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MAGNET

MANAGERIAL AND GOVERNANCE ENHANCEMENT THROUGH TEACHING



BALKANETUP

BALKAN NETWORK FOR UNIVERSITY PEDAGOGY

NEWSLETTER

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The content of the newsletter is composed by the members of the consortium established by HEIs from EU, ERASMUS+ associated countries and partner countries of the West Balkans.

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Democritus University of Thrace
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University of Arts in Belgrade
University of Banja Luka
Logos University College
University of Donja Gorica
University of Sarajevo
Medical University Plovdiv
South East European University
International Business College Mitrovica
University of Prishtina
Aleksander Moisiu University in Durrës



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Aleksander Moisiu

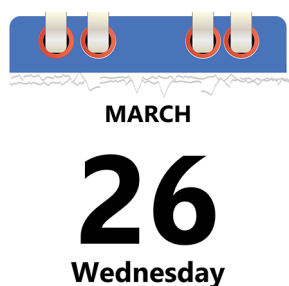
University of Durres



The MAGNET project working group at "Aleksander Moisiu" University of Durres has carried out several activities within the framework of the project. Two members of the working group participated in the recent meeting held at the University of Sarajevo, Bosnia and Herzegovina, from March 21–22, 2025. During this meeting, the activities completed so far were reported, and tasks for the upcoming months were assigned.

The MOOC courses prepared by the lecturers were used during the teaching process, thereby encouraging other colleagues to also develop and implement MOOCs in their teaching sessions with students.

From March to June, meetings with academic and administrative staff of UAMD faculties continued in order to introduce them to BALKANETUP, its access methods, sharing of information and various topics, with the aim of expanding collaboration among partner university staff.



On **March 26**, the workshop titled "BALKANETUP: A network offering opportunities for collaboration among Western Balkan universities" was held. Led by Assoc. Prof. Orneda Gega, this workshop focused on BalkaNetUP's vision to promote cooperation among its members in order to improve academic staff development using the most contemporary methods. The workshop emphasized the main areas of work such as encouraging collaboration among academic staff of higher education institutions, sharing practices, offering opportunities for continuous professional development and training, and promoting innovation and creativity in teaching methods.



At the conference organized by the Faculty of Business at UAMD on **April 23, 2025**, in an informative session with participants from national and international universities, the Dean of the Faculty, Assoc. Prof. Llambi Prendi, in his role as a member of the working group, presented information about the MAGNET project, sparking the interest of attendees.



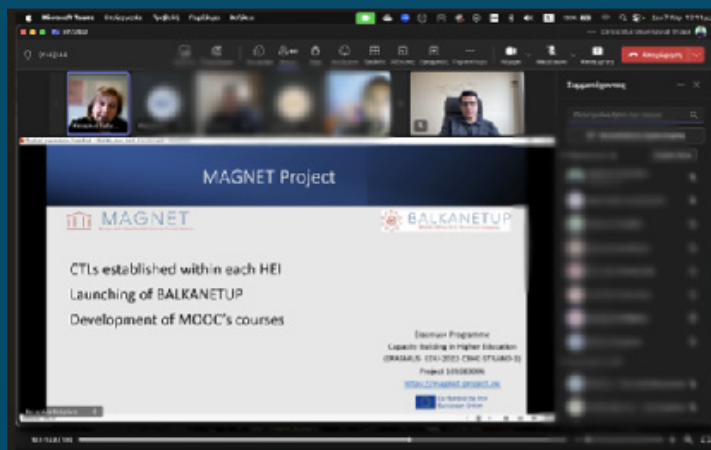
On **June 25**, Assoc. Prof. Menada Petro delivered a training session titled "Technological platforms in teaching." This training focused on increasing staff knowledge and awareness regarding the use of AI in the teaching process in higher education.



On **June 26**, Dr. Nevila Mehmeti conducted a training session titled "Innovative teaching methods." This training aimed to introduce new lecturers to modern teaching methods and emphasize the importance of applying them in the higher education teaching process.



Training adult educators through Magnet's MOOCs



With the participation of 52 trainees, the 1st seminar “Learning Cycle for trainers of KEDIVIM-DUTH” was successfully completed in June 2025 and it was a synergy between the Center for Training and Lifelong Learning (KEDIVIM) and the Center for Teaching and Learning Support (CTL) of the Democritus University of Thrace.

The purpose of the seminar was the training of the adult educators of KEDIVIM-DUTH on principles and teaching practices of Adult Education. The Learning

Cycle was conducted using a blended learning system: a combination of synchronous distance learning (through an online briefing on April 9, 2025) and asynchronous education through a MOOC course, initially developed within the framework of the European MAGNET-Erasmus+ Program. As part of the MAGNET, a MOOC Platform (<https://magnet-moocs.mbg.duth.gr/courses>) installed to host and distribute Massive Open Online Courses (MOOCs) for the HEIs Members. Professor Katerina Kedraka, coordinator of Magnet and Dr Christos Kaltsidis, ICT expert and member of the Magnet team, were the educators for this seminar.

This MOOC was evaluated by the participants who recorded its effectiveness and their very high satisfaction (95%) regarding knowledge and skills acquired on adult learning. It is important to note that the content of the seminar was adopted in the form of the MOOC, by a group of specialized scientists and faculty members of the Democritus University of Thrace within the framework of the European program ERASMUS+ Magnet, which is coordinated by DUTH and 11 HEIs as partners from the Western Balkans area, with the aim of developing University Pedagogy in the field of higher education.





ΔΗΜΟΚΡΙΤΕΙΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΡΑΚΗΣ

DEMOCRITUS
UNIVERSITY
OF THRACE

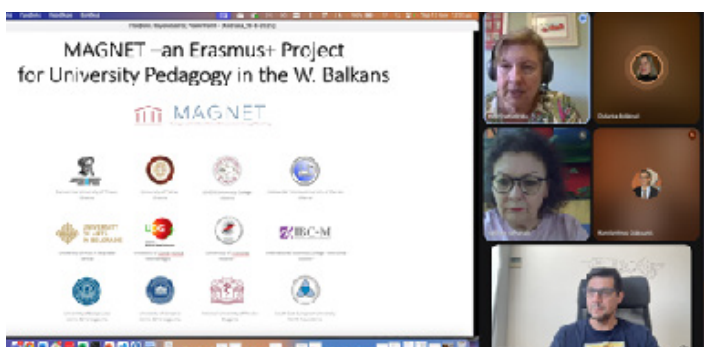
Collaboration with Erasmus+ HomoDigitalis Project

The MAGNET Project, coordinated by the Democritus University of Thrace (DUTH), enhances University Pedagogy in the Western Balkans by improving teaching methodologies, fostering collaboration between Higher Education Institutions and developing innovative learning approaches. As part of this

concept in March 2025 an Agreement has been signed between the Magnet's coordinator Professor Katerina Kedraka and the ERASMUS+ HomoDigitalis project coordinator Professor Konstantinos Giakoumis (from LOGOS-Albania). HomoDigitalis Project, is an Erasmus+ initiative focused on bridging the digital humanities and educational media divide in the West Balkans. Whereas the Democritus University of Thrace operates and maintains an online platform for hosting and distributing Massive Open Online Courses (MOOCs) in the framework of MAGNET Project, it granted the HOMO DIGITALIS Project a non-exclusive, non-transferable right to upload and distribute MOOCs on this online platform. DUTH will maintain and provide technical support for the platform, it will ensure secure and uninterrupted access to the platform and will offer guidance on the format and quality standards of uploaded content for the users of HomoDigitalis.



This collaboration amplifies the sustainability and dissemination for both Erasmus+ projects -Magnet and HomoDigitalis. A First Multiplier Event was organised in June 12-14, 2025 in the Center for Interdisciplinary Studies "Zdravko Grebo"(CIS) in the Kampus - University of Sarajevo -Bosnia and Herzegovina (<https://maps.app.goo.gl/JGVo-qfeb1yFPiqTd9>) to share the Homo Digitalis project results and best practices with stakeholders, including academic staff, students, businesses, civil society actors, and other stakeholders. In this framework Professor Katerina Kedraka and Dr Chris Kaltsidis presented the Magnet project and its MOOCs' platform. In their presentation DUTH's representatives focused on the need to enhance accessibility, innovation, and collaboration in Higher Education across the Western Balkans. Therefore, this platform which has been installed to host and distribute Massive Open Online Courses (MOOCs) for the HEIs Members of Magnet Project is open to host HEIs to contribute to the growing repository of knowledge by uploading new MOOCs designed for HomoDigitalis and serve as a repository for educational content aimed at supporting faculty development, student learning, and lifelong education.



Strategic plan of DUTH

The Strategic plan of DUTH, as presented in a special issue titled: "DUTH at the crossroads of Europe and Asia Connecting worlds Strategic Plan DEMOCRITUS UNIVERSITY OF THRACE 2025-2028", in March 2025 highlights the Magnet Project since through this project (among others), DUTH is committed to driving regional development, fostering innovation, and shaping a brighter future for its students and society as a whole.



International Business College Mitrovica

On 10.06.2025, a training session on the application of digital platforms in teaching was held at IBCM, delivered through the Center for Teaching and Learning (CTL).

CTL is a product of the MAGNET (Managerial and Governance Enhancement through Teaching) project, a consortium of 12 HEI partner institutions from 8 Western Balkan countries. MAGNET aims to develop a network for University Pedagogy in the Western Balkans through know-how transfer, the establishment of CTLs, the production of educational material, and the creation of the sustainable network BALKANETUP. The training provided an introduction to digital platforms, with a focus on how Learning Management Systems (LMSs) can support the administration, documentation, and delivery of educational programs.



University of Prishtina Spotlight from University of Prishtina

As part of its responsibilities under the DiLanEdu-WB project (Project No: 101179642), the University of Prishtina successfully prepared and conducted the selection process for the External Quality Auditor. In line with the Terms of Reference and project objectives, four candidates applied for the position. Under the leadership of Prof. Arlinda Beka, Head of the Quality Monitoring Committee (QMC), and in collaboration with

the project coordinator, a five-member committee—composed of representatives from the General Committee (GMC) and QMC—was established to ensure a fair and transparent evaluation process. Each committee member individually reviewed the submitted application packages and prepared an independent evaluation report for the selected candidate. The process was closely monitored and coordinated by the QMC Head and project coordinator to ensure alignment with EU standards and project objectives. The final selection was based on the eligibility and evaluation criteria outlined in the public vacancy announcement, which emphasized experience in quality assurance, familiarity with ISO 9001 standards, and knowledge of the European Higher Education Area (EHEA). This process directly contributes to the DiLanEdu-WB project's overarching aim of supporting digital transformation in higher education through robust quality assurance mechanisms, in alignment with Sustainable Development Goal 4 and the EU's Neighbourhood and Enlargement policies.



LOGOS

University College

Advancing academic collaboration for child rights under the MAGNET Project *A Joint Commitment to Transformative Education*

June 20, 2025

Members of MAGNET Project, professors from the University of Patras and LOGOS University College participated in the International Conference on the “Role of Academia in Promoting Child Rights”, held on June 6–7, 2025, at the University of Patras, Greece.

The event, co-organized by the University of Patras and the UNICEF Greece Country Office, brought together scholars, practitioners, and institutional partners to explore how academic institutions can strengthen their contribution to the promotion and protection of child rights through education, research, and institutional partnerships.

Prof. Thanasis Karalis from the University of Patras, Greece and Dr. Valbona Nathanaili and Msc. Saimira Gjapi from LOGOS University College, Albania, meet with Dr. Ghassan Khalil, UNICEF representative in Greece, the architect of the initiative to place academia in the service of child rights and the driving force behind the creation of 17 Child Rights Centers across Greece, Albania, Georgia, and other countries. The meeting signaled a deepening of cross-border academic cooperation and a shared commitment to embed child rights into institutional strategies of all MAGNET Project Partners.

Strategic Collaboration Between MAGNET and HOMO DIGITALIS Projects to Expand Access to MOOCs in the Western Balkans *A Joint Commitment to Transformative Education*

A new partnership is set to enhance digital education in the Western Balkans!

The MAGNET Project (Managerial and Governance Enhancement through Teaching) and the HOMO DIGITALIS Project (Bridging the Digital Humanities and Educational Media Divide in the Western Balkans) have officially signed an agreement to collaborate on the use of MAGNET’s online platform for hosting Massive Open Online Courses (MOOCs).

Under this agreement, the HOMO DIGITALIS project will utilize MAGNET’s existing MOOC platform to upload, share, and promote its own course offerings. This collaboration is part of a shared vision to strengthen digital skills, pedagogical innovation, and regional cooperation.

Key highlights of the agreement include:

- MAGNET will maintain and provide ongoing technical support for the platform.
- HOMO DIGITALIS will upload high-quality, copyright-compliant MOOCs.

The partnership emphasizes secure, user-friendly access and data privacy. The agreement is valid for five years and aligns with the broader mission of both projects to advance digital education infrastructure and accessibility across the region.

This partnership is signed by Prof. Katerina Kedraka, Coordinator of MAGNET Project (Democritus University of Thrace) and Prof. Konstantinos Giakoumis, Coordinator of HOMO DIGITALIS Project, No. 101129182 (“LOGOS” University College). This collaboration marks a significant step forward in building a sustainable digital education ecosystem in the Western Balkans, fostering innovation, inclusion, and academic excellence. This partnership was presented and discussed during the Multiplier Event of the Homo Digitalis Project, organized and hosted by the University of Sarajevo in Bosnia and Herzegovina, held on June 12–14, 2025.

MOOCs, Massification of Higher Education and the Technological Area

Dr. Valbona Nathanaili, LOGOS University College

Historically, the Albanian model of higher education system has worked based on the Humboldtian model: research and teaching are included within the professor role and are integrated at the organisational level, the same model that Götze and Schneijderberg (2022) use when define the German Model of Higher Education Institutions. In the sector of higher education, the traditional discourse assumed that “lecturers have teaching abilities due to their high academic qualifications, but the evaluation results of the teaching quality in higher education significantly show that this assumption is only partially correct” (Kersten, 2018).

On the other hand, the massification of higher education—one of the biggest challenges of modern universities, especially in Albania—is often linked to a lack of well-trained academic staff and a reliance on inexperienced lecturers, particularly in terms of teaching skills. The situation becomes even more difficult with larger student groups, many of whom have lower personal expectations. Albania is home to 40 higher education institutions, comprising 14 public institutions and 26 private ones, with some operating for profit and others not (ASCAL, 2025). Empirical data highlights that this substantial number of higher education institutions in the country is associated with an increasing student enrolment, typically restricted for most study programs only by an upper secondary school average grade of 6.5. Moreover, there is a notable rise in the numbers of non-traditional learners, a trend that is underscored, according to Irvine et al. (2017).

But the challenge quality vs quantity is outdated. The fact is that we can't undo the massification of universities. What we can and shall do is to be prepare for this new dimension of higher education: massification. We are part of a knowledge society, a concept that stands in relation to the management and creation of knowledge in companies and organization, a more academic term, as a more integral alternative to the concept of the information society (Galán et al, 2019). Information is overloaded and labour markets are in continually change. Organizations are transformed in the intelligent ones, characterized by an increased organized knowledge, in the form of digitalised expertise, expert systems, organisational plans and other media (Evers, 2010). However much welcomed this dynamism may be, it does force universities to reassert their normative control over knowledge production: the university are increasingly compelled to exert governance over the market (Fuller, 2018). The new challenge for universities is to keep this authority without enjoying the backup of the state. In most of the countries, including Albania, universities are not the only knowledge agents of the state. Part of this challenge is the requirement to gear university education to the dynamic demands of the economy and technology plays a key role (Kersten, 2018).

Living in a technological era, open online platforms can serve as a valuable tool to bridge knowledge gaps.

MOOCs in Higher Education Institutions as a pedagogical approach

MOOCs are seen as a new pedagogical approach in this new era. Using MOOCs in higher education must see in terms of options for access in training and education programs, as intellectual and moral education initiatives to insure continuity and sustainability (Galán et al, 2019). MOOCs extend the environment in which the education takes place and thus foster lifelong learning, and are also an opportunity for firms who want to invest in human resources development and training, with a lower cost and more flexibility (OECD, European Union, 2019). Usually the access is free and students can pay only if they want the certificates recognising their enrolment and acquisition of knowledge related to the courses. Some of the characteristics of a MOOC, based on the work of Galán et al (2019) are:

- Openness and accessibility: information location is located on line, often in distance of learning communities; accessible to anyone, regardless country of origin, previous training
- Size of the educational community: no limits of the number of participants (easily exceed to thousands)
- Learning process is shared: there is not hierarchical relationship between teacher students; new materials and learning strategies; minimal intervention of teaching staff; students can become generator of the content.

The culture of the institution plays a key role in those collaborative and interdisciplinary partnerships in developing MOOCs. This collaborative processes stimulate new conversations around our own understanding of scholarships and pedagogy, serve to raise new questions, to challenge our beliefs and assumptions and to open channels of communication that explore new alternative best practices (Deven et al, 2010). The discussion on this untraditional courses, provided on this new era, continues with the used pedagogical strategies, and the motivation and involvement of students.

The common questions are those raised by Matthews (2012): What is taught? How it is taught? What is learned? How it is best learned? Some other questions around participation are those pointed out by Bayne and Ross (2015): MOOC, which relied on network, needs to produces content, not just to consume, while the

level of discussion and motivation is low.

In general, MOOCs aim to target a community, that involve not only traditional learner, such as part of an educational institution, but also untraditional learner. For the later, factors such as time and geographical location are important, but most important seems to be the challenge of fulfilment. The spectrum of MOOCs varies in terms of level, topics coverage, targeted learning community, lengths, skills level and teaching language.

Discussions

Living in the technological era should not be viewed merely as a redefinition of our experience of time, nor as an opportunity for increased technological advancements. It certainly should not be observed passively. The challenge of actively participating in this era involves embracing every opportunity it presents. Albanian Higher Education Institutions find themselves at a crucial juncture. A growing number of Albanian youth are opting to pursue studies abroad, particularly those with exceptional abilities. It appears that the competition has elevated to a new level: we must not only compete among ourselves but also with our neighbours. The question arises: Are Albanian Higher Education Institutions adequately prepared for these new challenges?

In Albania, concerning MOOCs, Ministry of Education and Sports currently lacks a strategy regarding MOOCs and no document in its official website indicate for such an initiative, even at least at the level of discourse. The MOOC gap is becoming another concerning issue in Albanian University Landscape, potentially leading to missed opportunities for educational advancement.

Essential actors in developing a syllabus for Massive Open Online Courses (MOOCs) are the Faculties of Education and Centers for Teaching and Learning. Their mission is to cultivate inclusive teaching, centered on student learning, and guided by research and practice. These play a crucial role in fostering a culture of collaboration within the institution itself, contributing to the fulfilment of their mission. Particularly in universities with a technical or natural sciences profile, these actors are almost non-existent.

Designing a MOOC has its challenges. It requires time and commitment. The most is the fact that MOOCs are often lecture based. Lecture-based pedagogy is the most traditional form of pedagogy, where the teacher delivers lectures on the subject matter to the students, and students take notes and ask questions. The instructor presents information to students in a one-way communication. This pedagogy is often used in larger classrooms, where interaction with students is limited. Number of participants, which easily for high-ranked HEIs exceed to thousands, is a challenge. Of course, technology is very advanced and the objective is that every student of a MOOC can become generator of the content, but this factor has a strong connection with the motivation. In Albanian case, there are some other important questions: Does designing and teaching through MOOC will be considered as part of instructor yearly workload? Of course, determining appropriate workload of a MOOC is part of internal politics of a HEI, but there is one more financial aspect that needs to be taken in consideration, except others like those of technical nature.

Based on our project MAGNET, a partnership of Albanian Higher Education Institutions with the platform of this project and/or others will make those challenges easier and Albanian educational landscape more qualitative and more attractive.

Acknowledgment

Prof. Katerina Kedraka, Dept. of Molecular Biology & Genetics, Head of "Center for Teaching and Learning" and Coordinator of the MAGNET Project, at Democritus University of Thrace, for the support and wonderful communication.



Dr. Valbona Nathanaili is a scholar in the field of education, with a background in physics and a PhD in pedagogy from the University of Tirana, Albania. She currently lectures in the Department of Pedagogy and Psychology at University College "LOGOS" and is actively involved in several international education and research projects.

Her academic focus includes education policy, pedagogical theory, and reform. She has published in various scientific journals, authored and co-authored books on education, and designed training modules for educators. Dr. Nathanaili has played a leading role in national initiatives such as the STEM campaign promoting the participation of women and girls in science (2019–2021), as well as efforts to recognize the right of professionals from diverse fields to enter the teaching profession upon completing training in pedagogy and psychology. She has also directed university publishing houses, contributed to numerous professional translations, and has extensive experience in academic editing. Prior to her role at LOGOS, she held teaching and publishing leadership roles at the European University of Tirana and Albanian University, and served as an external lecturer at several institutions.



Southeast European University

SEEU in Motion: Ethical Leadership and European Collaboration in Higher Education

SEEU Partners in Ethos Universitas: Upholding Academic Integrity and Responsibility

South East European University (SEEU) is proud to be part of Ethos Universitas, a European Higher Education Area initiative dedicated to fostering ethical academic environments through transparency, responsibility, and institutional integrity. This recognition affirms SEEU's long-standing commitment to values-based academic leadership and inclusive, student-centered education.

ChallengeEU Alliance: SEEU Secures Erasmus+ European Universities Project

We are equally pleased to announce that SEEU has been selected as a partner in the ChallengeEU Alliance, a 4-year Erasmus+ European Universities project. Partnering with eight leading institutions across Europe, this initiative will bring new opportunities in research, teaching, mobility, and innovation, addressing major societal challenges and strengthening SEEU's global engagement.

MAGNET Project: Advancing Regional Pedagogy through Strategic Alliances

As we celebrate these major institutional milestones, we also reaffirm our commitment to the goals of the MAGNET project. Being part of a university engaged in large-scale European alliances such as Ethos Universitas and ChallengeEU enhances MAGNET's ability to contribute to the transformation of teaching and learning in the region and beyond.

Starting from September, we have a series of activities planned as part of MAGNET to further support pedagogical development and regional collaboration. These include training workshops for academic staff focused on inclusive and student-centered teaching methods, capacity-building sessions for students on academic integrity and digital literacy, and roundtable discussions with stakeholders in higher education. Additionally, we will be working closely with national education authorities to share our best practices and promote the implementation of Centers for Teaching and Learning (CTLs) and the BalkanNetUp platform across institutions in the region.

Through these efforts, MAGNET will actively support the university's broader mission of ethical leadership, academic quality, and meaningful regional impact.



University of Donja Gorica



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NEWSLETTER 5

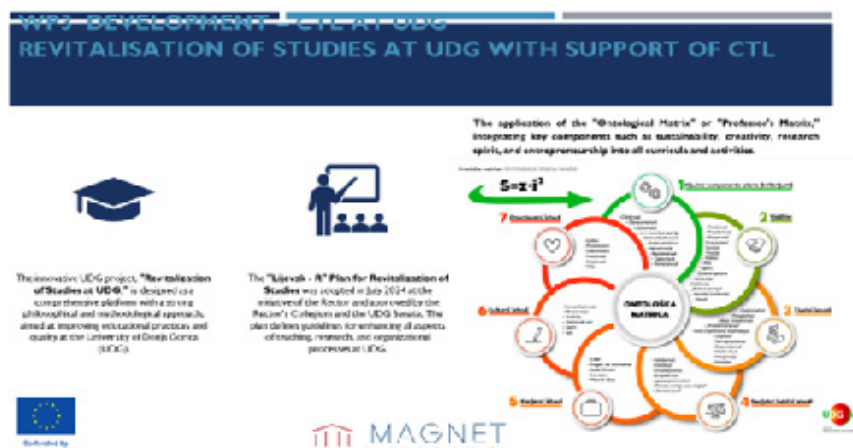
The MAGNET project working group at University of Donja Gorica has carried out several activities within the framework of the project. Two members of the working group participated in the recent meeting held at the University of Sarajevo, Bosnia and Herzegovina, from March 21–22, 2025. During this meeting, the activities completed so far were reported, and tasks for the upcoming months were assigned.

On behalf of the University of Donja Gorica, the meeting was attended by the Danilo Bulatovic and Anja Buskovic, and they presented the activities of the University of Donja Gorica. The attendees also had the opportunity to learn about the activities of the University of Donja Gorica linked to the development of academic staff through training within the UDG Revitalization process.

The MOOC courses prepared by the lecturers were used during the teaching process, thereby encouraging other colleagues to also develop and implement MOOCs in their teaching sessions with students.

The University of Donja Gorica host training as part of the Regional Conference held on February 9th 2025. The event gathered teachers from the region, as well as representatives of the academic, innovative, and business sectors in Podgorica, Montenegro. The main focus was on educational challenges.

MAGNET project, activities and BALKANETUP Network was presented within the Conference and MAGNET team organized team-building sessions and regional workshop for teachers. Furthermore, instructor of the course AI in Education – Mr Stevan Cakic presented MOOC and course to the wider audience. Understanding the role of AI in education, personalizing teaching, learning, creating quality materials, gamification, using specific AI tools. The event gathered around 30 teachers and young associates not only from Montenegro but also from several countries in the region and Europe at UDG. Teachers from Montenegro, Croatia, Serbia, North Macedonia, and Bosnia and Herzegovina. This educational event aimed to network



and encourage high school teachers to discuss current challenges in education and training with university teachers and young associates.

The goal was to create initiatives for improving the educational system, applying innovative and internationally recognized youth education models, and enhancing the position of teachers in the education system and the overall social and professional community. Furthermore, teachers have been invited to join BALKANETUP Network and be active participants within Center for Teaching and Learning at University of Donja Gorica. The conference aimed to find models and create initiatives for adapting to challenges in education through constructive dialogue among relevant institutions, universities, student and high school organizations.



University of Patras

BALKANETUP and MAGNET at the FIRST CONFERENCE OF UNICEF FOR THE ROLE OF ACADEMIA IN PROMOTING CHILD RIGHTS

A highly important conference was co-organized in Patras by UNICEF and the University of Patras on June 6 and 7, at the Conference and Cultural Center of the University of Patras. The conference brought together over 145 participants from 17 countries, featuring more than 50 presentations.

Two of the partners of the MAGNET program—the University of Patras and University College LOGOS—had the opportunity to participate, as they have already established Child Rights Centers in collaboration with UNICEF offices in Greece and Albania. These Centers work



closely with the Centers for Teaching and Learning to promote the child rights agenda within university curricula and to safeguard children's rights. Both Centers contributed presentations by Professors Valbona Nathanaili, Kostas Giakoumis, Thanassis Karalis, and Saimira Gjapi.

The conference also provided a valuable opportunity for fruitful exchange of ideas and potential collaborations within the framework of the MAGNET program and the BALKANETUP network, involving professors from numerous universities.

In the photo from left to right: Thanassis Karalis, Valbona Nathanaili, Shaimira Gjapi, and the diplomatic representative of UNICEF in Greece, Dr. Ghassan Khalil.

Visit of a Delegation from 11 Vietnamese Universities to the Center for Teaching and Learning (KEDIMA) of the University of Patras

A twenty-member delegation representing 11 universities and institutions from Vietnam visited Center for Teaching and Learning on Monday, June 30, 2025, as part of the "Accelerating the Development of the Digital Ecosystem in Vietnamese Higher Education (ACCEES)" program. The scientific coordinator for the University of Patras is Professor V. Komis of the Department of Educational Sciences and Early Childhood Education (DESECE). The delegation included rectors, vice-rectors, and administrative executives from the following institutions:



- Cần Thơ University
- National Agency for Information and Statistics
- Agence universitaire de la Francophonie
- University of Hanoi
- Higher School of Transport and Communication
- International Francophone Institute – UNV Hanoi
- Polytechnic School – University of Danang
- University of Economics, Ho Chi Minh City
- Nông Lâm University – Ho Chi Minh City
- Nguyễn Tất Thành University
- University of Education, Ho Chi Minh City

During the visit to CTL, participants exchanged views on potential collaborations between the teaching and learning support structures of the participating universities. Professor Thanasis Karalis, coordinator of CTL, presented the involvement of the University of Patras CTL in the MAGNET program and in the Balkan Network of University Pedagogy (BALKANETUP), which was established under the same program.

Discussions focused on how the collaboration between Vietnamese universities and the University of Patras could be made more effective, as well as on the participation of these institutions in the BALKANETUP network. Professor Katerina Kedraka, coordinator of CTL at the Democritus University of Thrace and coordinator of both the MAGNET program and the BALKANETUP network, joined the meeting via teleconference to elaborate on partnership opportunities within the framework of BALKANETUP.



University of Sarajevo

The University of Sarajevo on 12-14 June 2025, hosted the First Multiplier Event within the ERASMUS+ project HomoDigitalis – “Bridging the Digital Humanities and Educational Media Divide in the West Balkans”. The institution coordinating the HomoDigitalis project is the LOGOS University College in Tirana, Albania, and the project also includes University of Patras from the MAGNET project consortium. HomoDigitalis is an initiative aimed

at integrating digital tools within the humanities and education sectors across the Western Balkans. The mission of the project is to address the digital leap challenges faced by higher education institutions in the region, fostering innovative solutions in humanities, education, and cultural heritage. By leveraging cutting-edge digital humanities and educational media, Homo Digitalis seeks to create enriching educational experiences, enhance academic research, and promote cultural innovation as a priority area.

Important session on the second day of the multiplier event was presentations from the Erasmus+ MAGNET project coordinating institution Democritus University of Thrace, Greece: prof. dr. Katerina Kedraka, project coordinator and dr. Christos Kaltsidis. They were presenting the BALKANETUP network and MAGNET platform for MOOCs that are provided for use for the HomoDigitalis project partners. The University of Sarajevo already implemented two MOOCs on the platform: Knowledge organization and Digital Presentation of Cultural Heritage.

The participants at the meeting also visited the newly established Digital Humanities Laboratory, with equipment that was purchased within the Homo Digitalis project. The laboratory is located in the building of the Center for Interdisciplinary Studies of the University of Sarajevo and will be available to researchers from the humanities to apply digital technologies in teaching, with the help of colleagues from technical sciences. The Lab is established within the framework of the Office for Professional Development of Staff at the University of Sarajevo, what is the official title of the CTL at this University introduced during the MAGNET project.