, in Greek, the Arisoteleio Panepstimio Thessalonikis, is the largest university in Greece. The main campus is located in the centre of the city of Thessaloniki, and covers an area of about 33.4 hectares. It comprises 10 faculties which consist of 40 schools and 1 single-School Faculty.

Some educational and administrative facilities are located off campus for practical and operational reasons. A number of these facilities are located outside the city of Thessaloniki or even in other cities.

About 73.930 students study at the Aristotle University (65.026 in undergraduate programmes and 8.472 in postgraduate programmes, of which 3952 at Doctoral level). There are 2.024 faculty members. There are also 11 teaching assistants, 58 research fellows, 248 members of the Special Laboratory Teaching Personnel (S.L.T.P.), 69 of whom belong to category I and 179 to category II, as well as 15 foreign language teachers and 4 foreign instructors. Faculty members are also assisted by 213 members of the Special Technical Laboratory Personnel (S.T.L.P.).

The administration office consists of 400 permanent employees and 528 employees under a private law contract of indefinite duration. Moreover, 596 people employed by third parties provide services at the university. (From The AUTH website).

Out of the 10 Faculties we must emphasize **the Medical Faculty** which is subdivided into four Departments: Medicine, Veterinary, Dentistry and Pharmaceutical. And, secondly, **the Department of Philosophy and Education** which specializes in teaching and research in Moral Philosophy, Applied Ethics, Medical Deontology, Medical Ethics, and Bioethics.

## Experience of the organization in previous European projects

The Aristoteleio Panepistimio Thessalonikis devotes a great part of its energies and activities to promote research in all its fields. Participation in research is greatly encouraged in every possible way. The University has organized and developed a particular faculty–service of Research, called ARISTOTLE UNIVERSITY RESEARCH DISSEMINATION CENTER -kedeia.rc.auth.gr-, by virtue of which young scientists and researchers are encouraged and supported by administrative personnel to get on with their research projects. In this faculty all the prospective researchers see advise and find support and encouragement in all the complicated issues that arise concerning the administration of European projects.

The Aristoteleio Panepistimio Thessalonikis has had a great experience of participation in European programs in all its 10 faculties, mainly in the Physical and Applied sciences, in Medical sciences, the Social and Political Sciences, the Foreign languages and literatures, the Humanities. Presently the University encourages in all possible ways the participation of members of staff in European projects, so there is a great momentum towards this direction.

## Experience and Expertise of the organization in the project's subject area

As already mentioned, one of the biggest faculties of the AUTH is the Medical Faculty. One main field of research and teaching in the Department of Medicine is the History of Medicine, tracing its origins back to classical antiquity, when medicine was inseparable from philosophy. The origins of medicine are traced to the Presocratic philosophers like Almaeon and Empedocles, but also to Philosophers like Plato and Aristotle, and to physician-philosophers like Hippocrtaes, Dioskouridis, Galen and the Roman Celsus.

-Mrs Niki Papavramidou who ia an Assistant Lecturer in the History of Classical Medicine, has undertaken with her collaborators to establish a Virtual Museum of the History of Medicine for the Medical Faculty of the AUTH.

In addition, the Department of Philosophy and Education specializes, among other things, in Moral Philosophy, Medical Deontology, Medical Ethics and Bioethics. -Eleni Kalokairinou, Associate Pprofessor of Philosophy in this Department teaches and makes research not only in the beginings of Medicine in antiquity but also in the origins of Medical Ethics and Bioethics in the Eastern Mediterranean.

The staff members of the two Departments together with Dr. Costas Tsiamis, post-doctoral researcher of the University of Athens and temporary lecturer of the Department of Medicine of the AUTH who also participates in the team, combine their interests and studies together and can collaborate successfully in the suggested project.

## Contributions that can be provided to the project

Medicine is an old science or, in Aristotle's words, a *techne*. Its origins can be traced back to antiquity, and in particular to the first Pre-socratic philosophers, Alcmaeon and Empedocles. In actual fact, the very origins of medicine cannot be distinguished from those of philosophy. The first philosophers were at the same time physicians. This is something that Hippocrates was very well aware of. So in his treatise *On Ancient Medicine* he tried to show first, how those claimed that medicine and philosophy were indistinguishable were wrong. And secondly, he argued that medicine is a *techne* independent of philosophy because each employs a different method.

The contribution of the partners of the Aristoteleio Panepistimio Thessalonikis can be great. They are very well familiar with the origins of medicine in antiquity, since this constitutes part of our tradition. We are therefore the most appropriate partners to contribute to the project detailed knowledge which concerns the origins of medicine. We have access to the ancient Greek texts, so we are more well equipped to approach and study what the ancient physicians have bequeathed to us. A digital museum of medicine, therefore, must be well informed about the ancient origins of medicine and these origins must be well founded through the correct ancient sources, something which only the partners from the Aristoteleio Panepistimio Thessalonikis, and for that matter a Greek University, can provide.

## Reasons of involvement in the project

There are many reasons why we -the partners of The Aristoteleio Panepistimio Thessalonikis - wish to participate. However, the most important is that we wish to disseminate the knowledge which concerns the origins and the history of ancient medicine beyond the national narrow boundaries and render it part of the humanity's inheritance.

## Contact Person's Experience and Expertise

(Maximum 3000 Characters)

**Eleni Kalokairinou**, Associate Professor of Philosophy of the Department of Philosophy and Education, AUn. She specializes in Moral Philosophy, Medical Ethics and Medical Deontology and Bioethics. She is also interested in the History of Medicine in classical antiquity and the origins of Medical Ethics and Bioethics. She has published widely on these issues, and she is currently editing the Greek translation of Celsus, *De medicina*.

## Università La Sapienza

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**Type of organisation:**

SME       School       University       Public Authority   
 Training       No Profit       NGO

**Fields of action:**

SMEs       Youth       Universities       Public Authorities   
 Equal opportunities       Schools       Unemployed

## Description of the organisation

Sapienza University of Rome, founded in 1303 by Pope Boniface VIII, is one of the oldest universities in the world and the second largest University in Europe, greatly able to manage its outstanding numbers: 111.000 enrolled students, 8.000 of them coming from outside Italy and 1.000 incoming and outgoing exchange students each year, 11 faculties which cover any kind of scientific and social area with their 63 departments, more than 4.700 professors and researchers and 4.300 administrative and technical staff.

Sapienza offers a vast array of courses: around 260 degree programmes at Bachelor and Master level, 80 PhD courses, one to two year long lasting professional courses and Specialization Schools, Master degree programmes entirely taught in English (including a full 6-year long lasting degree in Medicine and Surgery), plus many English-taught single courses in various disciplines.

Sapienza is also one of the few Italian public Universities always ranked in major international rankings, active member of several international networks such as COURSERA, UNICA, UNIMED, the SANTANDER GROUP and many others and therefore plays a fundamental role in the academic international scenario.

Committed to the importance of the internationalization of education and training, to the expertise and know-how sharing, to the collaboration in institutional and capacity building, Sapienza University is engaged, since a long time, in an extensive range of international cooperation projects and actions with almost every geographical area of the world: from Asia to the Balkans, from Australia to the Middle East, from America to the ACP countries.

This long lasting experience has brought Sapienza to an extensive knowledge of the international cooperation that made our University able to develop a wide and now tested range of management and operational skills in the field.

## Experience of the organization in previous European projects

La Sapienza University participated in numerous projects in every field and disciplinary sector. It has a very long experience like project proposer and manager.

## Experience and Expertise of the organization in the project's subject area

The History of Medicine within Sapienza University of Rome represents the backbone in the Didactic Planning of the seven Degree Courses in Medicine and Surgery. In addition to being part of the Didactic Program of the Degree Courses and the different educational and training programs dedicated to the History of Medicine, offered through multi-professional Forums, Conferences and Congresses that accompany the student along the entire training path, elective teaching activities are organized annually on specific in-depth topics. Moreover, the Polo Museale della Sapienza (Museum Centre of the Sapienza University) has dedicated an entire section to the themes of the History of Medicine, providing targeted programs of active teaching to medical students and the general public. Moreover, since 1964, through *MEDICINA in the SECOLI-Arte e Scienza/ The Journal of the History of Medicine*, an international peer-reviewed Journal edited by Sapienza University of Rome, La Sapienza has promoted the publication of scientific contributions and research work concerning the various fields that fall within the History of Medicine. Furthermore, since 1989, this journal has published original research papers, critical reviews and short works devoted to all aspects of the History of Medicine and Biomedicine, the History of Healthcare and health-professions, as well as the History of Bioethics. Science produces exciting successes, but there are still many gaps between what we expect from medicine and how much it can offer. This perspective explains the renewed role of the History of Medicine as a fundamental tool in order to understand the methods and ideas used not only in the past, but also in the present. The horizons of culture in a historical perspective help to educate the critical and anti-dogmatic sense, not so much to acquire certainties, but rather the awareness of problems. The task of a historian is to explain the fact that if science is the mirror of the intellectual and social conditions of the moment, the advances in medicine should not be considered disjointed by the analysis of the context. The persuasive force of technology, constantly updating, is likely to put into the shade the importance of reflections on thinking patterns and on intellectual mechanisms related to scientific theories. Today, history books that have only described the triumphs of medicine continue to appear necessary, but they are less and less useful. A new story has begun and we can not ignore that the development of medicine shows complex features that need to be discussed. The historian of medicine helps to remember that the dominant patterns of illness and the explanations that have been taken to understand the empirical reality and to cure, have not always been adapted to the responsibilities of medicine.

### **Contributions that can be provided to the project**

History of Medicine Institute of which our staff is a part, manages the History of Medicine Museum of La Sapienza organizing visits, meetings, exhibitions and many other activities connected with teaching and disclosure of history of medicine contents. The Museum contains an interesting and important heritage, archaeological finds from the archaic age to the recent anatomical discoveries passing through the history of Egyptian, Greek, Roman and Arabian medicine.

### **Reasons of involvement in the project**

### **Contact Person's Experience and Expertise**

Maria Caporale is a professor of Human and Bio-legal Sciences, researcher of History of Medicine since 2001 in University La Sapienza. She has a long experience in teaching and research activities and has been collaborating for many years with History of Medicine Institute.

## Pixel

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<b>Type of organisation</b>			
SME <input type="checkbox"/>	School <input type="checkbox"/>	University <input type="checkbox"/>	Public Authority <input type="checkbox"/>
Training <input checked="" type="checkbox"/>	No Profit <input checked="" type="checkbox"/>	NGO <input type="checkbox"/>	

#### Fields of action

SMEs  Youth  Universities  Public Authorities   
Equal opportunities  Schools  Unemployed

#### Description of the Organisation

Pixel is an education and training institution based in Florence (Italy).

Pixel was founded in 1999. Pixel's mission is to promote an innovative approach to education, training and culture, this is done mostly by trying to exploit the best potential of ICT for education and training.

Pixel carries out the following activities:

- European Project Planning and Management in the field of education, training, culture
- Support and advice for planning and management of transnational projects
- Delivery of in-service training for public authorities, universities, schools, research centres and private companies
- Research and development services to support education and training
- Organization of International Conferences in the fields of education, training and culture

Pixel activities focus on the following areas:

- European Cooperation in the fields of education, training and culture
- Innovative Teaching in secondary schools
- E-learning
- Language Learning
- Marketing and Management
- Tourism
- Equal Opportunities
- Health
- Justice

Pixel has a permanent staff of 15 people and a network of about 100 external professionals and trainers that cooperate with them on specific activities.

Pixel has significant experience in planning and delivering in Service Training in the following areas:

Training for Public Administration.

Pixel delivers training initiatives addressed to staff of public authorities in 30 different European countries in the following fields: European Cooperation, Project Planning, Project management.

In Service Teachers Training

Pixel organizes training events addressed to university and secondary school teachers of 30 different European countries in the following fields: ELearning; New Technologies for Teaching, Foreign Languages, Arts, Sciences, History, European Cooperation, Project Planning, Project Management.

In Company Training

Pixel delivers training programs for managers and entrepreneurs in the areas of: Quality, Management, New Technologies, Information Technology, Foreign Languages, Tourism.

Pixel has developed strong co-operation agreements and partnerships, all over Europe, with training organisations, educational establishments, research and development centres, public authorities etc.

Pixel has significant experience in the field of European cooperation and transnational collaboration. Pixel has been / is currently involved in about 90 projects financed by the European Commission in the framework of the following programmes: Socrates ODL; Socrates Minerva; Socrates Grundtvig; Socrates

Lingua; Socrates Comenius; Leonardo da Vinci; eLearning; Lifelong Learning.

Pixel is/was the **promoter and / or coordinator** of the following European projects:

- MultimediArt (Socrates Minerva)
- Art-Net (Elearning);
- Edurobot (Socrates Minerva)
- European Languages For Secretaries (Leonardo da Vinci)
- Language eTeachers Tools (Leonardo da Vinci)
- Multimedia History Memorial (Socrates Comenius 2.1)
- The Learning Game (Socrates Comenius 2.1)
- School Inclusion (Life Long Learning Sub-Programme Comenius)
- Michelangelo (Life Long Learning Sub-Programme Comenius)
- History Online (Life Long Learning Sub-Programme Erasmus)
- Els@Work (Life Long Learning Sub-Programme Leonardo da Vinci)

On Air (Life Long Learning Sub-Programme Comenius)

Routes (Life Long Learning Sub-Programme Comenius)

LeTS Go (Life Long Learning Sub-Programme Leonardo da Vinci)

Chemistry is All Around Us (Life Long Learning Subprogramme KA 1)

Chemistry Is All Around Network (Life Long Learning Subprogramme Comenius)

EET (Life Long Learning Subprogramme – Erasmus)

Heppy (Life Long Learning Subprogramme - Leonardo Da Vinci DOI)

Stay@School (Life Long Learning Subprogramme Leonardo Da Vinci – TOI)

Play The Learning Game (Life Long Learning Subprogramme Leonardo Da Vinci – TOI)

NELLIP (Life Long Learning Subprogramme KA2)

School Safety Net (Life Long Learning Subprogramme KA4)

Chemistry Is All Around Network (Life Long Learning Subprogramme Comenius)

Goerudio (Life Long Learning Subprogramme KA4)

School&Work (Erasmus+ Strategic Partnerships Action)

Not Only Fair Play (Erasmus+ Sport Action)

E-learning from Nature (Erasmus + - KA2 - Strategic Partnership)

YEES (Erasmus + - KA2 - Strategic Partnership)

I Have Rights (Erasmus + - KA2 - Strategic Partnership)

SoftisPed (Erasmus + - KA2 - Strategic Partnership)

IWBLabs (Erasmus + - KA2 - Strategic Partnership)

Learning for Life (Erasmus + - KA2 - Strategic Partnership)

Pathway through Religions (Erasmus + - KA2 - Strategic Partnership)

OFF Book (Erasmus + - KA2 - Strategic Partnership)

Do Well Science (Erasmus + - KA2 - Strategic Partnership)

SWOT (Erasmus + - KA2 - Strategic Partnership)

TIK (Erasmus + - KA2 - Strategic Partnership)

V4T (Erasmus + - KA2 - Strategic Partnership)

Pixel has coordinated / is coordinating over 50 training projects at regional level, funded by the European Social Fund.

Of those projects: 22 were developed in the field of in-company training; 10 were developed in the field of training for youth to support their entrance in the labour market; 8 were developed on the field of equal opportunities.

Pixel quality system was certified compliance with the standard UNI EN ISO 9001:2000.

Pixel is accredited by the Italian Ministry of Education with legislative act of 25/7/2006.

Pixel is accredited by the Tuscan Regional County with legislative act number 1722 of 25/3/2003.

Pixel is accredited by the Ministry of Health and in this role provides officially recognised qualifications for

those working in the medical sector.

More information about Pixel's expertise can be found on Pixel web site at <http://www.pixel-online.net>.

## Experience in previous projects

PIXEL's current and past projects are focused on the following topics:

### European Projects in the field of Art

European Socrates Open and Distance Learning Programme: project "Arte", funded by the European Commission (DG Education and Culture). The project aims to promote the use of distance learning to promote knowledge about contemporary European art. Website: <http://www.socrates-arte.net>

European Socrates Minerva Programme: project "MultimediArt", funded by the European Commission (DG Education and Culture). The project aims to promote the use of multimedia and new technologies in the art creation process. Around 40 art schools from 9 European countries are involved. Website: [www.multimediart.net](http://www.multimediart.net)

European eLearning Programme: project "Art-Net", funded by the European Commission (DG Education and Culture). The project aims to develop a multimedia platform for the exchange of didactic material for the teaching and learning of artistic subjects. There are 11 project partners from 8 European countries. Website: <http://www.elearning-art.net/>

European Life Long Learning Programme Comenius Sub Programme: project "Michelangelo", funded by the European Commission (DG Education and Culture). The project aims to develop a better knowledge of the European Artistic Heritage involving the schools in a research activity. Website: <http://michelangelo.pixel-online.org/index.php>

– OFF Book (Erasmus + - KA2 - Strategic Partnership)

### European Projects in the field of History

European Socrates Comenius Programme: project "Mankind Memorial", funded by the European Commission (DG Education and Culture). The project aims to promote the knowledge of contemporary history and in particular the Second World War, by means of cooperative analysis of war documents by the schools involved. Website: [www.mdm-project.net](http://www.mdm-project.net)

European Socrates Comenius Programme: project "Multimedia History Memorial", funded by the European Commission (DG Education and Culture). The project, promoted by Pixel, aims to spread the knowledge of contemporary history through a comparative analysis of the different national media sources. Website: <http://mhm.pixel-online.org>

European Life Long Learning Programme Comenius project "Regards Croisée", funded by the European Commission (DG Education and Culture). The project carried out a comparative study of the events of the first world war. Website: <http://www.europe14-18.eu/>

European European Life Long Learning Programme Erasmus Sub-Programme: project "History On Line", funded by the European Commission (DG Education and Culture). The project aims to apply modern technologies to the teaching of history. Website: <http://www.history-on-line.eu/>

European Life Long Learning Programme Comenius Sub-Programme: project “Routes”, funded by the European Commission (DG Education and Culture). The project involves European Secondary schools studying the Social history of migrations and integration of immigrants into European countries. Website: <http://routes.pixel-online.org/info/index.php>

European Life Long Learning Programme Erasmus Sub-Programme: project “EE-T: Economics e-Translations into and from European Languages: An Online Platform”, funded by the European Commission (DG Education and Culture). The project involves European Universities and Higher Education institutions creating a dynamic triangle of knowledge between research, postgraduate education and innovation by promoting the joint application of both ICT tools and the innovative trends of research in the History of Economic Thought (HET) and the study of European Languages for Special Purposes (LSP). Website: <https://eet.pixel-online.org/index.php>.

### **European Projects in the field of Science**

European Socrates Minerva Programme: project “EUR-EAU Action”, funded by the European Commission (DG Education and Culture). The project, promoted by IN.FOR.EF (Belgium) aims to experiment the use of technology in distance learning in the learning sectors of chemistry and biology at secondary school level. Website: <http://www.ulg.ac.be/cifen/inforef/eureau>

European Socrates Minerva Programme: project “Edu Robot”, funded by the European Commission (DG Education and Culture). The project aims to train students from technical schools on an efficient use of the methodologies used for transnational collaboration in the research sector, focusing in particular, on the sector of robotics. There are 10 project partners from 7 European countries. Website: <http://edurobot.edulife.com>

European Socrates Minerva Programme: project “ClimaTIC” funded by the European Commission (DG Education and Culture). The project aims to promote transnational cooperation between schools in the field of science teaching. Website: <http://www.ulg.ac.be/cifen/inforef/projets/climatic/>

European Life Long Learning Programme KA3 Subprogramme: project “EnergeTIC” funded by the European Commission (DG Education and Culture). The project aims to promote transnational cooperation between schools in the field of energy savings. Website: <http://labo-energetic.eu/fr/projet1.html>

European Life Long Learning Programme KA 1 Subprogramme: project “Chemistry is All Around Us” funded by the European Commission (DG Education and Culture). The main aim of the project is to identify of the best strategies to implement Life long Learning of scientific subjects, with a focus on Chemistry identified as an exemplary case study Website: <http://www.chemistry-is.eu/>

European Life Long Learning Programme Comenius Subprogramme: project “Chemistry is All Around Network” funded by the European Commission (DG Education and Culture). The main aim of the project is to disseminate and exploit the best strategies to implement Life long Learning of scientific subjects, with a focus on Chemistry identified as an exemplary case study. <http://chemistrynetwork.pixel-online.org>

European Life Long Learning Programme KA4 Subprogramme: project “Goerudio” funded by the European Commission (DG Education and Culture). The main aim of the project is provide science teachers and students with innovative teaching and learning methodologies for scientific subjects <http://goerudio.pixel-online.org/> .

Erasmus+ Programme, Strategic Partnership action: Learning for Life project funded by the Spanish National Agency. The main aim of the project is to promote new education methodology, such as Problem Based Learning (PBL) and Multiple Intelligences (MI) and to develop skills required in the present and future society. Website: <http://learningforlife.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: Do Well Science funded by the Italian National Agency. The main aim of the project is (Erasmus + - KA2 - Strategic Partnership) to increase secondary students learning results in STEM subjects (maths, physics and natural sciences). <http://www.dowellscience.eu/project/>

Erasmus+ Programme, Strategic Partnership action: GoScience. The project was funded by the European Commission in the framework of the Erasmus+ Programme, KA2 - Strategic Partnership in the field of School Education. The aim of the GoScience European project is to promote students' creativity with the aim of making scientific knowledge better understandable and increase their functional literacy in STEM subjects. Website: <http://www.goscience.eu/>

Erasmus+ Programme, Strategic Partnership action: G. A. STEM. funded by the Finnish National Agency. The project aims at improving motivation in scientific study through the use of "Art-works" as supporter in student creativity development and more awareness of their applications in everyday life.

#### European Projects for Schools

European Socrates Comenius Programme "Learning Game", funded by the European Commission (DG Education and Culture). The aim of the project is to implement e-learning solutions and methods in a teaching and learning context that make full use of the interactive and multimedia solutions, therefore including videogames. Website: <http://learninggame.pixel-online.org/>

European Life Long Learning Programme Comenius Sub-Programme: "School Inclusion", funded by the European Commission (DG Education and Culture). The main aim of the project is to identify common strategies to combat the phenomenon of school drop out. <http://schoolinclusion.pixel-online.org/>

European "Safer Internet" Programme : project "POESIA", funded by the European Commission (DG Education and Culture). The project aims to promote the safe use of the Internet in schools creating a software which filters unsuitable contents for young students.

European Socrates Minerva Programme: project "Citizen E", funded by the European Commission (DG Education and Culture). The aim of this project is to promote cooperation in the field of ODL and ICT in post primary education, promoting an understanding among teachers and students of the technical and pedagogical implications of ICT.

Website: <http://www.citizen-e.net>

European Life Long Learning Programme Comenius Sub-Programme "On-Air", funded by the European Commission (DG Education and Culture). The project purpose is to motivate teachers to exploit the potential of New Media (TV, Internet, etc.) as a teaching tool for literacy and necessary critical skills, to reach a younger generation that naturally adapts fast to these technological advances. Website: <http://www.onair.medmediaeducation.it/>

European Leonardo da Vinci Programme "Tech Teacher", funded by the European Commission (DG Education and Culture). The objective of Tech Teacher is to raise the availability and quality of European training courses for adults by offering them online and bridging the gap of learning between teachers working with young students and adults. Website: <http://www.tcteacher.eu/>

European Life Long Learning Programme Comenius Sub Programme: project “School Inclusion”, funded by the European Commission (DG Education and Culture). The project aims to develop a training course for school teachers to enhance their skills for the identification and tackling of School Drop Out. Website: <http://schoolinclusion.pixel-online.org/>

European Life Long Learning Programme KA1 Sub Programme: project “I Am Not Scared”, funded by the European Commission (DG Education and Culture). The project aims to develop a European strategy aiming at tackling the phenomenon of school bullying. Website: <http://projects.pixel-online.org/iamnotscared/index.php>

European LLP Leonardo da Vinci T.O.I Programme: project “Stay@School”, funded by the Italian National Agency. The project aims to deliver and transfer a training course for school teachers to enhance their skills for the identification and tackling of School Drop Out. Website: <http://schoolinclusion.pixel-online.org/>

European LLP Leonardo da Vinci T.O.I Programme: “Play The Learning Game” project, funded by the Spanish National Agency. The aim of the project is to transfer e-learning solutions and methods in a teaching and learning context that make full use of the interactive and multimedia solutions, therefore including videogames. Website: <http://learninggame.pixel-online.org/>

European Life Long Learning Programme KA4 Subprogramme: project “School Safety Net” funded by the European Commission (DG Education and Culture). The main aim of the project is to prevent and tackle the early school leaving phenomenon. Website: <http://schoolsafetynet.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: School&Work project funded by the Italian National Agency. The main aim of the project is to create synergies between the world of work and the school in order to prevent the early school leaving phenomenon. Website: <http://schoolandwork.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: Non4Lesl project funded by the German National Agency. The main aim of the project is to prevent early school leaving through the recognition of non-formal learning and the production of a tool for the validation of the skills acquired through informal educational paths. Website: <https://www.non4lesl.eu/>

Erasmus+ Programme, Sport Action: Not Only Fair Play project funded by the European Commission. The main aim of the project is to promote the physical activities at school as a mean to foster social inclusion and prevent early school leaving. Website: <http://notonlyfairplay.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: E-learning from Nature project funded by the Italian National Agency. The main aim of the project is to promote a proactive students’ approach to scientific subjects learning. Website: <http://enature.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: YEES project funded by the Spanish National Agency. The main aim of the project is to promote the inclusion of youngsters in the labour market in an effective way using social media and crowdsourcing based tools. Website: <http://yees.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: Pathway through Religions funded by the Italian National Agency. The main aim of the project is to promote awareness of religions and foster a sense of mutual tolerance. Website: <http://pathwaythroughreligions.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: WWW – We Welcome Work funded by the Romanian National Agency. The main aim of the project is to offer non-formal learning opportunities for young people so as to support their employability and entrepreneurship, also providing innovative career orientation strategies. Website: <http://wewelcomework.eu/>

Erasmus+ Programme, Strategic Partnership action: SWOT funded by the Romanian National Agency. The project aims at improving their cooperation in order to develop Work Based Learning approaches and market oriented training offer for the Tourism Sector. Website: <https://swot.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: TIK funded by the Spanish National Agency. project is aims at providing future teachers with a comprehensive reflection on the innovation of didactic methods through the use of videogames and ludic apps for mobiles. Website: <https://tik.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: V4T funded by the Spanish National Agency. The main aim of the project is to promote the inclusion of youngsters in the labour market in an effective way using social media and crowdsourcing based tools. Website: <https://v4t.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: ELDORA. The project aims at strengthening the key competences and skills of young people at their final year at schools (VET institutions and universities), unemployed young people and leaders in rural areas to help them start a social enterprise in order to better utilize local natural and human resources, to increase economic development of rural areas and to prevent brain drain. Website: <http://www.arr.sk>

Erasmus+ Programme, Strategic Partnership action: VET\_GPS. The project was funded by the European Commission in the framework of the Erasmus+ Programme, KA2 - Strategic Partnership for vocational education and training. The VET\_GPS European project aims at including the soft skills in regular VET offer and preventing early VET leaving and increasing the possibility of employment of trainees. Website: <https://www.vetgps.eu/>

Erasmus+ Programme, Strategic Partnership action : DELTA. The project was funded by the Erasmus+ Programme, KA2 - Strategic Partnership for vocational education and training. The aim of the DELTA European project is to support young people access to the labour market. The objectives of the DELTA European project are to develop skills to assess learning in the workplace, provide resources for internship tutors and bring VET centres and companies together. Website: <http://deltaproject.eu/>

Erasmus+ Programme, Strategic Partnership action: E-Classes. The project was funded by the Erasmus+ Programme, KA2 - Strategic Partnership for vocational education and training. It wants to help the VET teachers to revising and strengthening the professional profile and improving the attainment of young people, particularly those at risk of early school leaving and with low basic skills, developing a methodology especially focusing on the use of ICT. Website: <http://e-classes.eu/>

#### European Projects in the field of Language Learning

European Socrates Minerva Programme: project “Je parle donc J’écis”, funded by the European Commission (DG Education and Culture). The project is addressed to students with learning disabilities and aims to experiment with a methodology for learning French using Alfonic. Website: <http://www.ulg.ac.be/cifen/inforef/projets/jeparledoncjecris/>

European Leonardo Programme: project “CATT: Computer Aided Teachers Training”, funded by the European Commission (DG Education and Culture). In the framework of the project a CD-ROM aimed at trainers and language teachers was created in order to train them to use new technologies in language teaching. Website: <http://www.fi.enaip.it/catt>

European Socrates Minerva Programme: project “Kid-Net”; funded by the European Commission (DG Education and Culture). The project aims to create a network between the nurseries of three European

nations (Italy, Belgium and Spain) in order to experiment and test an on-line course for language learning. Website: <http://www.pixel-online.net/kid-net>

European Socrates Lingua Programme: project “eLancenet” funded by the European Commission (DG Education and Culture). The project aims to create a database of language learning products available on the European market, with particular attention to lesser widely spoken languages. Website: [www.elancenet.org/admin/index.php](http://www.elancenet.org/admin/index.php)

European Learning and Linguistic Diversity Programme: project “Euro Inclusion”, funded by the European Commission (DG Education and Culture). The project’s objective is to create a transeuropean network for cooperation and exchange between individuals in the foreign language teaching sector. Website: <http://euroinclusion.org>

European Leonardo da Vinci Programme: project “ELS”, funded by the European Commission (DG Education and Culture). The aim of the project is to create a language training portal for the learning of 4 foreign languages. It is specifically addressed to secretaries and administrative assistants working in businesses and Public and Private bodies. There are 13 project partners from 9 European countries. Website: <http://els.pixel-online.org/> Portal: <http://www.eurobusinesslanguageskills.net/>

European LLP Leonardo da Vinci T.O.I Programme: project “E.L.S. at Work ”, funded by the European Commission (DG Education and Culture). The aim of the project is to transfer the results of the ELS project that was originally addressed mainly to SMEs also to the education systems. Website: <http://www.eurobusinesslanguageskills.net/>

European Leonardo da Vinci Programme: project “ELSTI ”, funded by the European Commission (DG Education and Culture). The aim of the project is to create a language training portal for the learning of foreign languages. Website: <http://www.elsti.eu/>

European Leonardo da Vinci Programme: project: “LeTS” funded by the European Commission (DG Education and Culture). The aim of the project is to create a training package addressed to trainers to give them the tools for the development of e-learning based language teaching tools. Website: <http://lets.pixel-online.org/> Portal: <http://www.leonardo-lets.net>

European LLP Leonardo da Vinci T.O.I Programme: project LeTS Go funded by the European Commission (DG Education and Culture). The project Lets Go intends to transfer the products available onto the LeTS portal, aiming to make efficient use of new technologies for language teaching and training, to two additional target groups: school teachers and professional trainers. Website: <http://www.leonardo-lets.net/>

European Socrates Socrates Grundtvig programme: “COLTT” funded by the European Commission (DG Education and Culture). The aim of this project is to help teachers overcome their difficulties in the use of ICT for cross-national collaborative communication. Website: <http://www.statvoks.no/coltt/>

European Transversal programme: “Active ELP” funded by the European Commission (DG Education and Culture). The aim of this project is to help teachers overcome their difficulties in the use of ICT for cross-national collaborative communication. Website: <http://www.activeelp.net/>

European Life Long Learning Programme KA2 Sub Programme: project “NELLIP”, funded by the European Commission (DG Education and Culture). The project aims to build a Network and promote dissemination and sustainability of projects and initiatives that received the European Language Label. Website: <https://nellip.pixel-online.org/>

Erasmus+ Programme, Strategic Partnership action: DC4LT - DC4LT - Digital Competences for Language Teachers funded by the Norwegian National Agency. The project aims at empowering EU Language

Teachers with Digital Competences in order to strengthen them with open and innovative tools and methodologies, and be able to teach online and mobile to a worldwide audience.

Erasmus+ Programme, Strategic Partnership action: OPENLang Network funded by the Greek National Agency. The project aims at developing 'The OPENLang Network', which envisages to connect all the Erasmus+ KA1 Mobility Participants (HE students and staff, VET (at least 1 month mobility), Adult and School education staff, Youth learners, Youth Workers, Youth Entrepreneurs) in an OPEN informal and highly interactive online environment which could support more efficiently their effort to develop their language skills of the target mobility EU languages.

#### European Projects in the field of Educational Research

European Socrates Distance Learning Programme: project "ODL networking in Europe", funded by the European Commission (DG Education and Culture). The project carries out an investigation on the application of Distance Training in professional teaching and training systems in five European countries with the aim of identifying the efficiency of Distance Training compared to more traditional training systems. Website: <http://194.82.4.38/ODLnet.htm>

#### European Projects in the field of Youth

European Leonardo da Vinci Programme: project: "Yo-Pro" funded by the European Commission (DG Education and Culture). The aim of this project is to develop a model for the vocational training of youth workers and leaders. <http://yo-pro.pixel-online.org>

European Leonardo da Vinci Programme: project: "Yo-Train" funded by the European Commission (DG Education and Culture). The project's objective is to create a consistent training programme for the training of youth workers, based on the demands of employers and a rapidly changing society

European Leonardo da Vinci Programme: project: "Requal" funded by the European Commission (DG Education and Culture). The project aims to define the professional profiles, that are increasingly requested by companies at European level in the sector of new technologies.

<http://www.crea.es/innovacion/createl/>

#### European Projects in the field of Entrepreneurship

European Leonardo Programme: project "Orientacion Hacias los Nuevos Empleos", funded by the European Commission (DG Education and Culture). The project, promoted by the Centro Regional Empresarios de Aragon (Spain), aims to define the professional profiles, that are increasingly requested by companies at European level in the sector of new technologies.

Website: <http://www.crea.es/yacimientos.nsf>

European eLearning Programme: project "Createl", funded by the European Commission (DG Education and Culture). The project aims to create a thematic portal for small businesses, based on the themes linked to knowledge management.

Website: <http://www.crea.es/innovacion/createl/>

European Leonardo da Vinci Programme: project "EINET", funded by the European Commission (DG Education and Culture). The project aims to promote strategies for sustaining entrepreneurship, by promoting new approaches.

Website: [www.einet.org/en/](http://www.einet.org/en/)

European Leonardo da Vinci Programme: project "FORESTUR, funded by the European Commission (DG Education and Culture). The project aims to provide continuous online training to individuals operating in the rural tourism sector.

Website: <http://www.forestur.net>

European Grundtvig: project "FORESTUR, funded by the European Commission (DG Education and Culture). The project's aim is to help workers 55 and older to raise their employability by teaching new relevant skills, updating their competencies, and educating employers to be tolerant and more aware of their abilities. <http://www.forestur.net>

European LLP Leonardo Da Vinci TOI Programme funded by the European Commission (DG Education and Culture).

The project's aim is to provide an attractive training path for workers and entrepreneurs working in the tourist sector.

The project will evaluate and identify best practices in the field of SME management in three different tourist regions of Europe in order to transfer them to weaker Areas. <http://www.benchtour.eu/>

#### European Projects in the field of Adult Education

European Socrates Grundtvig Programme: project "EMMA", funded by the European Commission (DG Education and Culture). The EMMA Network aims at creating a sustainable network of researchers, practitioners and policy makers in the field of general adult numeracy. Website: <http://www.statvoks.no/emma/>

Erasmus+ Programme, Strategic Partnership action: UpSkilllead - Upskilling Adult Educators Digital Lead funded by the Slovenian National Agency. The project aims to create an interactive platform which will provide adult learners with the skills in e-learning, e-connectivity and e-communication. Website: <http://upskilllead.eu/>

Erasmus+ Programme, Strategic Partnership action: 2IMINED - Improving the initial education of adult immigrants funded by the Lithuanian National Agency. The project is aimed at improving competencies of educators working with immigrants as far as formal and non-formal education provision is concerned. Website: <http://migis.eu/>

#### European Projects in the field of Justice

Criminal Justice Programme: programme JCN Justice Cooperation Network, funded by the German National Agency. The project aims at developing a European network for best practice of transition management of prisoners leaving custody with a focus on high risk offenders. Website: <https://jcn.pixel-online.org/index.php>

#### European Projects in the field of Equal Opportunities

European Socrates Grundtvig Programme: project "Employing Women Potential", funded by the European Commission (DG Education and Culture). This project foresees the training of women who are successfully returning or (entering) the work market in order to equip them with the skills to enable them to become mentors for other women.

Website: [www.stockport.ac.uk/Departments/EWP/](http://www.stockport.ac.uk/Departments/EWP/)

Erasmus+ Programme, Strategic Partnership action: GEEA funded by the Romanian National Agency. The project has the aim to raise awareness of equal opportunities, especially in VET education, and to promote entrepreneurship education as a solution to gender gap. Website: <http://www.geea-project.eu/index.php/en/>

## European Projects in the Health Sector

European Socrates Grundtvig Programme: project “Health Tutor”, funded by the European Commission (DG Education and Culture). This project aims to train trainers on the most effective methodologies for guaranteeing healthy learning.

<http://www.healthtutor.eu/>

European Leonardo da Vinci Development of Innovation Programme: project “Hippocrates”, funded by the European Commission (DG Education and Culture). The project aims to train those working in the health sector so as to foster the acquisition of new skills.

<http://www.hippocrates.fadgradenigo.it>

European Leonardo da Vinci Development of Innovation Programme: project “Heppy”, funded by the European Commission (DG Education and Culture). The project aims to train Health sector professionals to develop an holistic and patient centred approach to Homecare assistance.

Erasmus+ Programme, Strategic Partnership action: Med&Lang Palliative Care funded by the Romanian National Agency. The project focuses on communication skills in a foreign language for supporting the teaching processes of the medical lecturers at higher education level, with a specific focus on palliative cares. Website: <http://www.medlang.eu/>

Erasmus+ Programme, Strategic Partnership action: HealthEdu funded by the Lithuanian National Agency. The project aims at improving the healthy nutrition habits of children and families also promoting healthy lifestyle principles in the community. Website: <http://healthedu.emundus.eu/>

## European Projects in the field of Veterinary

Erasmus+ Programme, Strategic Partnership action: ZOE - Zoonoses Online Education funded by the Lithuanian National Agency. The project aims to create teaching resources in the field of veterinary medicine focusing in particular on the identification, monitoring and control of malaria. Website: <http://zoeproject.eu/>

## European Projects in the field of Disability

European Leonardo da Vinci Programme: project “Inclusive Practices for Learning Disabilities”, funded by the European Commission (DG Education and Culture). The aim of the project is to carry out research and comparative analysis at European level of the services and available for disabled individuals and the effectiveness of these services.

Website: <http://www.ipld.cku.sopot.pl/index.html>

European Leonardo da Vinci Programme: project “EUCare” , funded by the European Commission (DG Education and Culture). The aim of the project is to create a training package addressed to those who take care of the elderly.

Website: <http://www.eu.care-project.koszalin.pl>

## **Experience and Expertise of the organization in the project’s subject area**

Pixel has a number of relevant experiences developed in the framework of previous European projects involving secondary schools and focusing on innovative teaching and learning methodologies.

In particular the Goerudio project (<http://goerudio.pixel-online.org/>), aiming at promoting scientific knowledge at all level of education by implementing innovative strategies; the Chemistry Is All Around Us

project (<http://chemistry.pixel-online.org/index.php>), aiming at identifying barriers and success factors to the implementation of lifelong learning strategies in scientific subjects and in particular in chemistry; the eLearning from Nature (<http://enature.pixel-online.org/>) project engaging students in the production of science lessons which can be shared with other students abroad..

Pixel is also working with CIPAT (Network of Tuscan Secondary Vocational Schools) <http://www.cipat.it/>. C.I.P.A.T. is a consortium made up of 40 vocational schools and is very sensitive to the issue of early school leaving. C.I.P.A.T. has been working with Pixel in several projects on early school leaving and contributed to the development of guidelines for early school leaving prevention addressing policy makers, school directors, teachers, students and parents.

### **Contributions that can be provided to the project**

Pixel will be in charge of supporting the project management, of the organization and assessment of quality and evaluation issues as well as of dissemination and exploitation. These activities will be carried out on the basis of the 15 years experience in the field of Pixel and of the 20 years' experience in the field of its president, Elisabetta Delle Donne.

### **Contact Person's Experience and Expertise**

Elisabetta Delle Donne is the president of Pixel.

She graduated in Political Sciences – International Affairs from the University of Florence in 1993. Since then she has constantly been working in the field of European cooperation.

Elisabetta Delle Donne is an expert in the planning and management of European projects focusing in particular on the areas of education, training and culture.

So far Elisabetta Delle Donne has been involved as project planner and manager in more than 100 projects funded by the European Commission. She has developed and coordinated partnerships with more than 400 bodies throughout Europe, including universities, public authorities, training organizations, schools, research centres etc.

Elisabetta Delle Donne is often invited as a speaker or expert at International Conferences to present her European cooperation experiences and the European projects in which she is involved. She is also the main trainer in the international seminar "European Project Planning and Management".

She is also involved as external expert in quality management and external evaluator in European projects mostly funded by the Lifelong Learning Programme.

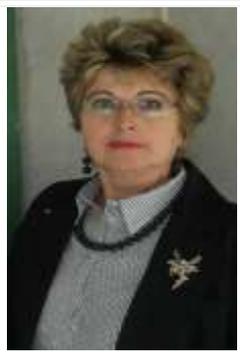
Lorenzo Martellini, started working at Pixel as European Project Manager after his university degree in Economics – Business Management, in 1999. At Pixel he has managed over 20 projects funded by the European Commission in the field of education and training. The main subject areas of these projects are: early school leaving prevention, entrepreneurship, health, language learning; tourism management.

Lorenzo Martellini has also been the coordinator of over 15 projects funded by the European Social Fund in the following areas: in company training in SMEs, entrepreneurship, tourism training for unemployed youth.

Lorenzo Martellini is also in service teachers and adult trainer in the following subject areas: new technologies for education, information technologies for business management, e-learning for language teaching, Italian language for foreigners.

## Fundatia EuroEd

<b>Name of the organisation :</b>	Fundatia EuroEd	
<b>Address:</b>	Florilor 1C	
<b>Tel:</b>	0040232525850	
<b>Fax:</b>	0040232525902	
<b>Web site:</b>	<a href="http://www.euroed.ro">www.euroed.ro</a>	

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<b>Function:</b>	Executive President	
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<b>Name of the contact person :</b>	Andreea Corina Ionel	
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<b>Type of organisation:</b>			
SME <input type="checkbox"/>	School <input type="checkbox"/>	University <input type="checkbox"/>	Public Authority <input type="checkbox"/>
Training <input type="checkbox"/>	No Profit <input type="checkbox"/>	NGO <input checked="" type="checkbox"/>	

<b>Fields of action:</b>			
SMEs <input checked="" type="checkbox"/>	Youth <input checked="" type="checkbox"/>	Universities <input checked="" type="checkbox"/>	Public Authorities <input checked="" type="checkbox"/>
Equal opportunities <input checked="" type="checkbox"/>	Schools <input checked="" type="checkbox"/>	Unemployed <input checked="" type="checkbox"/>	
Other (Specify)	Education in general and social responsibility		

## Description of the organisation

EuroEd Foundation came into being as an organisation in 1992, with the support of the Soros Foundation and the British Council Romania. EuroEd Foundation is a non-profit organisation located in Iasi, Romania. EuroEd it delivers educational services to all age categories and developed a series of programmes, including language courses and international training courses for language teachers and professional trainings in field of tourism, IT, mentoring, communication, etc.

EuroEd's relevant experience lies with co-ordinating and participating in over 100 EU funded projects, as well as in strategies and methodologies of co-operation at local, regional, national and trans-national level. Projects implemented are in the field of: learning languages for specific purposes, online resources, educational materials, games and drama techniques, networks, employability, development of competences for job profiles, social inclusion, medicine, motivation and support, promoting quality in developing European projects, sports, social responsibility and volunteering, etc.

With passion, professionalism and consistency, we have gained the statute of being the most important non-governmental educational institution in north-eastern Romania. We are a founder member of QUEST (The Romanian Association for Quality Language Services), which is an associate member of EAQUALS (the European Association for Quality Language Services). Our projects have been awarded European distinctions of the highest level: 10 international awards in the last years for the quality of its projects: 9 European Label Awards and a Worldaware distinction. Two of the projects led by EuroEd were selected by the EU Commission as examples of best practices in its collection called LINGO.

Mission Statement - EuroEd Foundation aims at supporting the reform processes of civic society by promoting high-quality standards in accordance with European Community requirements in the field of education, civil society, public policies, youth, law, culture, mass media, and regional development. Through its initiatives, EuroEd Foundation intend to act as a regional catalyst for debating and developing regional and international projects which should facilitate exchange of ideas and experience in the field of democracy and European Integration.

Centre for European Integration promotes activities oriented towards educational, public, social, business, juridical and cultural policies aiming at improving the provision of educational services and products, of economic policies, supporting the social categories at risk, defending human rights and strengthening regional cooperation. The projects coordinated and implemented by the Centre for European Integration serve the needs of the community and are circumscribed or complement the range of specialized services provided by the other departments of EuroEd Foundation.

One of EuroEd's goals, when engaging in a project, is to develop project deliverables which benefit the clients and beneficiaries of the organization. Thus, the deliverables of projects developed are piloted, streamlined and adapted as necessary to the use of the beneficiaries of the departments of the institution. By doing this, EuroEd aims to have a strategy of development which always relies on innovation and consolidation of EuroEd Foundation as a carrier of innovative good practices for the services it delivers.

## Experience of the organization in previous European projects

In 1998, also as a result of constantly growing services and addressability, we founded Centre for European Integration, through which until now, EuroEd Foundation co-ordinated and implemented over 100 national and international educational projects. Projects implemented are in the field of: learning languages for specific purposes, online resources, educational materials, games and drama techniques, networks, employability, development of competences for job profiles, social inclusion, medicine, motivation and support, promoting quality in developing European projects, sports, social responsibility and volunteering, etc.

Centre for European Integration promotes activities oriented towards educational, public, social, business, juridical and cultural policies aiming at improving the provision of educational services and products, of economic policies, supporting the social categories at risk, defending human rights and strengthening regional cooperation. The projects coordinated and implemented by the Centre for European Integration serve the needs of the community and are circumscribed or complement the range of specialized services provided by the other departments of EuroEd Foundation.

EuroEd's current and past projects are focused on:

➤ **Online Language Learning:**

**ELSTI – European Languages for Secretaries.** The project focused on developing skills in business communication and cultural awareness in the following languages: English, French, Italian and Spanish. (Leonardo Da Vinci – Transfer of Innovation) <http://www.eurobusinesslanguageskills.net/>

**TOOL TIPLS** – Tool to improve transparency of professional foreign language skills. The aim of the project was to develop the tool to improve transparency of professional English language (as lingua franca) skills in the selected target sectors of the Hospitality industry. (Leonardo Da Vinci – Transfer of Innovation) [www.tool-tipls.eu](http://www.tool-tipls.eu)

➤ **Online Learning Networks for Foreign Language Study:**

**LRE - Language Rich Europe.** The project will carry out professional research that will result in an innovative and interactive measurement tool called the “Index of Multilingual Policies and Practices in Europe”. This Index will help visualise the role of and support for multilingualism in the participating European countries and highlight good practice. (KA2 Languages - Multilateral Networks) <http://languagerichblog.eu/>

**APLANET - Autonomous ‘Personal Learning Networks’ for Language Teachers.** APLANET is a European Union funded project to help language educators who are not yet using social networks to understand: What are social networks for language educators?, Why they should use them?, How they can get involved?. (KA2 LANGUAGES - Multilateral Projects) <http://aplanet-project.org>

**ISPY** – Online Networking Platform for Language Learning. The main output of this project is the development of an online networking platform for learning languages. The platform allows interaction between learners from different countries who will work together to learn a new language via problem-solving challenges and tasks in an authentic and real time setting. (KA2 LANGUAGES - Multilateral Projects) [www.ispy-project.eu](http://www.ispy-project.eu)

**Lingu@net Worldwide. Lingu@net EU** was developed over the last 12 years with support from the EU (in 1998-2001, and 2003-2006). In 2007 it was awarded the MERLOT prize for being ‘exemplary on-line learning material for all disciplines’ ([www.merlot.org](http://www.merlot.org)) and in 2008 Lingu@net EU was awarded the European Commission’s Gold prize in the “European Lifelong Learning Awards for quality in mobility”. (Life Long Learning Programme - Key Activity 2) [www.linguanet-worldwide.org](http://www.linguanet-worldwide.org)

**Med&Lang Palliative Care** funded by the Romanian National Agency. The project focuses on communication skills in a foreign language for supporting the teaching processes of the medical lecturers at higher education level, with a specific focus on palliative cares. Website: <http://www.medlang.eu/>

➤ **Social Inclusion:**

**MyStory** – creating an ICT-based inter-generational learning environment. The project aims to empower seniors to learn basic technical skills via intergenerational learning, to gain access to new learning opportunities and make contact with different social categories facing the risk of social exclusion (i.e. internetsavvy younger generations who face a risk of exclusion due to overexposure to ICT). (KA3 - ICT) [www.mystories.eu](http://www.mystories.eu)

**Fiesta** - Facilitating Inclusive Education and Supporting the Transition Agenda. FIESTA focuses on achieving effective transition through collaborative working for children with SEN. (Comenius) [www.fiestaproject.eu](http://www.fiestaproject.eu)

**I am not scared.** The objectives of this action are to achieve comparative analyses of educational systems in the EU, with a view to ensuring an adequate supply of comparable data, statistics and analysis to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning and to identify areas for particular attention. (KA1 Policy Cooperation And Innovation Studies and comparative research) <http://iamnotscared.pixel-online.org>

**Stay@School** - The aim of the Stay@School project is to transfer the successful experience of the School Inclusion project providing European school teachers with the necessary skills to prevent early school leaving. (Transfer of innovation) <http://projects.pixel-online.org/stayatschool/info/index.php>

**INTEGRA** – Migrants’ Integrating Kit. The aim of the project is to work together with social partners such as migrant communities and financial institutes to create a Europe wide network of relevant institutes in order to reach migrants in partner countries to improve their integration into local society by providing them with opportunities to gain language skills on basic financial matters. (Grundtvig Multilateral Projects) <http://www.integra-project.eu/>

**ENIL** – European Network for Intergenerational Learning. Examples of good case practice regarding the development of the inter-generational learning component in schools, the positive impact that active involvement (in the form of volunteering) of parents and grandparents has. (Grundtvig Multilateral Networks)

**LeTS Go**. The project Lets Go intends to promote the practical experimentation of the LeTS portal developed during the Lets project by two additional target groups: school teachers and professional trainers. (Leonardo Da Vinci – Transfer of Innovation) [www.leonardo-lets.net](http://www.leonardo-lets.net)

**Non4Lesl** project funded by the German National Agency. The main aim of the project is to prevent early school leaving through the recognition of non-formal learning and the production of a tool for the validation of the skills acquired through informal educational paths. Website: <https://www.non4lesl.eu/>

**School&Work** project funded by the Italian National Agency. The main aim of the project is to create synergies between the world of work and the school in order to prevent the early school leaving phenomenon. Website: <http://schoolandwork.pixel-online.org/>

**Not Only Fair Play** project funded by the European Commission. The main aim of the project is to promote the physical activities at school as a mean to foster social inclusion and prevent early school leaving. Website: <http://notonlyfairplay.pixel-online.org/>

**WWW – We Welcome Work** funded by the Romanian National Agency. The main aim of the project is to offer non-formal learning opportunities for young people so as to support their employability and entrepreneurship, also providing innovative career orientation strategies. Website: <http://wewelcomework.eu/>

**E-Classes**- The project was funded by the Erasmus+ Programme, KA2 - Strategic Partnership for vocational education and training. It wants to help the VET teachers to revising and strengthening the professional profile and improving the attainment of young people, particularly those at risk of early school leaving and with low basic skills, developing a methodology especially focusing on the use of ICT. Website: <http://e-classes.eu/>

➤ **Institutional formation – SMEs**

**In-CLASS** - International Communication and Language Assessment. The project aims to enhance the competitiveness of international SMEs within the partner countries by assisting them to identify language and culture barriers which arise from cross-border trade, and/or the development of a multilingual workforce, and to find specific costed solutions to address communication difficulties by the provision of an effective communication audit scheme for SMEs. (LEONARDO DA VINCI, Multilateral projects for Development of innovation) [www.inclass-project.eu](http://www.inclass-project.eu)

**UEmploy** – Consultancy for Employment Inclusion. The focus is modern rehabilitation, a range of services and processes designed to enable all disabled people to live their lives as fully as possible. For organizations, SMEs and professionals the project provides an opportunity to introduce/train innovative employment inclusion and rehabilitation approaches for people with disabilities. (LEONARDO DA VINCI, Multilateral projects for Development of innovation) [www.uemploy.eu](http://www.uemploy.eu)

➤ **Non-Formal Education**

**GlottoDrama** - is the 3rd step of a long term strategy aimed at developing a new methodology for teaching foreign languages through Drama & Theatre. The general methodological objective is to reinforce the motivation of the students, involve their whole personality with a holistic approach (mind and body, verbal and non-verbal codes) going beyond a formal concept of language competence and improving their real communication skills when performing context-based and pragmatic tasks.( Transfer of Innovation) <http://www.glottodrama.eu/>

**ESEDI** – Escenario Europeo de Idiomas. Esedi aims to improve teaching and learning foreign languages in Europe through the development of a new material: a multilingual theater play with focus on difficulties in language learning motivation. (KA2 LANGUAGES - Multilateral Projects) [www.esedi.eu](http://www.esedi.eu)

**BILFAM** – Let's become a bilingual family!. The project focuses on developing an international program in which parents can study foreign languages alongside their children. (KA2 LANGUAGES - Multilateral Projects)  
<http://www.bilfam.eu/>

**Going Places** - The Going places project aims to address both European and National priorities, which mainly support the development of the quality and attractiveness of VET systems, by addressing learners through enhancement of teacher/trainers' skills and competencies in both VET and IVET. (Leonardo Da Vinci Transfer of Innovation)  
<http://www.going-places.eu>

**LIS** – Languages & Integration through Singing. In order to encourage innovation in education and to facilitate the integration with a view to enhancing and improving communication and intercultural interaction and understanding, LIS project aims at producing, testing, optimising and evaluating teaching material for Italian, Russian and Romanian as foreign languages explicitly using songs, supported by audio-visual materials, multimedia and electronic communication. (Leonardo Da Vinci – Grundvig) [www.languagesbysongs.eu](http://www.languagesbysongs.eu)

➤ **Promoting quality in the development of European projects**

**NELLIP** - Network of European Language Labelled Initiatives and Projects. The NELLIP project has the aim to promote quality in language learning through the application of the quality criteria used to award the European Language Label. (Key Activities 2 Languages – Multilateral Networks) <http://nellip.pixelonline.org/info>

➤ **Interculturality**

**ART** – Art as the identity of a country and as a universal pattern which all European countries can share. The emphasis of this project is on art as an expression of man's creative ability, not only regarding the main types of art such as painting, sculpture and architecture, but also as craftsmanship; the transformation of materials into final products which originally grew out of a necessity to create everyday items and then developed into the production of high quality articles thanks to man's individual skills. (Life Long Learning Programme – Grundtvig Partnership)

➤ **Project on collection of videos based on real life situations, testimonials, interviews**

**My Story** - creating an ICT-based inter-generational learning environment

The MyStory project records interesting stories from older people's lives. The sorts of things that may be lost if not recorded in some way. And who better to record the stories than younger people, eager to learn first-hand about their own social history. The stories are being collected in five European countries each representing their own unique people and unique history. <http://www.mystories.eu/project/>

**Digital Timeline** - The aim of the Digital Timelines project (2014-1-UK01-KA204-000071) is to produce and disseminate an easy to follow guide on how to make a 'personal digital memory' (PDM). The PDM is simply a combination of still images, video and sounds edited into a short film. The purpose of the PDM is to help people with memory loss by providing memory triggers to create a positive reaction and or stimulate conversation through reminiscence. The PDM is personalised so that all the information relates to the individual.

<https://www.digitaltimelines.eu/>

➤ **European Projects in the field of Science**

**GOERUDIO**- European Life Long Learning Programme KA4 Subprogramme: project "Goerudio" funded by the European Commission (DG Education and Culture). The main aim of the project is provide science teachers and students with innovative teaching and learning methodologies for scientific subjects <http://goerudio.pixel-online.org/>

**E-learning from Nature** project funded by the Italian National Agency. The main aim of the project is to promote a proactive students' approach to scientific subjects learning. Website: <http://enature.pixel-online.org/>

**GoScience**- The project was funded by the European Commission in the framework of the Erasmus+ Programme, KA2 - Strategic Partnership in the field of School Education. The aim of the GoScience European project is to promote students' creativity with the aim of making scientific knowledge better understandable and increase their functional literacy in STEM subjects. Website: <http://www.goscience.eu/>

➤ **European Projects in the field of Medicine**

- **HOPE** – (2018-1-RO01-KA202-049189) Promoters of advanced oncogenetics open online training and multimedia

raise awareness on multidisciplinary assessment of patients and their families at risk of hereditary or familial cancer.

- **MedLang** - Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication (2014-1-RO01-KA203-002940) - The aim of the project is to create open digital educational resources in the field of palliative medicine based on developing innovative guidelines on standardized fundamental medical manoeuvres and clinical language and communication skills for supporting the learning/teaching processes of the medical lecturers, of the language teachers who teach medical students, of medical students, and of the lay people involved in causalities. Website: <http://www.medlang.eu/>

- **Take Care** - Healthcare Language Guide for Migrants (526736-LLP-1-2012-1-NL-GRUNDTVIG-GMP) - The aims of the project are to help migrants gain language skills about health matters in a new language and improve their integration; to create a European wide network of associated partners and contribute to intercultural communication. Website: <http://www.takecareproject.eu/>

➤ **European Projects in the field of Veterinary**

**ZOE** - Zoonoses Online Education funded by the Lithuanian National Agency. The project aims to create teaching resources in the field of veterinary medicine focusing in particular on the identification, monitoring and control of malaria. Website: <http://zoeproject.eu/>

## Experience and Expertise of the organization in the project's subject area

For the efficient implementation of the project EuroEd will bring the following competences:

- experience in European projects
- experience in developing non-formal learning methodologies, instruments and activities
- experience in researching processes
- experience in creating videos based on real life situations, testimonials, interviews
- experience in developing trainings through innovative and interactive methods
- experiences in language teaching and language experts
- establishment of strong partnerships with schools, teachers, students
- experience in promoting the use of the ICT in educational process
- experience in developing multimedia resources and open online courses
- experience in adapting teaching/learning materials for different educational contexts/disciplines
- experience in developing language learning educational materials and courses for medical field

Experience gained from implementation of related projects:

- My Story - creating an ICT-based inter-generational learning environment (<http://www.mystories.eu/project/>)

The MyStory project records interesting stories from older people's lives. The sorts of things that may be lost if not recorded in some way. And who better to record the stories than younger people, eager to learn first-hand about their own social history. The stories are being collected in five European countries each representing their own unique people and unique history.

- Digital Timeline - The aim of the Digital Timelines project (2014-1-UK01-KA204-000071) is to produce and disseminate an easy to follow guide on how to make a 'personal digital memory' (PDM). The PDM is simply a combination of still images, video and sounds edited into a short film. The purpose of the PDM is to help people with memory loss by providing memory triggers to create a positive reaction and or stimulate conversation through reminiscence. The PDM is personalised so that all the information relates to the individual.

<https://www.digitaltimelines.eu/>

- Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication (2014-1-RO01-KA203-002940) - The aim of the project is to create open digital educational resources in the field of palliative medicine based on developing innovative guidelines on standardized fundamental medical manoeuvres and clinical language and communication skills for supporting the learning/teaching processes of the medical lecturers, of the language teachers who teach medical students, of medical students, and of the lay people involved in causalities.

- Take Care: Healthcare Language Guide for Migrants (526736-LLP-1-2012-1-NL-GRUNDTVIG-GMP) - The aims of the project are to help migrants gain language skills about health matters in a new language and improve their integration; to create a European wide network of associated partners and contribute to intercultural communication.

- Online courses with videos for the field of veterinary communication dealing with prevention, diagnosis and treatment of diseases transferable from animals to humans (2016-1-RO01-KA203-024732) - The project aims to create open digital educational resources in the field of veterinary medicine based on developing innovative guidelines on zoonotic diseases study and veterinary, medical, pedagogical, linguistic and raise awareness intervention related to identify, monitor and control malaria and dirofilariasis, useful for the academic, professional and general beneficiaries.

### **Contributions that can be provided to the project**

Previous experiences and expertise gained through the project implemented in the field of medicine and in creating videos based on real life situations, testimonials, interviews will be transferred as contribution in leading the production of the virtual video library with testimonials from experienced doctors, relevant for the history of medicine, complements the existing traditional resources, dedicated to the study of the history of medicine. This type of repository of resources will consolidate the role of the history of medicine as a motivational domain which acts as a bridge between the past, the present, and the future of the medical profession.

One of EuroEd's goals, when engaging in a project, is to develop project deliverables which benefit the clients and beneficiaries of the organization. Thus, the deliverables of projects developed are piloted, streamlined and adapted as necessary to the use of the beneficiaries of the departments of the institution. By doing this, EuroEd aims to have a strategy of development which always relies on innovation and consolidation of EuroEd Foundation as a carrier of innovative good practices for the services it delivers.

### **Reasons of involvement in the project**

EuroEd interest in the project is related to the goal of offering to the medical students in undergraduate studies and young doctors (as part of continuing medical education) access to a virtual video library with testimonials from experienced doctors, relevant for the history of medicine, complements the existing traditional resources, dedicated to the study of the history of medicine. This will help teaching on the importance of past professional experiences and their impact on the strategic projection of the future of medicine, of what innovation means and what attitude one has to adopt towards the management of change in the medical areas are all relevant directions for the people interested in a medical career.

The interest is to continue to develop learner's knowledge and understanding of professionalism, and in so doing:

- Develop the capacity for critical thinking about the nature, ends and limits of medicine
- Deepen understanding of illness and suffering
- Identify successes and failures in the history of medical professionalism
- Understand the dynamic history of medical ideas and practices, their implications for patients and health care providers, and the need for lifelong learning
- Promote tolerance for ambiguity of theories, the nature of evidence, and the evaluation of appropriate patient care, research, and education
- Recognize the dynamic interrelationship between medicine and society through history

## Contact Person's Experience and Expertise

Anca Colibaba, executive president, has over 30 years of experience in language education, especially English. She is the President of EuroEd, having a wide experience in managing and co-ordinating transnational projects in the field of linguistic education and training, adult education and LLL. She was / is project coordinator of over 50 (EU) projects implemented locally, nationally or trans-nationally by EuroEd Foundation.

Andreea Ionel is project manager at EuroEd Foundation. She holds a bachelor and an MA degree in social work. She is presently an international project coordinator having managed several projects implemented by EuroEd Foundation (Grundtvig, Lingua, Leonardo da Vinci, Phare, Erasmus+ and other tenders). She has an extensive experience in writing, managing and implementing EU projects in various fields and a wide experience in preparing and delivering public presentations and trainings at national and international level.

## University of Medicine and Pharmacy Grigore T. Popa

<b>Name of the organisation :</b>	University of Medicine and Pharmacy Grigore T. Popa	 <p>UNIVERSITATEA DE MEDICINĂ ȘI FARMACIE GRIGORE T. POPA IAȘI</p>
<b>Address:</b>	Str. Universitatii nr. 16 700115 Iasi, Romania	
<b>Tel:</b>	+40.232.301.603	
<b>Fax:</b>	+40.232.211.820	
<b>Web site:</b>	<a href="http://www.umfiasi.ro">www.umfiasi.ro</a>	

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<b>Function:</b>	Lecturer / project coordinator	
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<b>E-mail:</b>	<a href="mailto:irina.ionita82@yahoo.com">irina.ionita82@yahoo.com</a>	

<b>Type of organisation:</b>					
SME	<input type="checkbox"/>	School	<input type="checkbox"/>	University	<input checked="" type="checkbox"/>
Training	<input type="checkbox"/>	No Profit	<input type="checkbox"/>	NGO	<input type="checkbox"/>
				Public Authority	<input type="checkbox"/>

<b>Fields of action:</b>					
SMEs	<input type="checkbox"/>	Youth	<input type="checkbox"/>	Universities	<input checked="" type="checkbox"/>
Equal opportunities	<input type="checkbox"/>	Schools	<input type="checkbox"/>	Unemployed	<input type="checkbox"/>
				Public Authorities	<input type="checkbox"/>

## Description of the organisation

- Created as Faculty of Medicine – 1879
- Later associated with the Faculty of Pharmacy and Faculty of Dentistry – 1935
- Named after one of the most representative professors of comparative anatomy, G.T. Popa – 1991
- Comprises also the Faculty of Bioengineering - 1994

The University assumes long-term objectives, focusing on recognition by the international community at large of its position as a world-class Advanced Research University:

- To train and improve the graduates and specialists in medicine, dental medicine, pharmacy, medical bioengineering and medical assistance
- to create, develop and spread the values of the bio-medical sciences and their visibility in the European and global area
- To continuously improve the activities and performances of the national public health system.

The only medical University in the North -East Region of Romania, teaches over 11,000 students registered in graduate and undergraduate programs.

## Experience of the organization in previous European projects

Since 2009, the University has been implemented 30 projects in the following fields: 26 for human resources development (POSDRU – of which in 10 it was the Beneficiary), 3 under the Increase of Economic Competitiveness Operational Programme (POSCCE) and also a cross-border project. Besides these projects, the university has also been a partner in the Erasmus mobility programmes, having bilateral agreements with many European countries.

Moreover, the University conducts world-class scientific research in the medical field. It is accredited (NASR Decision No 9847din 22.04.2010) as institution of RDI. Scientific research is one of the tasks undertaken by the University Charter. Research activities are carried out in all departments and university departments, financial support being mostly provided through grants or research contracts. National strategy on research allowed structuring of the centres of excellence and research, accredited by NURC. The university operates with two centres of excellence, 8 research centres and two research platforms, 5 centres created by HRD projects.

The academic personnel of the University consists of over 849 academic staff, 14 researchers and 126 research assistants, which are teaching and lecturing in order to ensure high quality courses and methods.

**Project TAKE CARE**, Project lifetime: November 2012 - October 2014. *Aims.* The aims of the project are to help migrants gain language skills about health matters in a new language and improve their integration; to create a European wide network of associated partners and contribute to intercultural communication. *Products and activities.* The main project product is a Healthcare Language Guide for Migrants containing: a language learning phrase book (in Bulgarian, Dutch, English, German, Greek, Lithuanian, Portuguese, Romanian and Spanish) a glossary in 17 languages, necessary information on the national health care system in each partner country and a basic language emergency kit for healthcare providers. The developed materials are used for trainings for organizations and institutions responsible for the integration of migrants and also for holding of short language courses for migrants. The project is co-funded by the European Commission within the frames of the Lifelong Learning Program – Grundtvig Multilateral projects, project number 526736-LLP-2012-NL-GRUNDTVIG-GMP., [www.takecareproject.eu](http://www.takecareproject.eu)

**Project MEDLANG**, Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication Ref. no.: 2014-1-RO01-KA203-002940

**ZOE - ZoonosesOnlineEducation** Online courses with videos for the field of veterinary communication dealing with prevention, diagnosis and treatment of diseases transferable from animals to humans Erasmus+ Strategic Partnerships for higher education Ref. no.: 2016-1-RO01-KA203-024732

**Project INTEGRA**, Lifelong Learning Programme project GRUNDTVIG Multilateral Nr. ref.: 510258-LLP-1-2010-1-LTGRUNDTVIG-GMP, <http://www.integra-project.eu/>

**Project TOOL** (nr. ref. 230285-CP-1-2006-1-RO-LINGUA-L2),

**Project ALL** (Autonomous Language Learning) – Nr. Ref. 229775-CP-1-2006-1-ES-LINGUA-L2PP.

## Experience and Expertise of the organization in the project's subject area

The History of Medicine as a subject in the curriculum of the 1st year students of the Faculty of General Medicine at the Grigore T. Popa University of Medicine and Pharmacy, the oldest medical university in Romania, is a course that has 2 credits. Through many years and transformations of the curricula to align it with the new developments and requirements the history of medicine has been on offer and it has resisted all winds of change. The strategy of the university is to consolidate the foundations that make the teaching and learning of medical studies in Iasi successful: on the one hand modernity and on the other hand a curricula anchored in the oldest traditions of research and training of both undergraduate and advanced medical studies. The role of this subject is to ensure a line of continuity and to motivate each generation of students with a feeling of belonging to a community of generations of successful specialists and forerunners. It is the privilege of this university to be able to keep this subject going on in the general „competition” between the hours allocated to the various subjects. Many other newer universities in the country gave up teaching the History of medicine because they are too recent to educate their students as part of many generations of graduates with a professional enthusiasm and pride. In the case of Grigore T. Popa university this is an important goal proved along the years: that of giving the learner a feeling of belonging to the medical community of doctors trained by this university and to encourage their coparticipation in the long line of forerunners as creators of new medical practice, knowledge and professional attitude in connection to doctor- patient relationship. History of medicine is considered one of the sections of general history of culture of humanity in this university. Nevertheless its content is not taught in connection and associated with other topics taught further in superior years: bioethics and patient -doctor communication. The evidence-based approach is prevalent and the inclusion of the history of medicine under a bigger content and approach umbrella lacks. The current approach gives the students the possibility to examine the development of knowledge related to diseases, treatments, saving and strengthening of health. The table of contents of medicine, level of precautionary measures, position of medical workers in history gives a brief overview to the students about the context of their future work. Studying the history of medicine students study the effects of medicine on people's health during the progress of time. They learn about how some of the time periods saw rapid improvement in health, while at other times people's health got worse. This was because of other factors, events or influences at the time. When studying the history of medicine students will study change over a long period of time its causes and effects.

With due effort the current approach could become systemic and more relevant.

The current subject file states that students will be able to identify key historical events in the science of medicine; students will be able to identify similarities and differences of medicine in history and medicine today; students will find a person in history from a country of their own and present his/her current contribution in a historical and geopolitical context.

The course teaches the following themes: Cultural heritage in medicine; Medical specialists in medicine; Medical specialists in history of medicine; History of medical educators; History of attitudes towards medicine; Historical medical treatments; Significant contributions to medicine-international, national, local. The course consists of lectures, debates and project work. The learning outcomes stated in the teaching have progressed from a chronological approach to the topics to a reflection on similarities and differences along the ages and cultures in the approach of medicine.

The history of medicine in this university becomes the chance given to the students to talk, learn and read about medicine along the ages and how this study has grown in years. The potential for the students' own role and future contributions is continuously enhanced. In Grigore T. Popa university the role of the study of the History of medicine lies primarily in its motivational capacity to perform of the learner: to encourage the students to accept life long learning, effort and the wish to contribute as essential for their future as doctors. Scientific creativity is looked for in the role models studied. Other traits relevant for the profession are also under scrutiny: fighting failure and death, mistrust and social rejection and the ambition to work to become the ambassadors of medical research, of fair patient treatment and of fundamental medical ethics.

## Contributions that can be provided to the project

### Library

- collection of printed publications, audio and visual materials, access to database and online resources in all clinical and preclinical medical domains, in Romanian, English or French
- 4 reading rooms equipped with wireless access points, 2 of which are opened daily from 8.00 to 22.00.
- The e-Learning Platform is the first in a Romanian Medical University and the most complex and functional one among other Romanian Universities.

### Available services:

- Virtual library, a manager of administrative information (grades)
- E-mail server for 10.000 users
- Videoconference server
- Data base and applications server

## Reasons of involvement in the project

The love for local history and the possibility to show the present students all over the world a part of the Romanian history.

## Contact Person's Experience and Expertise

### Richard Constantinescu

I have experience and expertise in many projects in Romania.

Books, articles and many projects in the field of History of Medicine; teaching and researching.

Pictures & movies; documents; from the Museum of the University – medical artifacts, manuscripts, rare books and other materials related to the medical history in Moldova (held by the Museum).

Long/short-term expert in many Romanian projects – history of medicine, medical communication, branding, social media & design in healthcare, medical journalism.

### Irina Croitoru

Short-term employed expert within the project POSDRU/86/1.2/S/63699 „Knowledge-based adaptation of the the higher dental medical teaching to the needs of the labour market and to those of the society” (May 2012 – October 2012).

Author of 7 books as main author and co-author for 2 books and many articles.

### Workshops

- 1) *Developing and Managing Successful Language Projects*, organized by the EuroEd Foundation, March 14th 2014, Iași, Romania (European project NELLIP, project financed by the European Commission within the Life Ongoing Learning Program, Key 2 activity Foreign languages - Multilateral networks).
- 2) *Comunicarea medicală în contexte multilingvistice și multiculturale – perspective, metode și resurse*, organised by the „Gr. T. Popa” University of Medicine and Pharmacy in collaboration with the EuroEd Foundation, March 28th - 29th 2014, Iași, Romania (TAKE CARE European project, *Project: A Healthcare Language Guide for Migrants*, 526736-LLP-1-2012-NL-GRUNDTVIG-GMP, [www.takecareproject.eu](http://www.takecareproject.eu)).
- 3) *Comunicarea medicală în contexte multilingvistice și multiculturale – perspective, metode și resurse*, organised by the „Gr. T. Popa” University of Medicine and Pharmacy in collaboration with the EuroEd Foundation, July 3rd 2014, Iași, Romania (TAKE CARE European project, *Project: A Healthcare Language Guide for Migrants*, 526736-LLP-1-2012-NL-GRUNDTVIG-GMP, [www.takecareproject.eu](http://www.takecareproject.eu)).

## TEMPLATE: IO1.A - MAPPING CURRICULA

Name of the course

*Please indicate the name of the course where History of Medicine is an integrated module.*

Objectives of the course

*Please indicate the main objectives of the course and explain the connection with the topic of History of Medicine.*

Methodologies

*Please describe the methodologies adopted by professors and lecturers to teach the module concerning history of medicine in the related course aforementioned.*

*Please make sure to write a text with around 150 words.*

Department

*Please write down the name of the department where the aforementioned course is taught.*

Lectures expertise

*Please indicated the required qualification and expertise needed to teach this module.*

*Please make sure to write a text with around 150 words.*

Literature Review

*Please summarise the available literature review related to the role of the History of Medicine in relation to the Medical Humanities courses.*

*Please make sure to write a text with around 1000 words.*

*\*Please copy, paste and fill in this structure in a different word document if there are more than one course in your University where history of medicine is an integrate course.*



**TEMPLATE: IO1.B - FOCUS GROUP**

<b>Intellectual Output</b>	<i>IO1 – Training package in medical history for medical humanities lectures</i>
<b>Number of participants</b>	<i>6-8</i>
<b>Participants Typologies</b>	<i>Historical lectures, medical education researchers, medical history researchers and graduate medical students</i>
<b>Topics</b>	<p><i>The focus group needs to be focused in the following four thematic areas:</i></p> <ol style="list-style-type: none"> <li><i>1. Clinical practice (evidence based medicine)</i></li> <li><i>2. Medical ethics (health expectations and experiences in term of values and ethical principles change through the time)</i></li> <li><i>3. Medical social sciences (lifestyle, environment, global health)</i></li> <li><i>4. Communication skills (doctor – patience relationship)</i></li> </ol>
<b>Duration</b>	<i>45/60 minutes</i>

<b>Organisational methodology</b>
<ul style="list-style-type: none"> <li><i>• It is important to have two elements in the focus group: the moderator and someone supporting the registration of the results.</i></li> <li><i>• There is no need to do a transcription of the focus group, just write down the main conclusions.</i></li> <li><i>• Is important to add, at least <b>one picture</b> and collect the list of signatures.</i></li> </ul>

<b>Questions</b>
<p><u><i>Sample introduction (5mins)</i></u></p> <ul style="list-style-type: none"> <li><i>• Introduce self and any observer /other researcher</i></li> <li><i>• Explain what focus group about, nature and purpose of research, who research is for, briefly set out topics to be discussed</i></li> <li><i>• Provide assurances about confidentiality</i></li> <li><i>• Explain what happens to data collected – transcribing, reporting, anonymity</i></li> <li><i>• Introduce and describe digital recording</i></li> <li><i>• Set ground rules – one person to speak at time, everyone`s views important so want hear from everyone, no right or wrong answers, looking for range of views, consensus not required</i></li> <li><i>• Mobile phone, blackberries etc. – off (or on silent/vibrate)</i></li> <li><i>• Invite any question</i></li> </ul>

Project number: 2018-1-ES01-KA203-050606

### Background (10mins)

*Aim: to provide demographic and other background details as a context for the main discussion*

- *Introductory exercise (whether participants want to use their first names, last name or a pseudonym)*
- *Individually: ask everyone in turn to say a brief word about themselves*
  - *Where they live*
  - *Background*
  - *Relationship to medical humanities and medical history teaching*
- *Collectively: ask whether they had some previous experiences with teaching medical humanities and medical history*

### General discussion (15mins)

*Aim: to explore professionals' understanding of what the main topic is*

- *Collectively: give an overview of the topic for discussion and ask for any initial thoughts*
- *Individually: ask whether they experienced some difficulty to the teaching of medical history in the medical humanities course or if they have any concern about the teaching of medical history*
- *Ask to mention whether they consider appropriate the integration of medical history in the medical humanities course and what approach they prefer*
- *Ask to mention whether they experienced a lack of interest in medical students in order to participate in the medical history module and what they think about the reasons of this phenomena*
- *Ask what kind of curriculum available for medical students they consider more appropriate to the teaching of medical history and why*

### General Discussion (30mins)

*Aim: to explore experts views about how to innovate the teaching of medical history in medical education*

- *What do you think about e-learning as support to teach medical history?*
  - *Barriers*
  - *Facilitators*
- *What do you think about the support of a digital museum in order to learn and perform research in medical history?*
  - *Barriers*
  - *Facilitators*



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- *What do you think about the use of object-based learning in the teaching of medical history?*
  - *Barriers*
  - *Facilitator*

*Conclusion /Debrief (10mins)*

*Aim: resume the discussion, stress opinions and perspective differences if not proceeds*

- *Individually: ask each participant in turn if they agree or not with the resume perspectives and if there is anything they wish to add.*
- *Collectively: thank participants, ask them to complete brief feedback questionnaire including whether they would be happy to be contacted again to take part in another focus group*
  - *Ask if they have any further questions about the project.*

**Final results**

*Please transcribe the full text of the focus group.*



## TEMPLATE: IO1.C - QUESTIONNAIRE FOR STUDENTS

Please use the following table to create each question.

<b>Question n. 1</b>
<i>Text of the question</i>

Strongly Disagree

① ② ③ ④ ⑤

Strongly Agree

**TEMPLATE: IO1.D – TABLE OF CONTENTS FOR THE EDUCATIONAL MATERIAL**

<b>Pre-history (Spain)</b>	<b>Hippocratic medicine (Greece)</b>	<b>Arabic medicine (Spain)</b>
<b>Unit 1 - Topic 1</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 3 - Topic 3</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 5 - Topic 5</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>
<b>Unit 2 - Topic 2</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 4 - Topic 4</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 6 - Topic 6</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>

<b>Renaissance medicine (Italy)</b>	<b>Modern medicine (United Kingdom)</b>	<b>Contemporary medicine (Romania)</b>
<b>Unit 7 - Topic 7</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 9 - Topic 9</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 11 - Topic 11</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>
<b>Unit 8 - Topic 8</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 10 - Topic 10</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>	<b>Unit 12 - Topic 12</b> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul>

## TEMPLATE: IO1.E - GUIDELINES FOR THE DEVELOPMENT OF THE EDUCATIONAL MATERIAL

Each HEI has to develop 2 units, but UCM (ES) that has 4, related to a specific historical period.

For each unit, each HEI should produce:

- 1 Power Point
- 1 reading of around 3000 – 4000 words
- 1 formative evaluation questionnaire with 5 open-ended questions
- 1 summative evaluation questionnaire with 10 multiple-choice questions

Each HEI has to produce

- 1 case scenario supported by a related video for 1 of the 2 above mentioned units.

Title of the Unit	
Please describe the topic you have chosen and its didactical contents	1500 words
Please describe the Learning Objectives of the Unit	600 words
Please describe the teaching methodology, such as principles, methods and strategies	1000 words
Please provide an image (.jpg) of the chosen topic	500 words

Power Point
Please create a Power Point to be used for the whole unit that deals with the assigned historical period and the chosen topic related to it. It has to summarise the whole unit, giving the main aspects of the lesson and it should correspond to 2 hours lecturing.

Case Scenario	
Please provide a descriptive text of a case scenario related to the evolution of the chosen topic throughout the assigned historical period.	1500 words
Please indicate the YouTube address of the video related to the case scenario. Bear in mind that it is necessary that at least one of the two topics will be supported by a video	

## Reading

*Please develop a reading of around 3000 – 4000 words analysing the assigned historical period and the chosen topic related to it. The document has to provide detailed information concerning the historical period connected to the four thematic areas and the chosen topic.*

*Please cite the articles, papers, book chapters used for the development of the reading, utilising the **Vancouver Style**.*

## Formative Evaluation Questionnaire

*Please create a questionnaire with 5 open-ended questions related to the unit, to be used by the students at the end of the lecturing phase to test their acquired knowledge.*

Question 1	
Question 2	
Question 3	
Question 4	
Question 5	

## Summative Evaluation Questionnaire

*Please create a questionnaire with 10 multiple-choice questions related to the unit, to be used by the students at the end of the lecturing phase to test their acquired knowledge.*

<b>Question n. 1</b>	
<i>Text of the question</i>	
Answer n. 1	True
Answer n. 2	False
Answer n. 3	False

*Please copy and paste this table for the other 9 questions.*

## TEMPLATE: IO1.F – PILOTING REPORT GUIDELINES

### CONTENTS

#### REPORT OF THE PILOTING PHASE

##### 1. INTRODUCTION

- **Description of the project**  
*Please describe the context and the main objectives and deliverables of the project*
- **Analysis of the IO1 - Training Package in Medical History for Medical Humanities Lecturers**  
*Please describe the first Intellectual Output and its aims in detail*

##### 2. PILOTING AT NATIONAL LEVEL

- **Piloting in Spain**  
*Please provide a description of the piloting that took place in Spain and its main results.*
- **Piloting in Greece**  
*Please provide a description of the piloting that took place in Greece and its main results.*
- **Piloting in Italy**  
*Please provide a description of the piloting that took place in Italy and its main results.*
- **Piloting in Romania**  
*Please provide a description of the piloting that took place in Romania and its main results.*
- **Piloting in the United Kingdom**  
*Please provide a description of the piloting that took place in the United Kingdom and its main results.*

##### 3. MAIN FINDINGS

###### 3.1 LECTURES

- **Implementation of the Educational Material**  
????

###### 3.2 STUDENTS

- **Implementation of the Educational Material**  
????

##### 4. CONCLUSION

*Please provide the conclusion concerning the implementation, of the ALCMAEON Educational Material at national level focusing on its strengths and weaknesses.*

## EDITING INFORMATION

### **TITLE OF THE REPORT [ARIAL 14 POINT, BOLD, CENTRED]**

#### **AUTHOR NAME(S) [ARIAL, 12 POINT, BOLD, CENTRED]**

NAME OF INSTITUTION [10 POINT, NORMAL, CENTRED]

CITY, COUNTRY [10 POINT, NORMAL, CENTRED]

*E-MAIL [10 POINT, ITALIC, CENTRED]*

#### **ABSTRACT [ARIAL 12-POINT, BOLD, CENTRED]**

*The text of the abstract should be written in italicized text, using Calibri 11-point. Text is fully justified. Leave two blank lines after the abstract, and then begin the main text.*

The main body of the text should be written using the Calibri font and single spacing with 11-point interlining spacing. Be sure your text is fully justified—that is, flush left and flush right. Please do not place any additional blank lines between paragraphs.

Top margin should be set at 3 cm; bottom, left and right margins at 2.5 cm.

The citation number of a bibliographical reference in text must be enclosed in square brackets, for example [1]. A list of the references should be given at the end of the paper.

Figures, tables and graphics should be centred, numbered and accompanied by a legend. (Fig.1. Legend, Table 1. Legend). Where possible Calibri 10-point should be used for all figures, tables and graphics.

Please, avoid using page numbers, headers and footnotes.

#### **1. FIRST-ORDER HEADINGS**

For example, “1. Introduction”, should be Calibri 13-point boldface, initially capitalized

#### **1.2 SECOND-ORDER HEADINGS**

As in this heading, they should be Calibri 11-point boldface, initially capitalized

#### **REFERENCES [CALIBRI, 12-POINT, BOLD, CENTRED AND CAPITALIZE THE FIRST LETTER]**

[1] SURNAME, N. “TITLE OF THE WORK”, NAME OF JOURNAL/WORK/SOURCE, CITY, PUBLISHING HOUSE, YEAR, PAGES

[2]

[3]

[Calibri, 10-point, normal, alignment justify, upper and lower case]

## TEMPLATE: ME.1 - MULTIPLIER EVENT DESCRIPTION

Each partner has to organise a half day multiplier event on the ALCMAEON project. The event can be a conference, a workshop, a focus group or any other event typology involving the foreseen number of participants and achieving the expected results.

The event will aim to mainstream the project results as fundamental tools to provide teachers and policy makers in charges of educational strategies with a stronger capacity to foster promote science education and address students' underachievement in these subjects.

At the end of the dissemination events, each partner, should collect from the participants involved the:

- Evaluation questionnaires (PM4.D – Lectures' Evaluation Questionnaires for Intellectual Outputs)

For each multiplier event, please provide the following information:

<b>Title</b>	
<b>Date</b>	
<b>Place</b>	<i>City, Country</i>
<b>Description</b>	<p><i>Please indicate:</i></p> <ul style="list-style-type: none"> <li>- <i>The number and typology of participants</i></li> <li>- <i>The profile of teachers involved</i></li> <li>- <i>The contents of the multiplier event</i></li> <li>- <i>The conclusion achieved</i></li> </ul> <p><i>You can take this information from the "ME.4 - Minutes Template".</i></p>
<b>List of participants</b>	<p><i>Please attach the list of participants in PDF format</i></p> <p><i>Use the "ME.3 – List of Participants Template"</i></p>
<b>Programme</b>	<p><i>Please attach the Programme in PDF format</i></p> <p><i>Use the "ME.2 – Programme Template"</i></p>
<b>Pictures</b>	<i>Please attach the picture of the multiplier event</i>

**TEMPLATE: ME.2 - MULTIPLIER EVENT PROGRAMME**  
**PLEASE DELETE THIS BOX**

**Title of the Dissemination Event**

**City, Country**

**Date**

**Programme**

hh:mm	Title of the speech Name of the speaker, Affiliation
hh:mm	Title of the speech Name of the speaker, Affiliation
hh:mm	Title of the speech Name of the speaker, Affiliation
hh:mm	Title of the speech Name of the speaker, Affiliation

**Coffee break**

hh:mm	Title of the speech Name of the speaker, Affiliation
hh:mm	Title of the speech Name of the speaker, Affiliation
hh:mm	Title of the speech Name of the speaker, Affiliation
hh:mm	Title of the speech Name of the speaker, Affiliation



## TEMPLATE: ME.4 – MULTIPLIER EVENT MINUTES

**PLEASE DELETE THIS BOX**

**Title of the Dissemination Event**

**City, Country**

**Date**

**Minutes**

### Participants

Please write here the name of all the participants and the name of the institution they belong to.

### Minutes

Please describe:

- The number and typology of participants
- The profile of teachers involved
- The contents of the focus group
- The conclusion achieved

*Please make sure the length of the minutes is around 1.000 words.*

### Annexes

The following annexes are compulsory:

- Programme
- Signature
- Materials distributed (only if available)
- Pictures

**TEMPLATE: PM1.A – LECTURER INFORMATION**

**LECTURER INVOLVED**

* Name and Surname	
* E-mail	
Web site	
Field of research	
* Subject taught	
Years of experience	
Profile	<i>Please briefly describe the academic experience</i>
Picture of the lecturer	<i>Please enclose a jpg picture of the lecturer</i>

**UNIVERSITY**

* Name of the university	
* Faculty / Department	
* Country	
City	
Address	
Tel	
E-mail	
Web site	
Picture of the university	<i>Please enclose a jpg image of the university</i>

**Confirmation of registration**

Hereby I confirm that I would like to register on the project portal of the Erasmus+ project ALCMAEON.

**Agreement for electronic use of personal data**

I further agree that my personal data (full name, email, organization) get collected and processed for

- Reporting and audits of the Erasmus+ Spanish national agency or any other organization indicated by the European Commission.
- Contacting me via email for information material related to the project
- Statistical purposes

\_\_\_\_\_

Last name, first name

\_\_\_\_\_

Date of birth

\_\_\_\_\_

Place, Date

\_\_\_\_\_

Signature



## TEMPLATE: PM1.B – STUDENT INFORMATION

### STUDENT INVOLVED

* Name and surname	
Web site	
* E-mail	
Profile	<i>Please briefly describe the educational experience</i>
Picture of the student	<i>Please enclose a jpg picture of the student</i>

### UNIVERSITY

* Name of the university	
* Faculty / Department / Specialisation	
Study Programme	
* Country	
City	
Address	
Tel	
E-mail	
Web site	
Picture of the university	<i>Please enclose a jpg image of the university</i>

### Confirmation of registration

Hereby I confirm that I would like to register on the project portal of the Erasmus+ project ALCMAEON.

### Agreement for electronic use of personal data

I further agree that my personal data (full name, email, organization) get collected and processed, according to the GDPR 2016/679, for

- Reporting and audits of the Erasmus+ Spanish national agency or any other organization indicated by the European Commission.
- Contacting me via email for information material related to the project
- Statistical purposes

\_\_\_\_\_  
Last name, first name

\_\_\_\_\_  
Date of birth

\_\_\_\_\_  
Place, Date

\_\_\_\_\_  
Signature



## TEMPLATE: PM1.C - ROLE OF THE TARGET GROUPS

### 1) Lecturers

The lecturers will:

- Participate in the focus groups and in the creation of the questionnaires for undergraduate students
- Contribute to the creation of the contents of the educational materials
- Participate in the video library
- Test with students the contents of the educational material

### 2) Students

The students will have the possibility to:

- Carry out the questionnaire
- Make use of the contents of the Training package
- Participate in the video library
- Take part in the piloting of the Training Package

## TEMPLATE: PM1.D - IN PROGRESS ACTIVITIES REPORTS

(To be completed and uploaded on the project web site every three months)

**Partners' Institution:**

**Project's period (from/to):**

**Activity concerned:**

IO1 – Training Package in Medical History for  
Medical Humanities Lecturers

IO2 – Collection for Digital Medical Museum

IO3 – Virtual Video Library with Testimonials  
from Role-Model Doctors

PM - Project Management

**Objectives of activities carried out**

--

**Description of activities carried out**

--

**Results Achieved**

--

# DECLARATION

**THIS IS TO CONFIRM THAT**

**NAME SURNAME**

**from official name of institution**

**has participated in the**

**“Erasmus+“ Programme’s Strategic Partnerships project’s**

**“ALCMAEON” No. 2018-1-ES01-KA203-050606**

**Partners Meeting**

**In City, Country**

**On Dates**

Name and surname of the manager of organizing  
institution

Signature .....

Stamp



## TEMPLATE: PM2.A IN PROGRESS DISSEMINATION REPORTS

(To be completed, uploaded on the project website every three months together with any supporting documents e.g. photos, brochures etc.)

Partner		
Name of the person involved		
Date of the event		
Type of Dissemination event	<input type="checkbox"/> Training Seminar <input type="checkbox"/> Transnational Meetings <input type="checkbox"/> National Meeting <input type="checkbox"/> Article in newspaper <input type="checkbox"/> Article in magazine	<input type="checkbox"/> Conference or Fair <input type="checkbox"/> Newsletters <input type="checkbox"/> Article on website <input type="checkbox"/> Informative Mailing <input type="checkbox"/> Other, please specify: ....
Target group	<input type="checkbox"/> Universities Association <input type="checkbox"/> Enterprises <input type="checkbox"/> General Public <input type="checkbox"/> Public Bodies <input type="checkbox"/> Researchers	<input type="checkbox"/> Training Agencies <input type="checkbox"/> Schools <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Experts
Number of people reached by event		
Held in	(Town and Country)	
Description of Dissemination Event		
Outcomes and Results (Qualitative results)		
Supporting Documents (e.g. photos; videos etc.)		

## TEMPLATE: PM2.B - HOW TO WRITE THE BEST PRACTICE DISSEMINATION REPORT

Please identify **at least 1 'best' dissemination event** you carried out and which you feel are innovative or could provide a good example for other partners and projects.

Please be aware that you should identify and describe a specific dissemination event you carried out and not just describe the typology of dissemination event which you consider relevant.

For the dissemination event, please specify:

- The place and date where and when it took place
- The target groups and the number of participants involved in the event
- The outcomes of the event
- Feedback received by the participant
- Follow up of the event
- The reasons why the event can be considered examples of best practice

Please do not answer the element above one by one, but make a description of the dissemination events taking into consideration all of them.

Please produce the description of the event in the third person.

E.g.: *The best dissemination event carried out in Italy is the organisation of conference on the thematic area of the project. The conference took place in Florence in 2017. The participants in the event were .....*

## TEMPLATE: PM3.A - ASSOCIATED PARTNER LETTER

*Please put the logo of the associated partner in the upper left corner and delete all the text in red*

The undersigned (*Name and Surname*) as (*Role in the organisation*) of (*Name of the organisation*) hereby declares the willingness of this organisation to fully support and actively co-operate in the “ALCMAEON” Project promoted by Universidad Complutense de Madrid (ES), within the framework of the Erasmus+ Programme.

(*Name of the organisation*) wishes to be an associated partner in the project because we fully support the aims and objectives of the project and recognise the strategic importance of the project outcomes to improve the current situation at European level in the field of action.

The undersigned also states to be fully aware that as associated partner no funds coming from the European project grant will be assigned to our institution.

The role this organisation expects to play in the project includes:

- Exchange of experience and expertise during and after the project
- Participation in the Dissemination of the project information
- Promotion of the information about the project to our network of contacts
- Contribution to exploitation and sustainability of the project results

The contact person for the organisation will be (*Name and Surname*)

The undersigned (*name and surname*) authorise the project promoter and Pixel to publish the associated partner data provided in the Form enclosed, entirely or extracts, on the project related documents both on paper and on-line (e.g. project web site, etc.).

Date

Name and Surname

Role

Official Stamp



## TEMPLATE: PM3.B - ASSOCIATED PARTNER INFORMATION

Please fill in the list below with the information on the Associated Partner:

Name of the organisation	
Type of Institution	
City	
Address	
Country	
Web-Site	
Name of contact person	
Email of Contact Person	

Please provide a brief description of the organization

Please describe how the organisation will contribute to the dissemination and exploitation of the project results

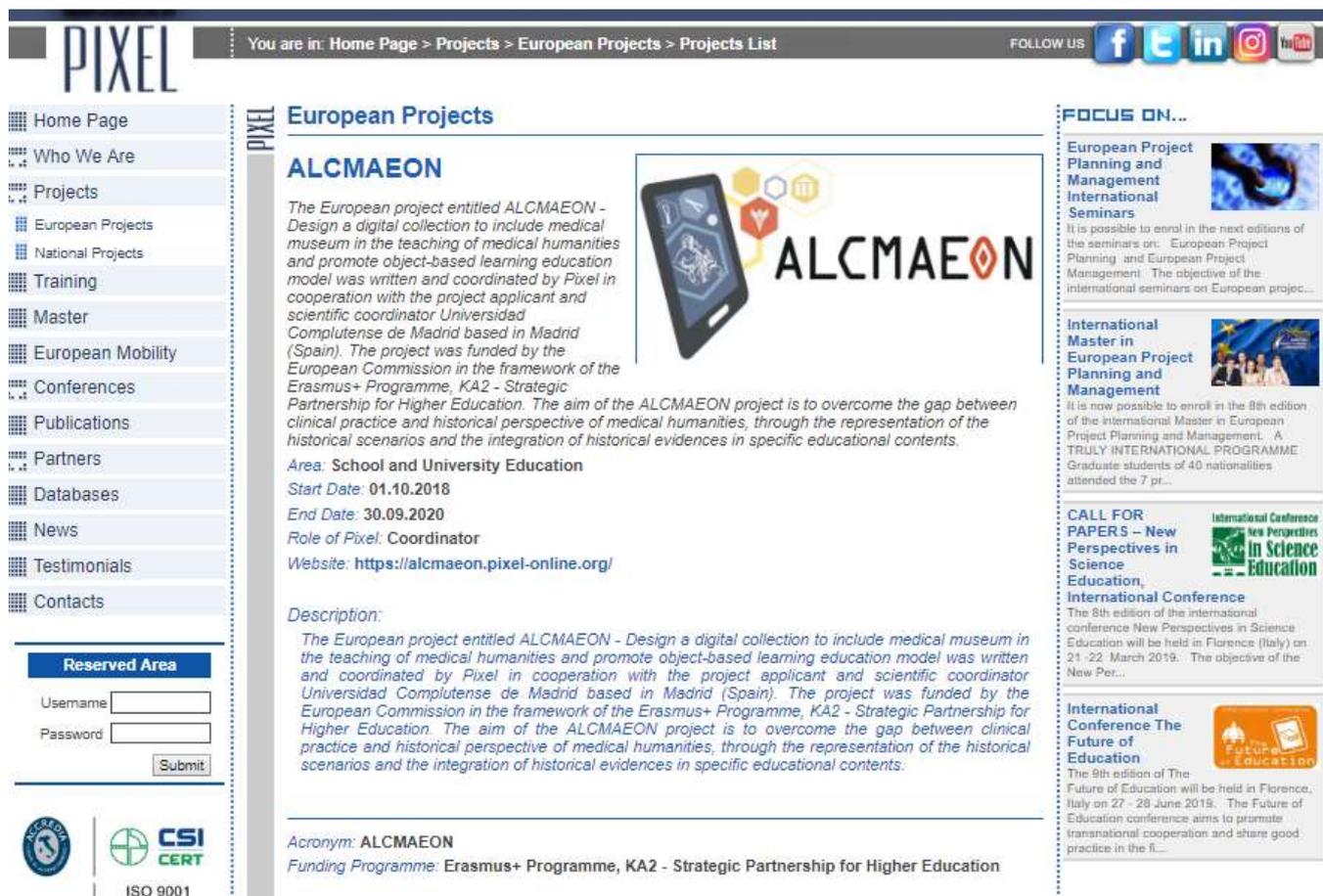
## TEMPLATE: PM3.C - EXPLOITATION LINKS

The aim of this activity is to put links to the ALCMAEON portal on external web sites. For each link please provide, using the following table, the following information:

SCREENSHOT OF THE WEBSITE SHOWING THE LINK	SOURCE TITLE & WEB LINK	DESCRIPTION
01_ALCMAEON_Pixel.jpg  <i>Please save the screen shoot in .jpg and save it in a separate file with the name of the source</i>	<b>Pixel</b>  <a href="https://www.pixel-online.net/PRJ_projects_form.php?id_prj=141&amp;id_area=&amp;id_ben=">https://www.pixel-online.net/PRJ_projects_form.php?id_prj=141&amp;id_area=&amp;id_ben=</a>	Pixel is partner in the ALCMAEON project. Pixel website provides information about the project together with a direct link to the Portal. There are many users of Pixel's website that may now learn about and benefit from the ALCMAEON project.

### 1. Screen shoot of the web site

On the screen shoot please highlight the reference to the SMiLD project. See example below.



The screenshot shows the ALCMAEON website interface. The main content area is titled 'European Projects' and features a section for 'ALCMAEON'. The text describes the project as a digital collection for medical humanities education, coordinated by Pixel in cooperation with Universidad Complutense de Madrid. It mentions funding by the Erasmus+ Programme, KA2 - Strategic Partnership for Higher Education. The project's aim is to bridge the gap between clinical practice and historical perspectives of medical humanities.

Key details from the screenshot include:

- Area:** School and University Education
- Start Date:** 01.10.2018
- End Date:** 30.09.2020
- Role of Pixel:** Coordinator
- Website:** <https://alcmadeon.pixel-online.org/>

The right sidebar contains several news items, including 'European Project Planning and Management International Seminars', 'International Master in European Project Planning and Management', and 'CALL FOR PAPERS - New Perspectives in Science Education, International Conference'.

# Quality Plan

for the

## ALCMAEON Project

N° Project Number: 2018-1-ES01-KA203-050606

Produced by Pixel

*Issue: 01*

*Date: October 2018*



## Deliverable 1 – Training package in medical history for medical humanities lecturers

<b>Objective</b>	The aim of the activity is to produce a set of educational material corresponding to 2 ECs. The material will include PPTs for lecturers, specific readings to support the students and an audiovisual material linked to a case scenario. A toolkit to carry out an evaluation will be developed as well in order to assess the students through a summative and a formative perspective.		
<b>Start Date</b>	January 2019		
<b>Deadline</b>	May 2020		
<b>Expected Result</b>	<p>The Training Package will be developed after an analysis of the different curricula in each partner’s country where History of Medical Humanities is an integrated course and the implementation of a focus group involving lecturers and doctors, followed by the collection of 150 questionnaires for undergraduate medical students.</p> <p>With all the information collected thanks to the aforementioned activated an Educational Material corresponding to 2 ECTS/60 hour of work will be developed, organised in 12 Units constituted by:</p> <ul style="list-style-type: none"> <li>• 12 Power Point</li> <li>• 6 readings</li> <li>• 6 case scenario represented by a video</li> <li>• 1 formative evaluation questionnaire</li> <li>• 1 summative evaluation questionnaire</li> </ul> <p>The Educational Material will be tested with undergraduate medical students in order to analyse its strengths and weaknesses for each of the units and the possibility to be applied in medical courses at university level.</p>		
<b>Templates to be used</b>	IO1.A – Mapping curricula IO1.B – Focus Group IO1.C – Questionnaire for students IO1.D – Table of contents of the Educational Material IO1.E – Guidelines for the development of the Educational Material IO1.F – Piloting Report Guidelines		
	<b>Indicators</b>	<b>Results Achieved</b>	<b>Evaluation</b>
<b>Quantitative Indicators</b>	<ul style="list-style-type: none"> <li>• A map of the courses in each partner country where History of Medical Humanities is an integrated course</li> <li>• 12 ppt translated in all partners languages</li> <li>• 6 readings in all partners languages</li> <li>• 6 case scenario represented by a video</li> <li>• 1 formative evaluation questionnaire in all partners languages</li> </ul>		

Project number: 2018-1-ES01-KA203-050606

	<ul style="list-style-type: none"> <li>• 1 summative evaluation questionnaire in all partners languages</li> <li>• A Piloting phase report</li> </ul>		
<p><b>Qualitative indicators</b></p>	<ul style="list-style-type: none"> <li>• Usability</li> <li>• Innovativeness</li> <li>• Relevance of the contents</li> <li>• Consistency of the contents</li> <li>• Transferability of the contents</li> </ul>		



## Deliverable 2 - Collection for digital medical museum

<b>Objective</b>	The aim of the activity consists in the development of a set of digital contents placed in an open access platform addressed to undergraduate medical students in order to improve their information concerning the historical context explored during the history of medicine courses.		
<b>Start Date</b>	December 2019		
<b>Deadline</b>	September 2020		
<b>Expected Result</b>	<p>The partners will build a Digital Museum through an open access platform to implement object-based learning among undergraduate medical students.</p> <p>The Digital Museum will work as a map to facilitate the integration with the Training Package through specific hyperlinks connected to the educational contents.</p> <p>The Digital Museum will allow students to develop specific competences to read and understand historical sources, corroborate and contextualize the objects in the platform. In this manner, students will be able to develop the ability to connect historical events, context and experience of the objects analysed.</p> <p>The platform will be inspired by a participatory approach aiming at the development of a community of medical students and medical humanities lecturers in order to discuss about the contents, improve the teaching and investigating medical history.</p>		
<b>Templates to be used</b>	IO2.A – Map IO2.B – Digital objects IO2.C – Labels		
	<b>Indicators</b>	<b>Results Achieved</b>	<b>Evaluation</b>
<b>Quantitative Indicators</b>	<ul style="list-style-type: none"> <li>• A digital platform</li> <li>• A map connecting the contents of the Training package with the digital collection through specific hyperlinks</li> <li>• Specific labels to identify and describe the objects of the Digital Collection</li> </ul>		
<b>Qualitative indicators</b>	<ul style="list-style-type: none"> <li>• Usability</li> <li>• Innovativeness</li> <li>• Relevance of the contents</li> <li>• Consistency of the contents</li> <li>• Transferability of the contents</li> </ul>		

### Deliverable 3 - Virtual video library with testimonials from role-model doctors

<b>Objective</b>	The aim of this activity consists in the development of 20 videos showing the testimonials of doctors or medical lectures experts in history of medicine, which will support the training package and consolidate the link of the history of medicine with the medical profession.		
<b>Start Date</b>	July 2019		
<b>Deadline</b>	July 2020		
<b>Expected Result</b>	<p>The Virtual Video Library will be constituted by 20 videos divided by the 4 thematic areas covered in the Educational Material:</p> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Medical ethics</li> <li>• Medical social sciences</li> <li>• Communication skills</li> </ul> <p>Each of the 5 HEIs will develop 1 video per each of the thematic area.</p> <p>The Virtual Video Library will represent testimonial from experienced doctors, relevant for the history of medicine and they will complement the Training Package.</p> <p>The videos will be needed by the undergraduate medical students during 3 main stages:</p> <ul style="list-style-type: none"> <li>• During the lectures related to the corresponding unit</li> <li>• After the lectures during the assessment after each unit</li> <li>• Out of the classroom to participate in the online forum of the digital platform</li> </ul>		
<b>Templates to be used</b>	IO3.A – Guidelines to shoot a video IO3.B – Guidelines’ interview		
	<b>Indicators</b>	<b>Results Achieved</b>	<b>Evaluation</b>
<b>Quantitative Indicators</b>	<ul style="list-style-type: none"> <li>• 4 videos per each HEI</li> <li>•</li> </ul>		
<b>Qualitative indicators</b>	<ul style="list-style-type: none"> <li>• Usability</li> <li>• Innovativeness</li> <li>• Relevance of the contents</li> <li>• Consistency of the contents</li> <li>• Transferability of the contents</li> </ul>		

## PROJECT MEETING EVALUATION QUESTIONNAIRE

KICK OFF PARTNERS MEETING, Florence (IT), 11 - 12 February 2019

### Compiler's data (optional)

Name

Institution

Country

1. The transnational coordination and the secretariat functioned:

Inefficiently      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Efficiently

2. The information you received before the meeting was:

Incomplete      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Exhaustive

3. The organization of the facilities used for the meeting was:

Not suitable      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Suitable

4. How was the technical equipment available during the meeting?

Not Suitable      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Very Suitable

5. The agenda of the meeting was:

Unclear      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Clear

6. The material distributed during the meeting was:

Not useful      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Useful

7. The way you were received at the meeting has been:

Poor      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Good

8. At the start of the Meeting, the themes, the time available and the procedures of the meeting were:

Not clear      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Clear

9. The working conditions at the meeting were:

Unsatisfactory      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Satisfactory

11. The working atmosphere at the meeting was:

Unsatisfactory      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Satisfactory

12. The general management of the meeting was:

Unsatisfactory      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩      Satisfactory

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13. Did your questions receive satisfactory answers?

Never                      ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Always

14. The amount of time available for the meeting was:

Insufficient              ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Appropriate

15. The time management of the meeting was:

Inadequate              ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Adequate

16. The results reached at the end of the meeting were:

Unsatisfactory        ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Satisfactory

17. The level of correspondence of the results of the meeting with the established objectives was:

Inadequate              ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Adequate

18. The level of participation of the different components of the partners' group was:

Unsatisfactory        ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Satisfactory

19. How would you evaluate the social activities organized in the meeting days?

Very poor              ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩                      Very good

20. What did you like the most about the meeting?

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21. What did you like the least about the meeting?

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## PROJECT EVALUATION QUESTIONNAIRE

SECOND PARTNERS MEETING, Thessaloniki (EL), XX XXXXXXXXXXXX 2019

### Compiler's data (optional)

Name \_\_\_\_\_

Institution \_\_\_\_\_

Country \_\_\_\_\_

## SECTION 1: THE PROJECT PLANNING

*Please tick 1 for poor and 10 for excellent*

Compatibility of the project idea with the context	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Consistency with existing needs	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Compatibility with the project partners competences	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Clarity of project objectives	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Effectiveness of planned resources	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Compatibility between objectives and results produced	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

Comments:

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## SECTION 2: THE PROJECT MANAGEMENT

### A. Coordination

*Please tick 1 for poor and 10 for excellent*

Overall project management	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Effectiveness of project coordination arrangements	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Time management and respect of deadlines	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Quality of project meetings organization and management	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Effectiveness of online management tools	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
Effectiveness of problem solving strategy	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

Comments:

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## B. Communication

Please tick 1 for poor and 10 for excellent

Appropriateness of communication means	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Appropriateness of circulation of information	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Project information accessibility	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## C. Partnership

Please tick 1 for poor and 10 for excellent

Appropriateness of the partnership agreement	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Clarity and transparency of partners' role and responsibilities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Effectiveness of partners' cooperation	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Level of cooperation among project partners	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Quality of project meetings organization and management	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Integration within the project's team	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Level of involvement in the project activities by the project partners	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Level of respect of the deadlines by the project partners	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## D. Financial Management

Please tick 1 for poor and 10 for excellent

Management of financial resources by the project coordinator	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Appropriateness of financial resources distribution	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of financial resources with the project's tasks	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Clarity and transparency of administrative rules	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Usefulness of administrative information provided	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## SECTION 3. THE PROJECT ACTIVITIES

Please tick 1 for poor and 10 for excellent

Consistency between implemented activities and original workplan	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Appropriateness of the organization of project activities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Adequacy of the calendar of the activities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Punctuality in the revision of project deadlines	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Respect of project deadlines	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Compatibility of activities carried out with the planned results	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Appropriateness of the work carried out by the project team	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## SECTION 4. THE PROJECT RESULTS

### General

Please tick 1 for poor and 10 for excellent

Availability at current project stage of the results originally planned	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency between results and original aims and objectives	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Quality of project deliverables produced	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Quality of the tools produced for project management	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Quality of the project Website	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Level of satisfaction of end users' needs and expectations	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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### IO1 – Training package in medical history for medical humanities lecturers

Please tick 1 for poor and 10 for excellent

Usability	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Innovativeness	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Relevance of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Transferability of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## I02 – Collection for digital medical museum

Please tick 1 for poor and 10 for excellent

Usability	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Innovativeness	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Relevance of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Transferability of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## I03 – Virtual video library with testimonials from role-model doctors

Please tick 1 for poor and 10 for excellent

Usability	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Innovativeness	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Relevance of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Transferability of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## SECTION 5. DISSEMINATION

Please tick 1 for poor and 10 for excellent

Quality and usefulness of the Project web site	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Clarity and organization of the Project web site	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
User friendliness and usability of the Project web site	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Effectiveness of the overall project dissemination	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Quality of the dissemination activities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Quality of the dissemination results	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

Comments:

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## SECTION 6. FINAL REMARKS

Strong Points:

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Weak Points:

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Recommendations:

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**TEMPLATE: PM4.D – END USERS’ EVALUATION QUESTIONNAIRES FOR INTELLECTUAL OUTPUTS**

## **ALCMAEON Project**

### **Project Evaluation by end users**

*This questionnaire is addressed to the three main target users of the project:*

- *Lecturers of medical humanities*
- *Doctors*
- *Policy Makers*

### **SECTION A: PERSONAL and PROFESSIONAL DETAILS**

**Name: (optional)** .....

**Country:** .....

**B.1 Are you a ...?**

Lecturers of medical humanities       Doctors       Policy Maker       Students

Other, please specify .....



## Section B: Evaluation of the ALCMAEON intellectual Output

### B.1 Training package in medical history for medical humanities lecturers

Please tick one of the numbers below where 1 = Poor and 10 = Excellent

Usability	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Innovativeness	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Relevance of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Transferability of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

### B.2 Collection for digital medical museum

Please tick one of the numbers below where 1 = Poor and 10 = Excellent

Usability	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Innovativeness	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Relevance of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Transferability of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

### B.3 Virtual video library with testimonials from role-model doctors

Please tick one of the numbers below where 1 = Poor and 10 = Excellent

Usability	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Innovativeness	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Relevance of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Consistency of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Transferability of the contents	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

### B.4 Which of the above mentioned sources is/are the most useful for you? Why?

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.....

.....

### C.1 Testimonial

What are the most interesting aspects and strengths of the ALCMAEON project?

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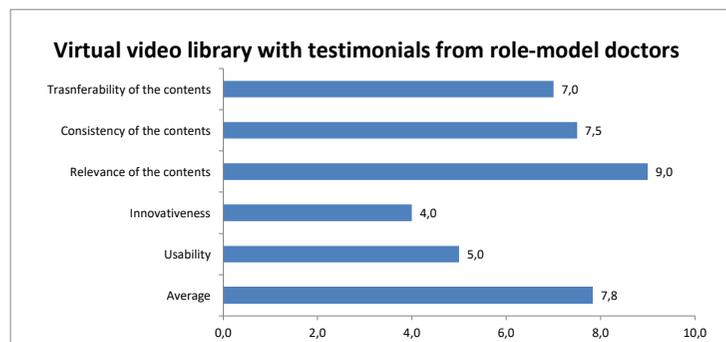
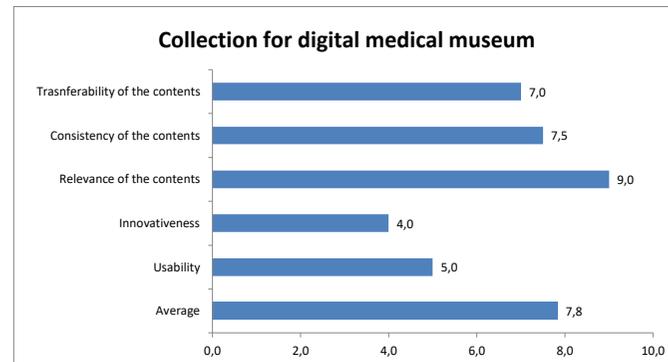
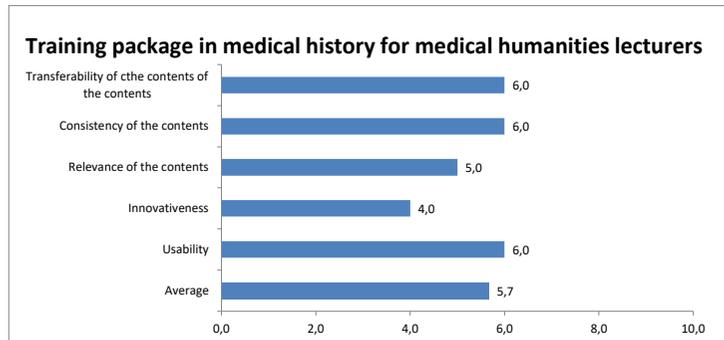
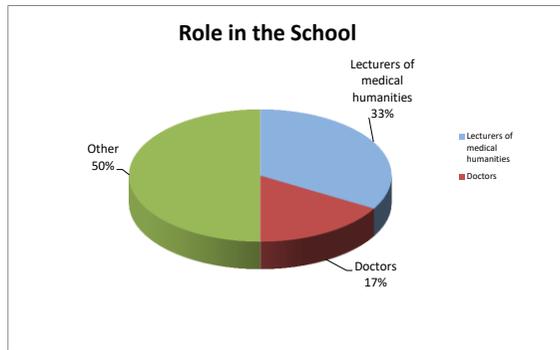
.....

.....

### Final Comments

.....

.....



## TEMPLATE: PM4.F – GUIDELINES FOR THE EVALUATION REPORT ON TESTING ACTIVITY

### EDITING INFORMATION

#### TITLE OF THE REPORT [ARIAL 14 POINT, BOLD, CENTRED]

#### AUTHOR NAME(S) [ARIAL, 12 POINT, BOLD, CENTRED]

NAME OF INSTITUTION [10 POINT, NORMAL, CENTRED]

CITY, COUNTRY [10 POINT, NORMAL, CENTRED]

E-MAIL [10 POINT, ITALIC, CENTRED]

#### ABSTRACT [ARIAL 12-POINT, BOLD, CENTRED]

*The text of the abstract should be written in italicized text, using Arial 10-point. Text is fully justified. Leave two blank lines after the abstract, and then begin the main text.*

The main body of the text should be written using the Arial font and single spacing with 10-point interlining spacing. Be sure your text is fully justified—that is, flush left and flush right. Please do not place any additional blank lines between paragraphs.

All margins should be set at 2.5 cm

The citation number of a bibliographical reference in text must be enclosed in square brackets, for example [1]. A list of the references should be given at the end of the paper.

Figures, tables and graphics should be centred, numbered and accompanied by a legend. (Fig.1. Legend, Table 1. Legend). Where possible Arial 10-point should be used for all figures, tables and graphics.

Please, avoid using page numbers, headers and footnotes.

#### 1. FIRST-ORDER HEADINGS

For example, “1. Introduction”, should be Arial 12-point boldface, initially capitalized

#### 1.2 SECOND-ORDER HEADINGS

As in this heading, they should be Arial 11-point boldface, initially capitalized

#### REFERENCES [ARIAL, 12-POINT, BOLD, CENTRED AND CAPITALIZE THE FIRST LETTER]

[1]

[2]

[3]

[Arial, 10-point, normal, alignment justify, upper and lower case]

## CONTENTS

Please start from the report you produced for IO1 and integrate it with the new information collected.

### Introduction

Please provide the following information:

- the target group you addressed
- the recruiting strategy
- evaluation of the recruiting strategy
- Results of the recruiting
  - Number and typologies of Schools involved
  - Number of teachers organised per subject taught
  - Number of classes and students involved

### Activities with teachers and students

Please explain how you involved the target groups in the production and/or testing of the intellectual outputs.

### Evaluation

#### Results of the questionnaire submitted to the teachers and students

- Please use all the graphs provided by the xls file you should have filled in with the target groups' questionnaires results
- Please comment all the graphs one by one

### Conclusion

Please provide your conclusion about the impact of the project on the target groups.

**TEMPLATE: TA.1 - TRAINING ACTIVITY REGISTER**

**PLEASE DELETE THIS BOX**

# Innovation in Medical Humanities Teaching

## Course Register

Training Course Dates: **First Day – Last Day Year**



**Date**

N.	Name	Surname	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			

<p><b>Content of the lesson: Title</b></p> <p><i>Please specify the specific contents</i></p>			
<p><b>Name and surname of the trainer</b></p>		<p><b>Trainer Signature</b></p>	

Duplicate this page for each one of the days of the training activity



**TEMPLATE: TA.2 - TRAINING ACTIVITY PROGRAM**

# Innovation in Medical Humanities Teaching

## Course Program

Training Course Dates:

Day 1	
Title of the module	
Contents of the module	<ul style="list-style-type: none"> <li>- <i>Presentation of the participants</i></li> <li>- <i>Presentation of the training package material</i></li> </ul>
Name of the trainer/s	

Day 2	
Title of the module	
Contents of the module	<ul style="list-style-type: none"> <li>- <i>Presentation of the digital platform integrating the educational material developed</i></li> <li>- <i>Web site functionalities and digital collection</i></li> <li>- <i>Discussion on the platform</i></li> </ul>
Name of the trainer/s	

Day 3	
Title of the module	
Contents of the module	<ul style="list-style-type: none"> <li>- <i>Presentation of the video library</i></li> <li>- <i>Relation of the video with the training package and the digital collection</i></li> <li>- <i>Assessment of the available material</i></li> </ul>
Name of the trainer/s	

Day 4	
Title of the module	
Contents of the module	<ul style="list-style-type: none"> <li>- <i>Focus on the integration of medical history with other topic discussed in medical humanities courses.</i></li> </ul>
Name of the trainer/s	

Day 5	
Title of the module	
Contents of the module	<ul style="list-style-type: none"> <li>- <i>Final discussion about the teaching of medical history and the future of medical humanities</i></li> <li>- <i>Assessment and certification of competences.</i></li> <li>- <i>Conclusions</i></li> </ul>
Name of the trainer/s	

**TEMPLATE: TA.3 - TRAINING ACTIVITY CERTIFICATE** PLEASE DELETE THIS BOX

This is to certify that

## NAME OF THE PARTICIPANT

born on **gg** month **yyyy** has attended the training course

## INNOVATION IN MEDICAL HUMANITIES TEACHING

The training activity was held in Madrid (Spain), from **first day** to **last day**. The total duration of the training activity was of **XXX** hours.

The main contents of the course focused on the following learning units:

Learning Unit	Contents

**Name and Surname**

Training Activity Coordinator

.....

## Template: TA.4 - Contents for the Mobility Europass

### Description of the Mobility Experience

#### 21. OBJECTIVE OF THE MOBILITY EXPERIENCE

*Please specify*

#### 22. INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

*Please specify*

#### 23. QUALIFICATION

*Please specify*

#### 24. COMMUNITY OR MOBILITY PROGRAMME INVOLVED

ALCMAEON project (Project Number: 2018-1-ES01-KA203-050606)  
ERASMUS+ KA2

#### 25. DURATION OF THE MOBILITY EXPERIENCE

*Please specify*

### Skills Acquired During the Mobility Experience

#### 27A. ACTIVITIES/TASKS CARRIED OUT

- *Please specify*
- .....

#### 28A. JOB-RELATED SKILLS

At the end of placement, the trainee was able to : [Competences for qualification 1-2]

- *Please specify*
- .....

#### 29A. LANGUAGE SKILLS

- *Please specify*
- .....

#### 30A. COMPUTER SKILLS

- *Please specify*
- .....

#### 31A. ORGANISATIONAL / MANAGERIAL SKILLS

- *Please specify*
- .....

Project number: 2018-1-ES01-KA203-050606

### 32A. COMMUNICATION SKILLS

- *Please specify*
- .....

### 33A. OTHER SKILLS

- *Please specify*
- .....

## Template: TA.5 - Participants Profiles

Please describe the background and profile of the participants involved in the learning, teaching or training activities and how the participants were selected.

Please make sure the length of the text is between 1 000 and 1 250 characters (spaces included)

Please complete the following table

Name and Surname of the Participant	Email Address

Please also send the scanned version of the certificate of attendance of each participant.

## Template: TA.6 - Report

Please describe the long-term learning, teaching or training activities included in your project and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.

Please make sure the length of the text is no more than 5 000 characters (spaces included).