Recruitment rules at Teaching mobility of UG staff involved in the implementation of joint SEA-EU study programs as part of the SEA-nergy 2 project

Name:

Teaching mobility of UG staff involved in the implementation of joint SEA-EU study programs. Recruitment 1

Objective

The aim of the initiative is to implement international exchange and improve the competences of academic teachers at the University of Gdańsk involved in teaching joint SEA-EU study programs in an area chosen by the participant: intercultural, teaching, or digital competences. A mandatory part of the exchange is also conducting classes for students of the partner university.

At the stage of registering for mobility, each participant is required to declare the area of competence improvement and the form of participation (seminars, departmental meetings, study visits, workshops on improving teaching methods, or another form of competence improvement proposed by the participant).

The program supports the international exchange of experiences and good practices, the improvement of teaching methods in English using digital tools and hybrid teaching, and the strengthening of skills in working with multicultural groups. It also includes adapting content to different educational contexts in an international academic environment.

Form and duration of the initiative:

The initiative will be implemented on-site at one of the SEA-EU partner universities, according to the mobility participant's declared choice: University of Cadiz (Spain), University of Western Brittany (France), or Parthenope University of Naples (Italy). The mobilities selected in recruitment round 1 will be carried out between January 1, 2026, and June 30, 2026.

Set of learning outcomes (competences):

Possible areas of competence development – to be chosen by the participant

Participants can choose to improve their competences in one of three areas:

Area 1: Intercultural competencies

- Recognizing and interpreting differences in communication styles, perceptions of authority, and approaches to learning in a multicultural context
- Building an inclusive and supportive work/learning environment in international teams

Area 2: Teaching competencies

- Ability to mentor and support the individual development of students from diverse backgrounds
- Ability to design courses and teaching materials in an international environment

Area 3: Digital competences

- Practical use of modern digital tools in education
- Use of e-learning platforms and virtual communication tools

Forms of competence development – optional (participants agree on the form with the host institution:

Participants achieve their development goals through:

- **Seminars** – lectures and thematic discussions
- **Meetings of directional teams** – exchange of experiences and cooperation in thematic groups
- **Study visits** – learning about good practices in partner institutions
- **Improvement workshops** – practical classes on teaching methods and teaching tools
- **Other forms of competence development** – participant's proposal

Learning outcomes (according to the declared choice of 1 of 3 areas):

1. Area 1: Intercultural competencies
   1.1. Knowledge - Participant:
      1.1.1. Is familiar with different education systems and working styles in individual European countries
      1.1.2. Understands which cultural norms can be a source of misunderstanding in international communication
   1.2. skills - Participant :
      1.2.1. Is able to work effectively in teams composed of people from different countries and cultures
      1.2.2. Is able to identify possible sources of conflict resulting from cultural differences
   1.3. Social skills - Participant:
      1.3.1. Is aware of the importance of multiculturalism in the academic environment
      1.3.2. Is ready to build trust in international teams
2. Area 2: Teaching skills
   2.1. Knowledge - Participant:
      2.1.1. Understands the principles of mentoring and supporting individual student development
      2.1.2. Is familiar with the specific needs of teaching in a multicultural and international environment
   2.2. Skills - The participant:
      2.2.1. Is able to adapt teaching materials to the needs of students from different cultural backgrounds
      2.2.2. Is able to create and use teaching materials adapted to hybrid/online teaching
   2.3. Social competences - Participant:
      2.3.1. Demonstrates empathy towards different student learning styles
      2.3.2. Is committed to improving the quality and attractiveness of the classes taught
3. Area 3: Digital competencies
   3.1. Knowledge - Participant:
      3.1.1. Has knowledge of the functionality of e-learning platforms and virtual communication tools
      3.1.2. Is familiar with the possibilities of creating digital resources and multimedia materials
   3.2. Skills - Participant:
      3.2.1. Is able to work with e-learning platforms, manage courses, and monitor participant activity
      3.2.2. Is able to identify potential risks associated with the use of AI and digital technologies
   3.3. Social skills - Participant:
      3.3.1. Is aware of constant technological changes and is ready to learn new tools
      3.3.2. Is willing to share knowledge about digital tools with colleagues

Learning outcome criteria (according to the declared choice of 1 out of 3 areas):

Learning outcome	Verification criteria	Form of verification
AREA 1: INTERCULTURAL COMPETENCES:		
1.1.1. Knows different education systems and working styles in individual European countries	The participant can list the characteristics of the education system at the host university and is able to describe the differences in working style compared to their home university.	test
1.1.2. Understands which cultural norms can be a source of misunderstanding in international communication	The participant is able to identify examples of cultural norms that may cause misunderstandings in communication within an international team and is able to explain the impact of different approaches to authority on communication.	test
1.2.1. Is able to work effectively in teams composed of people from different countries and cultures	The participant demonstrates the ability to adapt to different styles of cooperation and knows strategies for supporting cooperation in international teams.	test
1.2.2. Can identify possible sources of conflict resulting from cultural differences	The participant is able to analyze potential sources of misunderstanding and propose alternative interpretations of behavior based on different cultural perspectives.	test
1.3.1. Is aware of the importance of multiculturalism in the academic environment	The participant demonstrates a commitment to international academic dialogue and is willing to learn from the experiences of colleagues from partner institutions, broadening the perspective of their own academic work.	test
1.3.2. Is ready to build trust in international teams	The participant is able to identify activities that support integration in international academic environments.	test
AREA 2: TEACHING COMPETENCES:		
2.1.1. Understands the principles of mentoring and supporting the individual development of students	The participant has knowledge of contemporary approaches to mentoring, mentor-mentee relationships, and practical tools that support the multifaceted development of students.	test
2.1.2. Knows the specific needs of teaching in a multicultural and international environment	The participant demonstrates an understanding of cultural diversity in the academic environment and knows how to adapt teaching methods to the needs of students from different backgrounds.	test
2.2.1. Is able to adapt teaching materials to the needs of students from	The participant is able to modify content, examples, and teaching pace in such a way that they are accessible and engaging for students from diverse backgrounds and experiences.	test

different cultural backgrounds		
2.2.2. Is able to create and use teaching materials adapted to hybrid/online teaching	The participant demonstrates the ability to develop educational resources that function in both traditional and remote contexts, taking into account the specific characteristics of each format.	test
2.3.1. Demonstrates empathy towards different student learning styles	The participant recognizes individual differences in learning styles and demonstrates understanding of the specific needs of students by adapting their teaching approach.	test
2.3.2. Is committed to improving the quality and attractiveness of their classes	The participant shows an active interest in improving their teaching and is open to change, experimentation, and innovation in teaching.	test
AREA 3: DIGITAL COMPETENCES:		
3.1.1. Has knowledge of the functionality of e-learning platforms and virtual communication tools	The participant is familiar with the available platforms and tools, knows their capabilities and limitations, and knows how they can be used for educational purposes.	test
3.1.2. Knows the possibilities of creating digital resources and multimedia materials	The participant has knowledge of the available tools and technologies for creating digital resources and understands their potential in education.	test
3.2.1. Knows how to work with e-learning platforms, manage courses, and monitor participant activity	The participant demonstrates the ability to use educational platforms in practice, create and organize courses, and use analytical functions to track participant progress.	test
3.2.2. Can identify potential risks associated with the use of AI and digital technologies	The participant demonstrates the ability to recognize technology-related risks and potential irregularities and is able to apply remedial solutions to minimize risks.	test
3.3.1. Is aware of constant technological changes and is willing to learn new tools	The participant is open to technological change and shows initiative in learning new tools that can support their professional work.	test
3.3.2. Is willing to share knowledge about digital tools with colleagues	The participant demonstrates a cooperative attitude and willingness to support colleagues in acquiring digital competences, contributing to increasing the level of digitization in the institution.	test

REQUIREMENTS FOR THE INITIATIVE

Participants:
Any person who is currently employed by the University of Gdańsk on the date of joining the recruitment process and the planned initiative may apply for recruitment to the initiative. Those entering the recruitment process may not apply for or implement the initiative while on any type of leave. **Teaching mobility programs aimed at improving skills are intended for employees involved in the implementation of joint SEA-EU programs at the University of Gdańsk.**

Involvement in the implementation of joint SEA-EU programs at the University of Gdańsk is understood as:

- conducting classes in English
- co-creating educational programs
- cooperating in the creation of teaching materials
- providing academic supervision to students
- organizing short-term mobility
- evaluating and developing programs

Recruitment:
Each person entering the recruitment process is required to complete a special registration form **Registration form/Registration form- NAWA-Mobility/Mobility**
between **December 1 and 14**, **2025** (the form will only be active during this period).

In the first call for applications, we will award funding for a maximum of 15 mobility projects to be carried out between January 1 and June 30, 2026.

Each person applying for recruitment is required to indicate their chosen area of competence development.
The application form should include the approximate dates/date ranges within which the mobility will take place. Actual dates will be confirmed with each participant individually after the recruitment process is completed and they are selected for the mobility.

Persons who have completed the application form and meet the following formal requirements may be eligible for mobility:

- declaration of English language proficiency
- declaration of participation (commitment) in joint courses within the SEA-EU alliance
- confirmation of completion of training (the certificate obtained must be uploaded)
- Confirmation of admission to mobility and completion of teaching activities at the host institution (a scan of the confirmation signed by a representative of the host institution must be uploaded - document template)
- indication of the area (intercultural, teaching, or digital competences) and the planned form of competence development to be implemented during mobility

Recruitment is carried out in accordance with horizontal principles. If you need assistance with the recruitment process for people with disabilities and special needs, please contact the task coordinator. **seaenergy2.0@ug.edu.pl.**

Recruitment criteria:

1	**Formal criteria**	**Met**
	UG employee status	
	Complete application	
	involvement in the implementation of **joint SEA-EU directions**	
2	**Substantive criteria**	**Scoring**
	Compliance of the initiative's thematic scope with the professional work carried out	0-5
	involvement in the implementation of **joint SEA-EU directions**: 1 area	0/1
	involvement in the implementation of **joint SEA-EU directions**: 2-4 areas	0/2-4
	involvement in the implementation **of joint SEA-EU directions**: >4 areas	0/5

Recruitment results:
The commission reviewing and evaluating applications is required to draw up a ranking list divided into a list of qualified candidates, reserve candidates, and candidates who do not meet the criteria. All applicants will be individually informed of the results by email by December 17, 2025. The list of winners will also be available on the Offer – SEA -EU website.

RULES FOR GRANTING SUPPORT

Funding:
Funding may be granted for mobility lasting from 3 to 7 days, including travel. Teaching activities must last at least 2 days. Number of teaching hours: minimum 8.
The funding should cover the costs of travel, accommodation, and per diems.
The grant is paid as a lump sum in the amount of:

Living and accommodation costs	**Daily rate**
Croatia, Germany, France, Malta, Italy, Spain, Portugal	PLN 400.00
Norway	PLN 500.00
Travel expenses	**One-time rate**
Croatia, Germany	PLN 1,500.00
France, Malta, Italy, Norway	PLN 2,000.00
Spain, Portugal	PLN 3,000.00
Scholarship	**Daily rate**
Scholarship (short-term only)	PLN 250.00

Documentation prior to the initiative:

Persons who are selected to participate in the initiative are required to submit the following documents:

- a completed form with bank transfer details (MS Forms form)
- a request for a business trip (request for permission to travel abroad in the Employee Portal)
- completed pre-test (MS Forms form)
- confirmation of registration on the NAWA platform confirming the eligibility of the project participant (pdf of the application)
- teaching activity program (which the participant carries out at the host institution), including the subject area, description of the target group, standard requirements: learning outcomes, criteria and methods of verification of outcomes
- program of competence-building activities (in which the participant takes part at the host institution) in the area selected at the registration stage

Post-initiative documentation:
Persons who complete the initiative are required to submit the following documents:

- completed post-test (MS Forms form)
- certificate of teaching mobility from the host institution
- certificate of competence-building activity in the selected area from the host institution

Completion of mobility:

Participants who complete teaching mobility will receive a certificate of mobility.
Those who, according to the test results, have improved their competences as part of the competence improvement program during teaching mobility will receive a certificate.
Verification of learning outcomes includes completing a post-test, in which participants should score higher than in the pre-test in order to obtain a certificate of competence improvement. Both tests are completed remotely using the Microsoft Forms application.

Contact details for the coordinator: seaenergy2.0@ug.edu.pl

The initiative is implemented as part of the project "Support for synergistic and complementary activities of the SEA-EU 2.0 - SEA-nergy 2 project," which is part of the NAWA program "Support for European University Alliances" from European Funds for Social Development.