



Reflective and Collaborative Learning: Activities and Results

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01

The RCL Mission

UVT - Teaching and Learning Brand: Reflexive and Collaborative Learning into Action 3.0 is a project carried out by the Center for Academic Development at the West University of Timișoara, aimed at modernizing teaching practices at UVT, enhancing the efficiency of the educational process, and build a collaborative learning environment.

The project was structured around five main lines of action: systematic training for university teaching staff (both early-career and experienced), designing and executing educational interventions based on the Reflective & Collaborative Learning framework, enhancing skills via pedagogical mobilities and internships, involving students in quality assurance and ethics processes, and developing educational resources alongside national dissemination of results.

To achieve the proposed objectives, the project benefited from an approved budget of 800,000 RON. Of this amount, 400,000 RON represents the funding provided by the National Council

for Higher Education Financing (CNFIS), while 400,000 RON constitutes the co-financing contribution of UVT.

The following activities were carried out: organizing workshops and webinars, awarding 12 teaching grants, participating in national and international internships, running the *STUDENTS IN ACTION. Genuine Feedback* campaign, producing 6 mini-video lessons, configuring and customizing the „Reflective Collaborative Learning” Moodle platform, translating the CAD website into two international languages, publishing 3 issues of the BCDA bulletin, and participating in the second edition of the National Conference „Pedagogical Training of University Academics”.

In the pages that follow, we present the activities carried out by the Academic Development Center between September and December 2025, in light of the aforementioned objectives and their relevance to the current educational context.

Pedagogical Training Workshops

One of the primary objectives of the project was to train 100 university teaching staff members by organizing [pedagogical training workshops](#). Their aim was to develop teaching skills in design, implementation, and evaluation by establishing a coherent and up-to-date trajectory for enhancing teaching quality at UVT.

Between October and December 2025, workshops were organized on diverse topics, dedicated to converting theoretical concepts into practical applications and integrating modern pedagogical instruction methods:

1. *How can we use generative AI more clearly, efficiently, and transparently?*

- Assoc. Prof. PhD. Gabriela Grosseck (FPSE), Assoc. Prof. PhD. Gabi Bîzoi (FEAA) and Lect. PhD. Dana Crăciun (FPSE)
- 30 October and 13th of November 2025
- An interactive-practical workshop held online.

2. *COIL @ UVT*

- Prof. PhD. Habil. Melinda Dincă (FSAS)
- 14th and 19th of November 2025
- Discussion on the co-design, implementation, and assessment of international collaborative learning, held both in person and online.

3. *From idea to classroom: Living Labs @ UVT*

- PhD. Alexandra Petcu (Director of the Innovation and Technology Transfer Center) and Res. Assist. PhD. Velibor Mladenovici (FPSE)
- 10th and 26th of November 2025
- Training session focused on inter/transdisciplinary and multi-stakeholder co-design based on the Living Labs methodology intertwined with the

RCL model for authentic assessment and formative feedback solutions, held in person.

4. *Effective Assessment and Feedback Strategies in University*

- Prof. PhD. Habil. Georgeta Ion (Autonomous University of Barcelona)
- 9th of December 2025
- Online workshop focused on developing effective assessment and feedback practices in tertiary education.



The year 2025 marked the holding of the first series of webinars TalkEDUVT- *Voices shaping learning*, an initiative which reunited the academic community of UVT and the universities within the UNITA consortium around a common mission: exchange of ideas and academic dialogue, at an international level. The sessions addressed varied and topical themes, such as *Emotions in Teaching and Learning in Higher Education*- Miriam Hansen (Goethe University Frankfurt, Germany), *Syllabus design*- Anna Serbati (University

of Trento, Italy), *The elephant in the room: Teaching and Learning with Artificial Intelligence*- Gabriela Grosseck (West University of Timișoara, Romania), *How AI Transforms (or Not) Higher Education*- Daniele Agostini (University of Trento, Italy), *Training collaborative skills in project work using AI-enhanced, multimodal data-supported technologies in higher education*- Crina Damșa (University of Oslo, Norway).

TalkEdUVT
Voices shaping learning

Emotions in Teaching and Learning in Higher Education
Teaching and learning are emotional experiences for both teachers and students. From anxiety in exams and presentations to the frustration or elation of difficult classroom moments, emotions shape attention, memory, motivation, and performance. This webinar synthesizes key theoretical models and current empirical findings on emotions in teaching and learning, translating them into practical strategies. **Goethe University Frankfurt, Germany**

Miriam Hansen

The elephant in the room: Teaching and Learning with Artificial Intelligence
This webinar invites an open, practical conversation about how AI is already reshaping everyday teaching and learning: what helps, what hurts, and what to try next. We'll touch on classroom use cases, assessment and integrity considerations, and simple ways to experiment responsibly in diverse disciplines, leaving participants with first steps for their own courses. **West University of Timișoara, Romania**

Gabriela Grosseck

Syllabus design
What makes a syllabus clear, engaging, and aligned with learning? This webinar offers a practical, big-picture tour of effective syllabus design—framing purpose, learning outcomes, assessments, teaching and learning approaches and student experience, following the constructive alignment theory—so participants leave with concrete ideas to refine their own course documents. Suitable for any discipline and level of prior knowledge. **University of Trento, Italy**

Anna Serbati

How AI Transforms (or Not) Higher Education
How might AI and other learning technologies inform fair, meaningful assessment without over-promising? This webinar explores how generative AI is transforming university teaching and learning, from course design to feedback and assessment. Drawing on recent studies and practical examples, we will examine how educators can integrate AI tools responsibly, balance authenticity with innovation, and maintain coherence and fairness in the age of intelligent assistance. **University of Trento, Italy**

Daniele Agostini

Training collaborative skills in project work using AI-enhanced, multimodal data-supported technologies in higher education
How can we support student teams to learn collaborative skills and apply these skills in authentic project work as part of their studies? How might AI and multimodal evidence (e.g., traces of talk, text, and activity) support that goal? This webinar offers an example of research and approaches in how collaborative learning is employed in higher education, showing how data-informed feedback and simple AI-assisted tools can make teamwork more visible, without losing sight of pedagogy and ethics. **University of Oslo, Norway**

Crina Damșa

We inform you that all these events will be held in English!

All these activities contributed to achieving the set objective, with 430 university teaching staff trained within the project, a figure that substantially exceeded the proposed minimum target (training 100 teaching staff).

PARTICIPANTS' FEEDBACK

“This session helped me clarify my own perspective on artificial intelligence in education. It made me view its presence with less anxiety and focus more on how it can support learning when used responsibly and ethically, without losing the human connection that matters most in the teaching process.”

(Murad Shah Dad, Breda University)

“In the TalkEDUVT 2025 webinar series, I found the concrete classroom examples particularly valuable. They helped me better understand how artificial intelligence can be integrated responsibly in higher education. I will apply these ideas by establishing clear guidelines on the use of artificial intelligence in my courses.”

(Marchiori Leonardo, University of Beira Interior)

“In the webinar *The Elephant in the Room: Teaching and Learning with Artificial Intelligence*, I particularly appreciated the clear discussion on using artificial intelligence as a supportive tool rather than a substitute for pedagogical judgment. I will apply these ideas by thoughtfully integrating artificial intelligence into my lesson planning while maintaining a critical and ethical approach.”

(Ortega Zayas Miguel Angel, University of Zaragoza)

“In the webinar *Emotions in Teaching and Learning in Higher Education*, led by Prof. PhD. Habil. Miriam Hansen (Goethe University Frankfurt), I particularly appreciated the idea that teachers should evaluate the impact of their teaching not only from a cognitive perspective, but also from an emotional one, by considering and interpreting the emotional feedback provided by students. Although I am interested in applying this approach, I would like to learn more about the concrete tools that educators can use to observe emotional transfer in the teaching-learning process.”

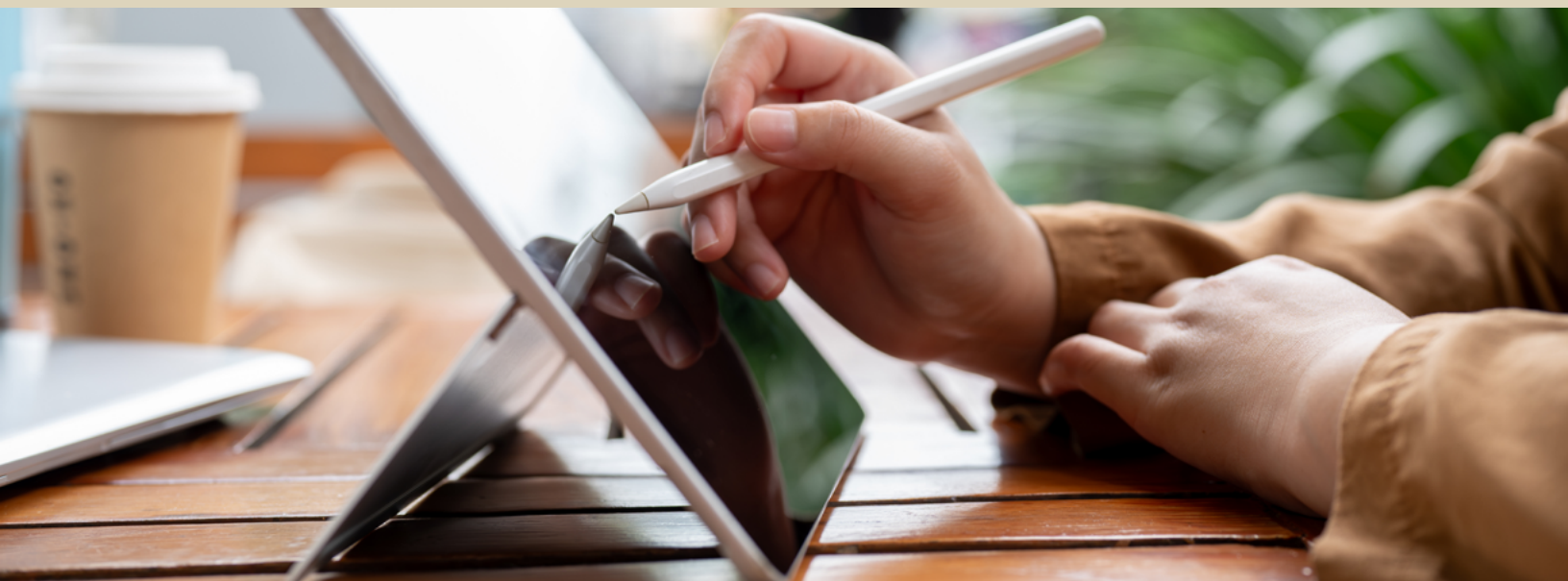
(Diaconu Dana-Maria, West University of Timișoara)

03

Teaching Grants

Within the RCL project, [teaching grants](#) were awarded to support and develop innovative educational initiatives. Now in its sixth edition, the teaching grant initiative continues to support the enhancement of the educational process. The 12 beneficiaries represent multiple faculties and departments of the West University of Timișoara, thereby contributing to the diversification of educational activities and perspectives integrated into the projects. The winners of the 2025 UVT Internal Teaching Grants Competition are:

- **Pădurean Carla Cezara** – university teaching staff within the Faculty of Arts and Design, Department of Design and Applied Arts;
- **Ardelean Mircea** – university teaching staff within the Faculty of Chemistry, Biology, Geography, Department of Geography;
- **Berzescu Oana** – researcher within the Faculty of Chemistry, Biology, Geography, Department of Geography;
- **Doiciar Claudia** – university teaching staff within the Faculty of Chemistry, Biology, Geography, Department of Geography;
- **Baya Adina** – university teaching staff within the Faculty of Governance and Communication Sciences, Department of Communication Sciences;
- **Bogdan Oana-Alina** – university teaching staff within the Faculty of Economics and Business Administration (FEAA), Department of Accounting and Audit;
- **Toth Daniela Maria-Magdalena** - university teaching staff within the Faculty of Economics and Business Administration (FEAA), Department of Finance, Information Systems, and Business Modeling;
- **Turșie Corina** – university teaching staff within the Faculty of Governance and Communication Sciences, Department of Governance Sciences;
- **Căpălnășan Emina-Mirela** – university teaching staff within the Faculty of Letters, History, Philosophy, and Theology, Department of Romanian and Classical Studies;
- **Glavan Gabriela** – university teaching staff within the Faculty of Letters, History, Philosophy, and Theology, Department of Romanian and Classical Studies;
- **Jurca Andra-Maria** – PhD student within the Faculty of Psychology and Sciences of Education (FPSE), Department of Educational Sciences;
- **Trancă Loredana Marcela** – university teaching staff within the Faculty of Sociology and Social Work, Department of Social Work.



National and International Pedagogical Training Internships

Another important direction of the project focused on developing teaching competencies and supporting continuous academic training among university teaching staff. In this regard, 12 university teaching staff and experts/members of the RCL team participated in national and international pedagogical training internships aimed at opening new visions and opportunities for higher education teaching.

This objective was successfully achieved, with over 20 national and international training internships and mobilities facilitated, benefiting a total of 16 participants. During these training internships, participants took part in academic conferences and events dedicated to educational research and the development of tertiary education.

Internationally, the beneficiaries had the opportunity to attend both the EARLI 2025 International Conference: *European Association for Research on Learning and Instruction*, held on August 25-29, 2025, in Graz, Austria, and the FOHE 2025 International Conference: *The Future of Higher Education: Evidence-Based Approaches and Practices*, which took place in Cluj-Napoca at Babeş-Bolyai University on May 16-17, 2025.



Nationally, the Romanian Educational Research Association Conference - CERED 2025: *Steps Towards the Future: Perspectives for Education and Educational Research*, held in Braşov on October 2-3, 2025, provided an opportune framework for exchanging ideas and debating current perspectives on education and educational research.

05

STUDENTS IN ACTION. Genuine Feedback.

An important component of the RCL project focused on the active involvement of students in the academic development and educational transformation process. Beyond supporting the training of university teaching staff, the project aimed to encourage student participation in initiatives dedicated to collaboration, feedback, and the development of an educational environment adapted to new academic demands. Consequently, as part of the *STUDENTS IN ACTION. Genuine Feedback* campaign, 12 meetings were organized with students, bringing together over 270 participants. Additionally, over 65 students attended webinar series and workshops during co-creative sessions, such as LivingLabs@UVT, or sessions addressing topics of key interest to them, such as the use of AI in higher education.

The activities contributed to raising student awareness and sense of responsibility regarding the need to cultivate academic excellence, the UVT quality assurance system, the student evaluation component of univer-

sity teaching staff, and the ethical use of AI in the learning process.

Additionally, to enhance the efficiency of teaching staff evaluations, the Center for Academic Development has developed a [methodological guide](#) on the ethical and deontological guidance of students in evaluating university teaching staff activities. It highlights the importance and relevance of evaluating teaching staff as part of the educational quality improvement process, emphasizing students' active role in providing constructive and relevant feedback. Furthermore, the guide promotes the development of a collaborative dialogue between students and professors, serving as a starting point for the continuous improvement of teaching methods designed for current and future generations. In this way, the student voice is heard and integrated into the modernization of the educational process, with CDA committing to its mission of strengthening an academic environment centered on student needs and engagement.

Digital Solutions for an Efficient Teaching Process

An important dimension of the project was represented by the digitalization of the educational process, an endeavor that facilitated access to academic resources and information. To achieve the goal of developing educational tools supporting the feedback and instructional design components of the RCL model, 6 video mini-lessons and informative materials were created on various topics of interest: *The RCL Instructional Model, Authentic Learning Outcomes, Collaborative Learning Experiences, Constructivist Curricular Align-*

ment, Reflective Learning Experiences, Fostering Student Interest in Learning. The video materials were produced using the image and voice of the same virtual presenter to ensure the consistency of an accessible educational resource. At the same time, the digitalization of the educational offerings provided by CDA was also demonstrated through the configuration and customization of the *Moodle platform "Reflective and Collaborative Learning"* (RCL.uvt), used as support in assessing student learning outcomes.

Promoting Academic Development Practices at UVT

A final objective of the RCL project focused on informing 1,000 university teaching staff from at least 30 universities across Romania, as well as other stakeholders, regarding the academic development practices implemented at UVT and promoting evidence-based education.

To achieve the aforementioned objective, the CAD website was revamped and developed in two languages of international communication: English and a Romance language, updated and populated with all materials produced by the CAD for the development of the RCL model's curricular package. Translating the website contributed to increasing information accessibility and broadening access to the project's resources and activities for a wider audience.

Additionally, the Center managed the publication of three [CAD Bulletins](#): No. 12, *Authenticity of Learning Outcomes and Outcome Indicators* (2025), and No. 13, *Collaborative Learning* (2026) and this one, No. 14 *Reflective and Collaborative Learning: Activities and Results*. Through the dissemination of these two newsletters to the local and national community, key topics regarding learning outcomes, their practical application, and the necessity of collaboration in developing the learning process were brought to the readers' attention.

Last but not least, the end of 2025 was marked by CAD organizing, under the auspices of the Romanian Educational Research Association (ARCE), the second edition of the [National Conference Pedagogical Training of University Staff, centered on the theme \(Re\)configuring the Competence Profile of University Teaching Staff: between Adaptation and Innovation](#), held on December 11-12, 2025, at the Institute for Advanced Environmental Research (ICAM) in Timișoara. The conference pursued a dual purpose: to contribute to developing a shared framework for the pedagogical, digital, and academic competencies of university teaching staff by leveraging recent research findings, and to identify relevant criteria and indicators for evaluating the quality of higher education training programs. The conference program featured keynotes by specialists in quality assurance and evidence-based educational policy-making. Additionally, the program included a panel discussion, *learning-by-doing* workshops, and various networking contexts for the over 100 participants.



Keynote speakers included:

- ▶ **Cristina Daniela GHIȚULICĂ** – professor at National University of Science and Technology POLITEHNICA Bucharest, Faculty of Chemical Engineering and Biotechnologies;
- ▶ **Romița IUCU** – professor distinguished in the fields of higher education, educational management, and teacher career professionalization at both national and international levels, and President of the Board of Orientation and Strategic Analysis at the University of Bucharest;
- ▶ **Adrian OPRE** – professor in the Department of Psychology and Educational Sciences at Babeș-Bolyai University (UBB) in Cluj-Napoca, President of the Cognitive Science Association of Romania, and President of the Teaching Council at UBB;
- ▶ **Marian D. ILIE** – PhD in Educational Sciences, professor, Director of the Department for Teacher Training (DPPD), and Coordinator of the Center for Academic Development (CDA) at the West University of Timișoara (UVT).



Three workshops took place during the conference: *Principles of Multimedia Learning: Applications in University Teaching*, moderated by Assoc. Prof. PhD Dana Opre; *From Idea to Lecture/Seminar: Living Labs @ UVT*, led by Dr. Alexandra Petcu and Res. Assist. PhD Velibor Mladenovici and *NotebookLM & GenAI: Digital Partners in Designing Assessment Tasks*, facilitated by Assoc. Prof. PhD Gabriela Grosseck and Lect. PhD Dana Crăciun.

