

Summary:

Applicant: Univerzita Palackého v Olomouci/Palacký University Olomouc

Seat: Olomouc, CZ

Project ID #/Title: **22620437**, V4 Digital Learning Lab: GenAI, Gamification and Immersive Tech for Higher Education

I. APPLICANT

Univerzita Palackého v Olomouci

Organization name (English):	Palacký University Olomouc
Address:	Faculty of Education, Department of Technical Education and Information Technology
Statutory representative:	Křížkovského 511/8, Olomouc, 77900, Czechia
ID No. of organization:	doc. JUDr. Michael Kohajda, Ph.D.
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Coordinator of the project:	https://www.facebook.com/PedagogickafakultaUPOL; https://www.instagram.com/pdf_upol/
Coordinator's phone:	Mgr. Tomáš Dragon, Ph.D., MBA
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Consultation:	From the project support department of our faculty.
Previous projects:	no

II. PROJECT PARTNERS

Partner No. 1

Name of the organization in its native language: UNIWERSYTET ŚLĄSKI W KATOWICACH, Wydział Nauk Społecznych	
Name of the organization in English: UNIVERSITY OF SILESIA IN KATOWICE	
Legal form: university	
Address: Bankowa 12, Katowice, 40007, Poland	Poland
Statutory representative: Prof. dr hab. Ryszard Koziołek	Organization ID No.: PL6340197134
Registered VAT payer: yes	Phone: +48323591300
E-mail: esmyrnova@us.edu.pl	Website: https://www.us.edu.pl/en/
Justification of involvement: The University of Silesia in Katowice (Faculty of Social Sciences), led by Prof. Eugenia Smyrnova-Trybulska, was selected for proven expertise in four project-relevant areas: (1) AI-based educational modules (generative and offline AI/RAG); (2) VR-supported learning (Math3DGeoVR, 2021–2024); (3) research methodology for educational interventions; (4) scalable short-workshop formats. Cooperation with the UP Faculty of Education runs via CEEPUS, IRNet, the IJREL journal, and joint conferences. In the V4 Digital Learning Lab, Silesia will serve as Research Lead for the research-evaluation framework (Output 1), lead V4 Workshop 2 on gamification and activation in Katowice (Output 3), evaluate impact across all workshops with statistical analysis for the final report (Output 10), co-author the V4 monograph as Scientific Co-Editor (methodology/evaluation), and ensure dissemination in Poland.	

Partner No. 2

Name of the organization in its native language: Univerzita Konštantína Filozofa v Nitre, Fakulta prírodných vied a informatiky	
Name of the organization in English: Constantine the Philosopher University in Nitra	
Legal form: university	
Address: Tr. A. Hlinku 1, Nitra, 94901, Slovakia	Slovakia
Statutory representative: prof. RNDr. Libor Vozár, CSc.	Organization ID No.: SK2021246590
Registered VAT payer: yes	Phone: +421376408111
E-mail: kr@ukf.sk	Website: https://www.ukf.sk/en/
Justification of involvement: Constantine the Philosopher University in Nitra (Faculty of Natural Sciences and Informatics) was selected for expertise in computer science education, ICT in teacher training, and innovative teaching, plus Erasmus+ FITPED/FITPED-AI experience (2018–2027, IT and AI in curricula) and a research group on responsible AI and academic integrity. Cooperation with the UP Faculty of Education spans CEEPUS, CS-didactics research, doctoral mobility, and IJREL. In the V4 Digital Learning Lab, UKF (with J. Selye University) will lead V4 Workshop 3 on responsible AI, academic integrity, and student outcomes assessment in Nitra (Output 4), prepare the Slovak adaptation of the research-evaluation tool (Output 1), co-lead Section 2 at LEAIT 2027 in Olomouc (Output 6), contribute a chapter on responsible AI and digital didactics to the methodological tool (Output 8), and ensure dissemination in Slovakia.	

Partner No. 3

Name of the organization in its native language: Miskolci Egyetem, Gépészmérnöki és Informatikai Kar, Matematikai Intézet	
Name of the organization in English: University of Miskolc	
Legal form: university	
Address: Egyetem út 1., Miskolc-Egyetemváros, 3515, Hungary	Hungary
Statutory representative: Prof. Dr. Horváth Zita	Organization ID No.: HU19253055
Registered VAT payer: yes	Phone: +3646565111
E-mail: szilvia.homolya@uni-miskolc.hu	Website: https://www.uni-miskolc.hu/en/
Justification of involvement: The University of Miskolc (Institute of Mathematics) was selected for expertise in VR and immersive technologies in mathematics, geometry, and spatial education. It offers a VR course, develops immersive game-based environments for spatial understanding, and emphasizes active student-centered learning and its measurement. Cooperation with the UP Faculty of Education spans CEEPUS mobility, joint events, and publications. In the V4 Digital Learning Lab, Miskolc will host V4 Workshop 4 on AR/VR and immersive learning with VR equipment (Output 5), co-edit the methodological toolkit (Output 8), prepare the Hungarian adaptation of the research-evaluation tool (Output 1), lead Section 4 at LEAIT 2027 in Olomouc (Output 6), prepare four open educational resources (OER) scenarios on immersive/math-spatial learning (Output 7), and disseminate in Hungary.	

Partner No. 4

Name of the organization in its native language: Univerzita J. Selyeho, Fakulta ekonomie a informatiky, Katedra informatiky	
Name of the organization in English: J. Selye University	
Legal form: university	
Address: Bratislavská cesta 3322, Komárno, 94501, Slovakia	Slovakia
Statutory representative: prof. RNDr. János Tóth, PhD.	Organization ID No.: SK2021771543
Registered VAT payer: yes	Phone: +421353260606
E-mail: gubos@uj.sk	Website: https://www.uj.sk/en
Justification of involvement: J. Selye University in Komárno (Faculty of Economics and Informatics) was selected for expertise complementary to UKF Nitra in AI, machine learning, computer vision, 3D modeling, autonomous robotics (Intelligent Robotics Centre), and e-learning. Dual Slovak representation links pedagogical (Nitra) and AI/robotics (Komárno) research for regional balance. Cooperation with the UP Faculty of Education spans CEEPUS, joint events, and publications. In the V4 Digital Learning Lab, JSU (with UKF) will co-lead V4 Workshop 3 on responsible AI in Nitra (Output 4), moderate Panel 3 on Responsible AI at LEAIT 2027 in Olomouc (Output 6), contribute a methodological-tool section on digital didactics and tech-oriented assessment (Output 8), prepare OER scenarios linking generative AI, computer vision, and robotics (Output 7), and disseminate to Slovakia's Hungarian-speaking academic community.	

Partner No. 5

Name of the organization in its native language: Akademia Górniczo-Hutnicza w Krakowie, Wydział Humanistyczny	
Name of the organization in English: AGH University of Krakow	
Legal form: university	
Address: Mickiewicza 30, Krakow, 30-059, Poland	Poland
Statutory representative: Prof. Rafał Wiśniowski, DSc, PhD, Eng.	Organization ID No.: PL6750001923
Registered VAT payer: yes	Phone: +48126172007
E-mail: dpm@agh.edu.pl	Website: https://www.agh.edu.pl/en
Justification of involvement: The AGH University of Krakow (Faculty of Humanities) was selected for its combination of humanities research and cutting-edge VR/AR infrastructure. AGH operates the EduVRGameLab and Wirtualium (since 2022) — the first in Poland and among the first worldwide to host social VR scientific conferences and workshops for high schools. Its research on immersive tech has been published in IJREL and presented at seven international conferences, with proven experience in educational and social VR and pedagogical impact of immersive tech. In the V4 Digital Learning Lab, AGH will draft a methodological-toolkit chapter on AR/VR applications, technical requirements, and best practices (Output 8), provide VR demonstrations in Section 4 at LEAIT 2027 in Olomouc (with Miskolc, Output 6), and contribute a section on measuring competencies in immersive tech to the research-evaluation framework (Output 1).	

III. PROJECT

1. PROJECT SUMMARY

1.1 Project title: V4 Digital Learning Lab: GenAI, Gamification and Immersive Tech for Higher Education

1.2 Focus area/objective: Education and Capacity Building, Strengthening professional networks of educational institutions and supporting mobility of students, researchers, and educators to share best practices

Is the project CBC? ☐ Cross-border filter

IMPLEMENTATION PERIOD: 01/10/2026–31/03/2028

Short description of the project:

The project brings together V4 universities to develop digital and pedagogical competencies in GenAI, gamification and immersive technologies. Through four V4 workshops, a research and evaluation component, open educational resources, and the LEAIT 2027 conference in Olomouc, shared outputs and a sustainable V4 community of practice will be established.

2. PROJECT RELEVANCE AND CONTEXT

2.1 What is the main issue that your project would like to focus on? What is the current situation that you wish to change?

Universities in the V4 countries are facing the rapid rise of generative artificial intelligence, gamification, and immersive technologies; however, their systematic integration into higher education remains uneven. Many faculty members, doctoral students, and future teachers have some experience with digital tools, but they lack methodological support, practical scenarios, shared examples of best practices, and proven procedures for the responsible use of these technologies in teaching. The problem is not only the availability of technologies, but also their pedagogically meaningful use. Generative AI is often perceived either as a risk or as an isolated tool without clear integration into teaching objectives. Gamification and AR/VR, in turn, are often used experimentally, without broader methodological and evaluative support. At the same time, there are a number of high-quality expert teams in the V4 region, but their know-how is not sufficiently integrated into a common educational and research framework. The V4 region lacks a common platform that would connect the isolated solutions of individual institutions, enable the sharing of know-how, and provide academic staff with coordinated methodological support for the responsible use of modern technologies in teaching.

2.2 What should be done to address this issue/problem? How does your project contribute to the solution?

To address this issue, it is necessary to integrate practical training, the sharing of experiences, research-based evaluation, and the development of open methodological outputs. It is not enough to hold a one-off conference or isolated workshops; it is essential to establish a collaborative process in which partners from all V4 countries are actively involved. The project will contribute to addressing this issue through four thematic V4 workshops, which will take place successively in the Czech Republic, Poland, Slovakia, and Hungary, and will focus on generative AI, gamification, immersive technologies, and the responsible didactic use of digital tools. The project will include a separate research and evaluation component based on an initial and final questionnaire/self-assessment tool. The results will be used to formulate recommendations, develop open educational resources (OER) and a methodological toolkit, and produce scholarly publications. The LEAIT 2027 conference will not be separate from the project but will serve as the main dissemination and networking platform with a separate V4 project block. The project will thus link education, research, the creation of open educational resources, and long-term collaboration among partners.

2.3. What added value does your project bring to the already existing practices? What is the innovative element in your proposal?

The project's added value lies in the fact that it brings together three often-separate fields—generative AI, gamification, and immersive technologies—into a single, unified pedagogical framework for higher education. The project focuses not merely on introducing these tools, but on their practical, responsible, and verifiable use in the classroom. An innovative element is the joint V4 creation of outputs. The materials, methodological tool, evaluation framework, and V4 conference session will not be prepared by a single institution but will emerge as a joint effort by partners from the Czech Republic, Poland, Slovakia, and Hungary. The project also introduces a separate research and evaluation component that will allow for monitoring participants' needs, barriers to technology use, and changes in their competencies. The result will therefore not only be training sessions, but also data, recommendations, and open-access materials that can be used at other universities. The LEAIT 2027 conference will create a new professional platform that will link the project's outputs to a broader academic discussion on the use of AI in education.

2.4 What is the regional relevance of your proposal?

The project has strong regional relevance, as all V4 countries face similar challenges related to the digital transformation of higher education, the use of generative AI, the development of digital competencies, and the training of future teachers. These challenges cannot be effectively addressed by a single institution or country alone, as higher education in the region shares similar historical, institutional, and pedagogical conditions. The involvement of partners from all V4 countries will enable the comparison of academic staff needs, the sharing of best practices, and the creation of outputs usable across the region. Workshops will be held sequentially in all four V4 countries (Olomouc–CZ, Katowice–PL, Nitra/Komárno–SK, Miskolc–HU), the conference will take place in Olomouc, and each partner will play a leading role in at least one main output. The project will yield trained academic staff and students, open educational resources, a methodological tool, a research and evaluation report, a V4 session at the LEAIT 2027 conference, and the foundation for a long-term community of practice. Beyond the direct grant contribution, all partner institutions will provide substantial in-kind support—academic facilities, workshop and conference venues, technical infrastructure (including VR equipment at UM Miskolc and AGH), administrative capacity, and faculty time beyond the covered expert fees. This institutional commitment from six universities across all four V4 countries demonstrates strong regional ownership and ensures sustainable continuity beyond the grant period.

2.5. How would you describe your organization's experience in dealing with the proposed topic? Have you previously implemented similar projects?

The project applicant is Palacký University Olomouc. The project will be professionally implemented by the Department of Technical Education and Information Technology (Faculty of Education), which has long-standing experience in the proposed topic through its teaching, research, creative, and project activities in technical education, digital technologies, and information technology. The department has led or partnered in several relevant national and international projects in recent years, including: "GUARDIAN – Growing Online: How to Protect Our Children in the Digital World?" (Horizon Europe MSCA Staff Exchanges, 2025–2028, PI: Jiří Dostál); "Improving Multilingual and STEM Skills through AI-based Gamified Solutions" (Erasmus+ KA220, 2025–2028, PI: Michal Mrázek); "AI as an Assistant in Education" (OP TAK, 2026–2028, PI: Petr Šaloun); and "Development of an Innovative Concept of Technical Education in Czech Schools" (TAČR ÉTA, TL03000535, 2020–2023, PI: Jiří Dostál, with Palacký University as the main beneficiary). The department also leads two internal IGA grants (2026) directly focused on generative AI in higher education and the development of computational thinking. The proposed project builds on this expertise and will further develop the department's existing activities in an international Visegrad context, benefiting from Palacký University Olomouc's broader institutional experience with the administration and implementation of grant-funded and international projects.

2.6. Are you planning to apply any measures aimed at protecting the environment and supporting sustainable development while implementing this project?

The project applies concrete measures to reduce its environmental footprint. All V4 workshop experts and partner representatives will travel by train between partner cities (Olomouc, Katowice, Nitra, Miskolc) instead of flying, significantly lowering CO2 emissions — already reflected in the travel budget. The LEAIT 2027 conference will run in a hybrid format with online streaming, enabling at least 100 remote attendees to participate without travel. The methodological toolkit, evaluation report, OER scenarios, and conference materials will be published digitally under CC BY-SA 4.0; only a limited print run of the V4 monograph is planned. VR equipment will be reused from existing partner labs. Catering will prioritize local, seasonal suppliers and minimize single-use plastics.

3. TARGET GROUPS

Target group	Method of selection	No. of people
University Faculty Members	Open call through partner universities; priority given to individuals involved in teaching, teacher training, digital education, or instructional innovation. Balanced representation of V4 countries.	80, of which at least 65 from the V4
Doctoral students and early-career researchers	Nominations and open call through partner faculties; emphasis on interest in AI, digital didactics, educational research, and the development of teaching materials.	40, of which at least 32 from the V4
Pedagogy students and future teachers	Selection through the study programs of partner institutions; motivation to apply the outcomes in future teaching practice.	60, of which at least 50 from the V4
Methodologists, senior staff, and program coordinators	Targeted outreach to individuals responsible for teaching innovation, educational quality, and the development of digital competencies.	20, of which at least 16 from the V4
Participants of the LEAIT 2027 conference	Open registration and targeted invitations to the academic community, partners, doctoral students, and experts in the fields of education and technology.	120, of which at least 80 from the V4
Indirect beneficiaries (online users of OERs)	Access to open educational resources via the project website, e-learning platforms, repositories, and partner websites.	At least 500 online users

3.2. To what extent does the project address the specific needs of the most vulnerable groups affected within the project's domain, particularly women, children, elderly people and people with disabilities? (if applicable)

While the project is not primarily a social intervention targeting vulnerable groups, it does take into account unequal access to digital skills and educational opportunities. Special attention will be given to faculty and students from smaller institutions, individuals with limited experience with AI and digital technologies, early-career academics, doctoral students, and participants who do not have easy access to more advanced types of training. The outputs will be available online and free of charge so that participants who cannot attend all in-person activities can also benefit from them. The materials will be prepared in an accessible digital format, using clear language and emphasizing practical scenarios that do not require expensive technological equipment. The workshops will emphasize a safe, supportive, and inclusive environment where participants can work at their own level of experience. The project will thus help bridge the digital divide in the academic environment and enable a broader group of university faculty, doctoral students, and students to acquire the competencies needed for the responsible use of modern technologies in education.

3.3 Are there any gender gaps in the system in which the project is framed (e.g., the education system, the research and innovation sector, the care system, etc.)? In what ways does the project contribute to reducing these gaps and to reducing inequalities between women and men (e.g., the participation and representation of women and men, and access and control over opportunities and resources)?

In the fields of digital technologies, artificial intelligence, technical disciplines, and research innovation, disparities in the representation of women and men persist, particularly in access to expert roles, technical topics, and opportunities for professional development. The project will take these inequalities into account when selecting participants, experts, and authors of project outputs. The goal will be to achieve a balanced representation of women and men among workshop participants, conference speakers, members of author teams, and individuals involved in the research and evaluation component. Partner institutions will be encouraged, during nominations and open calls, to actively reach out to women in the academic environment, female doctoral students, female teacher education students, and female researchers working in the fields of digital technologies and education. The project will also contribute to more equitable access to opportunities by making outputs openly available, ensuring that educational activities are practically oriented, and not requiring prior advanced technical expertise. This will lower barriers to participation for individuals who have not yet felt sufficiently competent in the fields of AI, gamification, and AR/VR.

4. SPECIFIC RESULTS

Specific result	Contribution to the project's overall goal
A functional V4 consortium involving partners from the Czech Republic, Poland, Slovakia, and Hungary	This will ensure the balanced involvement of all four V4 countries in the project, with each partner leading at least one key output and coordinating the national component of one activity.
Implementation of 4 thematic V4 workshops	This will support the development of digital and pedagogical competencies among academic staff, doctoral students, and teacher education students.
A separate research and evaluation framework and a final evaluation report	This will enable the verification of participants' needs, barriers, and changes in competencies, rather than merely declaring the project's benefits.
A set of at least 16 practical teaching scenarios	Will provide concrete materials for the use of generative AI, gamification, and AR/VR in higher education.
Open micro-courses/e-learning modules	Will enable the use of outputs beyond direct workshop participants and after the project ends.
Methodological toolkit for higher education instructors	Will summarize recommendations, examples of good practice, and procedures for the responsible didactic use of technologies.
LEAIT 2027 Conference with a separate V4 project block	Will ensure professional dissemination, networking, and presentation of results; will establish a new V4 professional platform on AI in education with planned continuity in subsequent years (LEAIT 2029, 2031).
A joint V4 scholarly monograph on digital transformation in higher education (GenAI, gamification, AR/VR)	Will provide a coherent, peer-reviewed dissemination of project results, support the project's academic credibility, and serve as a reference publication for the V4 community of practice.
Project website/repository of outputs available for at least 2 years after the project's completion	Will ensure the long-term availability of materials and transparency toward the public and the donor.
Establishment of a V4 community of practice	Will enable further collaboration, projects, research activities, and future editions of LEAIT.

5. DISSEMINATION AND FOLLOW-UP

5.1 What activities will you carry out to share the results of the project outside your organization and partners?

The project's results will be disseminated through the project website, partner institutions' websites, social media, newsletters, professional conferences, open educational resources, and published outputs. The project website will serve as a central hub for information on activities, workshops, the LEAIT 2027 conference, the methodological toolkit, the research and evaluation report, and open educational resources. Each partner will be responsible for dissemination in their own country and within their institutional network. Outputs will be shared in English and, where possible, also in the languages of the V4 countries. Emphasis will be placed on digital dissemination rather than one-off printed materials. The project will be communicated via institutional websites, social media, and professional mailing lists. The main dissemination event will be the LEAIT 2027 conference in Olomouc, which will include a separate V4 project session. The results will also be utilized in academic articles, conference papers, teaching at partner institutions, and follow-up educational activities.

5.2 Do you plan any activities in the future which will build on the results of this project?

The project's results will be followed by future editions of the LEAIT conference, joint publications, the development of a V4 community of practice, and the integration of the developed materials into teaching at partner universities. The project will lay the groundwork for long-term collaboration in the areas of digital transformation in higher education, generative AI, gamification, and immersive technologies. Open educational resources, micro-courses, and the methodological tool will remain available after the project ends and will be updatable in line with technological developments and the needs of academic practice. Partners will be able to use the outputs in their courses, training sessions, doctoral seminars, and other projects. Based on the research and evaluation report, topics for further research and a potential follow-up application will be identified. The long-term goal is for LEAIT to emerge as a stable professional platform connecting universities, researchers, doctoral students, and future teachers in the V4 region. Upon completion of the project, the consortium plans to submit at least one follow-up application for a Visegrad Grant (2028 cycle) on advanced topics (e.g., AI in doctoral supervision, AI literacy curriculum) and one application for an Erasmus+ Cooperation Partnership building on the established V4 community of practice. After the project concludes, each partner will integrate at least one specific output (teaching scenario, micro-course, or part of the toolkit) into their teaching or doctoral program starting in the 2027/2028 academic year.

IV. OUTPUTS

1 V4 research and evaluation framework (Product)

01/10/2026–31/01/2027

A common research and evaluation framework will be developed to serve as the methodological basis for assessing the impact of all project activities. It will include: (1) an initial questionnaire and self-assessment tool covering digital competencies in generative AI, gamification, and AR/VR; (2) a final questionnaire measuring changes in participants' competencies and attitudes; (3) a structured methodology for semi-structured interviews with selected participants; (4) a unified plan for data collection and processing across the four V4 workshops; (5) an ethical protocol for GDPR-compliant data handling; (6) a template for the final evaluation report. The framework will be developed jointly by partners from all V4 countries and applied uniformly across all workshops, enabling cross-country data comparability. It will contribute directly to the project's objectives by ensuring methodological consistency, evidence-based assessment of educational outcomes in the three thematic areas, and the production of comparable results that can inform further development of digital competencies in V4 higher education. All data will be anonymized and processed in line with the GDPR before analysis.

Direct target groups:

Project research team: 6

Selection/outreach: Designated researchers from the 6 partner institutions across the V4 region

Pre-service teacher education students: 60

Selection/outreach: Recruitment through partner faculties of education in CZ, PL, SK, HU; min. 15 per country

Academic staff and doctoral students from V4 partner faculties: 60

Selection/outreach: Direct invitation through partner universities; participation in the four national workshops

Dissemination/promotion

The framework will not be released as a public questionnaire before data collection in order to preserve research validity. Its methodological description, structured design, and ethical protocol will be published in the final evaluation report (Output 10) and will serve as a reusable template for other V4 projects evaluating educational interventions.

Role of the applicant and project partners

Applicant (Palacký University Olomouc): coordinates framework preparation, ensures methodological consistency, and oversees technical implementation of data collection tools. University of Silesia in Katowice (Research Lead): research design, formulation of research questions, statistical methodology. UKF Nitra and J. Selye University: Slovak linguistic and cultural adaptation; methodological validation in the Slovak academic environment. University of Miskolc: Hungarian adaptation; expertise in measuring mathematical-spatial and immersive learning competencies. AGH University of Krakow: section on measuring competencies in immersive technologies and VR/AR.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees for Texts authors or artists		Development of evaluation methodology and questionnaire (University of Silesia, Katowice, Research Lead): 50 hours × €20	1,000.00
Expert fees/Fees for Texts authors or artists		Preparation of the data and ethics protocol (Palacký University, Faculty of Education, Department of Technical Education and Information Technology): 30 h × €20	600.00
Translation and Translation costs interpreting costs		Language adaptation of the evaluation tool for 4 V4 partners: 4 versions × €150	600.00
Rent and related technical services	Related technical services	Setup of the online questionnaire system, data exports, and backups	300.00
Total			2,500.00

2 V4 Workshop 1: Generative AI for Higher Education (Event–Private), Olomouc, CZ

15/02/2027–24/02/2027

A hands-on workshop on the use of generative AI in higher education. Duration: 8 hours (1 day) on-site + approximately 4 hours of online follow-up materials in the project's e-learning system. Participants work with concrete teaching scenarios: preparing teaching materials with AI, designing assignments resistant to AI misuse, formative feedback with AI, working with sources and citations, academic integrity, and responsible use of AI in teaching. Expected learning outcomes — upon completion, participants will be able to: (1) critically evaluate the strengths and weaknesses of the three main GenAI tools for higher education; (2) design a teaching activity integrating GenAI with regard to academic integrity; (3) formulate responsible guidelines for students' use of GenAI within a course; (4) prepare assessment criteria for student work created with GenAI. Before the workshop, participants complete the initial questionnaire (Output 1); after the workshop, the final questionnaire. The workshop also serves as the pilot event for the project's research and evaluation component, validating the framework before its application in the remaining three V4 workshops.

Direct target groups:

HU participants: faculty, doctoral students, pre-service teacher students: 4

Selection/outreach: Open call via University of Miskolc channels

SK participants: faculty, doctoral students, pre-service teacher students: 5

Selection/outreach: Open call via UKF Nitra and J. Selye University channels

PL participants: faculty, doctoral students, pre-service teacher students: 5

Selection/outreach: Open call via University of Silesia, AGH and partner mailing lists / CEEPUS network

CZ participants: faculty, doctoral students, pre-service teacher students: 18

Selection/outreach: Open call via PdF UP channels and project website; priority for non-flagship universities and early-career academics

Dissemination/promotion

An open call is published 8 weeks before the workshop on the project website, PdF UP website, partner social media, and V4 university mailing lists (CEEPUS network). After the workshop, selected materials, a summary, anonymized feedback, and photo documentation are published on the project website. Teaching scenarios feed into Output 7 (OER package).

Role of the applicant and project partners

Applicant (Palacký University Olomouc): leads development of workshop content; responsible for organization, venue, technical support, and follow-up online materials. University of Silesia in Katowice: session on pedagogical principles of GenAI integration; research evaluation of the workshop (data collection, preliminary analysis). UKF Nitra and J. Selye University: session with specific examples of GenAI use in pre-service teacher training and computer science education. University of Miskolc and AGH University of Krakow: comparative case studies from technically oriented education (computer science, mathematics, engineering disciplines).

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation (lead host): 10 h × €20	200.00
Rent and related technical services	Related technical services	Rental of audiovisual equipment (additional projectors, microphones, sound system) and external on-site technical support: 1 day.	350.00
Accommodation and board	Board and catering	2 coffee breaks + light lunch: 35 people × €17/person	595.00
Transportation and postage	Personal travel costs	Travel for V4 experts: 2 PL (Katowice–Olomouc, train 2 × €85 = €170), 2 SK (Nitra–Olomouc, train 2 × €65 = €130), 2 HU (Miskolc–Olomouc, train 2 × €90 = €180), local transportation for 6 experts = €50	530.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – GenAI in teacher training: 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – practical GenAI scenarios: 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Session on pedagogical principles of GenAI integration + research evaluation of the workshop (data collection, preliminary analysis): 10 h × €20.	200.00
Accommodation and board	Accommodation	Accommodation for 6 V4 experts × 1 night × €70 = €420	420.00

Total	2,695.00
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3 V4 Workshop 2: Gamification and Active Learning (Event–Private), Katowice, PL

15/04/2027–24/04/2027

A hands-on workshop on gamification, engagement techniques, and the design of instructional activities that promote motivation, collaboration, and deeper understanding. Duration: 8 hours (1 day) on-site + approximately 4 hours of online follow-up materials in the project's e-learning system. Participants work with game principles (challenge, feedback, progression, autonomy), design their own gamified teaching scenarios for their courses, and test them in simulated teaching situations. Expected learning outcomes — upon completion, participants will be able to: (1) identify game principles suitable for specific learning objectives and subjects; (2) design a gamified teaching scenario for their own subject; (3) integrate engagement elements and collaborative tasks into a traditional lecture; (4) evaluate the effectiveness of gamified activities in terms of motivation and learning outcomes. The workshop is linked to the creation of open teaching scenarios in Output 7 and the methodological tool in Output 8. Participants complete the entry and exit questionnaires in line with Output 1, contributing data to the project's cross-country evaluation.

Direct target groups:

HU participants: faculty, doctoral students, pre-service teacher students: 4

Selection/outreach: Open call via University of Miskolc channels

SK participants: faculty, doctoral students, pre-service teacher students: 5

Selection/outreach: Open call via UKF Nitra and J. Selye University channels

CZ participants: faculty, doctoral students, pre-service teacher students: 5

Selection/outreach: Open call via PdF UP channels and project website

PL participants: faculty, doctoral students, pre-service teacher students: 18

Selection/outreach: Open call via US Katowice and AGH channels; priority for faculty in humanities and social sciences where gamification is underused

Dissemination/promotion

An open call is published 8 weeks before the workshop on the project website, US Katowice website, and partner institutions' websites. Workshop outputs (gamified scenarios, recommendations) are published on the project website and feed into Output 7 (OER package) and Output 8 (methodological tool). Partners publish a short report on their institutional websites.

Role of the applicant and project partners

University of Silesia in Katowice (host): responsible for professional preparation, content, and implementation of the workshop; provides the venue and local organization. Applicant (Palacký University Olomouc): ensures methodological coordination with other project outputs, particularly Output 7 (teaching scenarios) and Output 8 (methodological tool). AGH University of Krakow: section on gamification in technology-oriented teaching and innovative educational environments, including examples from the EduVRGameLab. UKF Nitra, J. Selye University, and University of Miskolc: development of scenarios from the perspective of teacher training and computer science pedagogy; evaluation of the workshop's impact.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation (lead host): 10 h × €20.	200.00
Rent and related technical services	Related technical services	Rental of audiovisual equipment and external on-site technical support: 1 day.	300.00
Accommodation and board	Board and catering	2 coffee breaks + light lunch: 35 people × €19/person	665.00
Transportation and postage	Personal travel costs	Travel for V4 experts: 2 CZ (Olomouc–Katowice, train 2 × €85 = €170), 2 SK (Nitra/Komárno–Katowice, train 2 × €110 = €220), 2 HU (Miskolc–Katowice, train 2 × €130 = €260), local transportation for 6 experts = €80	730.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – gamification analytics: 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – data processing and technical-pedagogical expertise for gamified activities: 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – data processing and technical-pedagogical expertise for gamified activities: 10 h × €20.	200.00

Printing/publishing costs	Printing/publishing costs	Activity materials – printed worksheets and gamification props.	50.00
Accommodation and board	Accommodation	Accommodation for 6 V4 experts × 1 night × €75 = €450	450.00
Total			2,995.00

4 V4 Workshop 3: Responsible AI, Assessment and Digital Didactics (Event–Private), Nitra, SK

10/06/2027–19/06/2027

A hands-on workshop on the responsible use of AI in higher education, academic integrity, the assessment of student work in the age of generative AI, working with sources, and adapting learning activities. Duration: 8 hours (1 day) on-site + approximately 4 hours of online follow-up materials. The goal is to produce recommendations and practical templates for university instructors that will form a separate chapter of the methodological tool (Output 8). Expected learning outcomes — upon completion, participants will be able to: (1) distinguish between acceptable and unacceptable uses of GenAI in student work in the context of academic integrity; (2) propose assessment criteria that take into account the use of GenAI in student work; (3) adapt seminar paper and test assignments to reflect the existence of GenAI; (4) clearly communicate to students the rules for using GenAI in the classroom. Participants complete the entry and exit questionnaires in line with Output 1, contributing data to the project's cross-country evaluation. The workshop closes the cycle started in Workshop 1 by translating critical reflection on GenAI into concrete assessment practice.

Direct target groups:

HU participants: faculty, doctoral students, course coordinators, pre-service teacher students: 4

Selection/outreach: Open call via University of Miskolc channels

PL participants: faculty, doctoral students, course coordinators, pre-service teacher students: 5

Selection/outreach: Open call via US Katowice and AGH channels

CZ participants: faculty, doctoral students, course coordinators, pre-service teacher students: 5

Selection/outreach: Open call via PdF UP channels and project website

SK participants: faculty, doctoral students, course coordinators, pre-service teacher students: 18

Selection/outreach: Open call via UKF Nitra and J. Selye University channels; priority for course coordinators and staff responsible for assessment policy

Dissemination/promotion

An open call is published 8 weeks before the workshop on the project website and the sites of UKF Nitra, J. Selye University, and partner institutions. Output templates, recommendations, and evaluation criteria feed into Output 8 (methodological tool) and the V4 project block at LEAIT 2027 (Output 6). A short report is published on all partners' websites.

Role of the applicant and project partners

UKF Nitra and J. Selye University (joint hosts): lead preparation, content development, and implementation of the workshop; provide the venue and handle local logistics. Applicant (Palacký University Olomouc): integrates workshop outputs directly into Output 8 (methodological tool), where recommendations and evaluation templates form a separate chapter. University of Silesia in Katowice: research evaluation of the workshop (data collection, preliminary analysis). University of Miskolc: Hungarian perspective on the assessment and regulation of AI in higher education. AGH University of Krakow: examples of assessment of learning outcomes in technology-enhanced teaching and engineering disciplines.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation (co-host): 10 h × €20.	200.00
Rent and related technical services	Related technical services	Rental of audiovisual equipment and external on-site technical support: 1 day.	350.00
Accommodation and board	Board and catering	2 coffee breaks + light lunch: 35 people × €19/person	665.00
Transportation and postage	Personal travel costs	Travel for V4 experts: 2 CZ (Olomouc–Nitra, train 2 × €65 = €130), 2 PL (Katowice/Kraków–Nitra, train 2 × €110 = €220), 2 HU (Miskolc–Nitra, car 2 × €115 = €230), local transportation for 6 experts = €40	620.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation (lead co-host – UKF Nitra): 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation (co-host – J. Selye University): 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – Hungarian perspective on AI assessment: 10 h × €20.	200.00
Accommodation and board	Accommodation	Accommodation for 6 V4 experts × 1 night × €70 = €420	420.00

Total	2,855.00
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5 V4 Workshop 4: AR/VR and Immersive Learning (Event–Private), Miskolc, HU

15/09/2027–24/09/2027

A hands-on workshop on the use of AR/VR and immersive technologies in higher education. Duration: 8 hours (1 day) on-site + approximately 4 hours of online follow-up materials. The room will be equipped with at least 8 VR headsets, enabling participants to work in pairs. Participants explore concrete examples of immersive learning in both technical and humanities-oriented fields, try out VR applications, design their own teaching scenarios, and assess the benefits and limitations of these technologies from didactic, technical, financial, and ethical perspectives. Expected learning outcomes — upon completion, participants will be able to: (1) identify teaching situations where AR/VR is meaningful; (2) design an immersive teaching scenario for a specific field; (3) assess the technical, financial, and personnel requirements for implementing AR/VR in teaching; (4) integrate AR/VR scenarios with traditional teaching methods and assessment criteria. Participants complete the entry and exit questionnaires in line with Output 1. As the closing workshop of the cycle, it consolidates findings from the previous three workshops by adding the immersive-technology dimension to the project's overall picture of digital competencies in V4 higher education.

Direct target groups:

SK participants: academic staff, doctoral students, pre-service teacher students, innovation staff: 4

Selection/outreach: Open call via UKF Nitra and J. Selye University channels

CZ participants: academic staff, doctoral students, pre-service teacher students, innovation staff: 7

Selection/outreach: Open call via PdF UP channels and project website

PL participants: academic staff, doctoral students, pre-service teacher students, innovation staff: 7

Selection/outreach: Open call via AGH and US Katowice channels (EduVRGameLab / Wirtualium community)

HU participants: academic staff, doctoral students, pre-service teacher students, innovation staff: 15

Selection/outreach: Open call via University of Miskolc channels; priority for teachers in fields with high immersive-learning potential (math, spatial disciplines, anatomy, technical and engineering)

Dissemination/promotion

An open call is published 8 weeks before the workshop on the project website, University of Miskolc website, and partner institutions' websites. Scenarios and recommendations feed into Output 7 (OER package) and are presented in the V4 project block at LEAIT 2027 (Output 6). Detailed photographic documentation of VR activities is produced for dissemination.

Role of the applicant and project partners

University of Miskolc (host): responsible for technical preparation, content, and implementation of the workshop; provides the venue, VR equipment, and local organization. AGH University of Krakow: expertise in VR and immersive educational environments, particularly from the EduVRGameLab and Wirtualium project; provides VR applications for the practical part. Applicant (Palacký University Olomouc): ensures workshop outputs are integrated into Output 8 (methodological tool) and coordinates their inclusion in Output 7 (teaching scenarios). University of Silesia in Katowice: research evaluation of the workshop. UKF Nitra and J. Selye University: development of scenarios from the perspective of didactics and teacher training.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation (lead facilitator): 10 h × €20.	200.00
Rent and related technical services	Related technical services	Rental of 8 additional VR headsets and external on-site technical support: 1 day.	350.00
Accommodation and board	Board and catering	2 coffee breaks + light lunch: 35 people × €19/person	665.00
Transportation and postage	Personal travel costs	Travel for V4 experts: 2 CZ (Olomouc–Miskolc, train 2 × €90 = €180), 2 PL (Kraków–Miskolc, train 2 × €130 = €260), 2 SK (Nitra/Komárno–Miskolc, train 2 × €115 = €230), local transportation for 6 experts = €50	720.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – immersive scenarios: 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – VR applications and demonstrations (EduVRLab, Wirtualium): 10 h × €20.	200.00
Expert fees/Fees authors or artists	for In-person services	Workshop preparation and facilitation – VR applications for practical part: 10 h × €20.	200.00

Accommodation and board Accommodation	Accommodation for 6 V4 experts × 1 night × €70 =	420.00
	€420	
Total		2,955.00

6 LEAIT 2027 Conference with V4 Project Block (Event–Public), Olomouc, CZ

18/10/2027–22/10/2027

LEAIT 2027 — Learning, Education, and AI Transformation — is the inaugural edition of a new international platform focused on AI, digital technologies, and innovative teaching in higher education. Organised by Palacký University Olomouc (Faculty of Education), it will take place on 20–21 October 2027 in Olomouc in a hybrid format (in-person + online streaming), in line with Visegrad Fund rules. Two distinguished international keynote speakers will frame the V4 project block within the broader Central European research context: prof. Piet Kommers (University of Twente, NL) and prof. Nataliia Morze (Borys Grincenko Kyiv University, UA), both long-standing collaborators of the consortium via the IJREL editorial board and the DLCC conference series. Structure — Day 1: opening plenary with international keynotes (morning); dedicated V4 project block with 6 structured sessions (afternoon) — V4 cooperation keynote, research and evaluation results from the four workshops, panel "Responsible AI in Higher Education", live workshop section on gamification and AR/VR, presentation of the methodological tool, and closing discussion "Next Steps for the V4 Community of Practice". Day 2: parallel sessions, presentation of the methodological tool, and announcement of LEAIT 2029. The conference is the integrating dissemination event for all project outputs.

Direct target groups:

International academic community (non-V4 in-person + online participants): 140

Selection/outreach: Open online registration via project website; promotion through international academic forums and IJREL / DLCC networks

HU participants (same composition): 10

Selection/outreach: Open registration via University of Miskolc channels

SK participants (same composition): 20

Selection/outreach: Open registration via UKF Nitra and J. Selye University channels

PL participants (same composition): 20

Selection/outreach: Open registration via US Katowice and AGH channels; CEEPUS / Erasmus+ networks

CZ participants: academic staff, researchers, doctoral students, pre-service teacher students, curriculum developers, programme directors: 30

Selection/outreach: Open registration via project website and PdF UP channels; targeted invitations via Czech faculties of education and CS departments

Dissemination/promotion

Promoted 6 months in advance via the project website (dedicated conference subsection), the websites of all six partner universities, social media, V4 networks (CEEPUS, Erasmus+), mailing lists of V4 faculties of education and CS, and international forums. V4 block outputs are released as CC BY-SA 4.0 recordings and integrated into Outputs 8 and 10 (V4 monograph, ISBN).

Role of the applicant and project partners

Applicant (Palacký University Olomouc): main organiser of the conference; responsible for venue, technical support, registration, programme, and logistics; oversees the V4 project block; co-leads Sections 1 and 5 (opening keynote + methodological tool). University of Silesia in Katowice: leads Section 2 (research and evaluation results); co-leads Section 1. UKF Nitra and J. Selye University: lead Panel 3 (Responsible AI), moderated by J. Selye. University of Miskolc: leads Section 4 (workshop section on AR/VR), together with AGH University of Krakow (VR demonstrations from EduVRGameLab). All partners moderate Day 2 parallel sessions, select invited speakers from their countries, review abstracts, and promote the conference.

Budget category	Budget subcategory	Budget description	Sum
Rent and related technical services	Rental costs	Rental of an external conference venue in Olomouc (main auditorium + 2 parallel rooms) for the 2-day hybrid conference.	3,000.00
Accommodation and board	Board and catering	2 coffee breaks/day × 2 days + light lunch × 2 days + 1 joint networking evening: 120 people × €35/person total	4,200.00
Transportation and postage	Personal travel costs	Travel for 6 V4 partner representatives: 2 PL (Katowice/Kraków–Olomouc) 2 × €85 = €170, 2 SK (Nitra/Komárno–Olomouc) 2 × €65 = €130, 2 HU (Miskolc–Olomouc) 2 × €90 = €180; local transportation in Olomouc 6 × €50 = €300	780.00

Transportation and postage	Personal travel costs	Travel prof. Piet Kommers: Enschede–Vienna–Olomouc round-trip (train) and local transfers in Olomouc = €240	240.00
Transportation and postage	Personal travel costs	Travel prof. Nataliia Morze: Kyiv–Przemyśl–Kraków–Olomouc round-trip (train) and local transfers in Olomouc = €240	240.00
Expert fees/Fees	for In-person services authors or artists	V4 session chair (CZ) – opening keynote on V4 cooperation, session moderation, preparation, and follow-up: €350.	350.00
Expert fees/Fees	for In-person services authors or artists	Opening keynote on AI and immersive technologies in higher education, incl. preparation and panel participation: €200.	200.00
Expert fees/Fees	for In-person services authors or artists	Keynote on digital competences and AI literacy in higher education, incl. preparation and panel participation: €200.	200.00
Promotional costs	On-line promotion and marketing	Online promotion (social media organic posts + targeted V4 academic mailing lists) and professional photo documentation for 2 days.	500.00
Expert fees/Fees	for In-person services authors or artists	V4 session chair (PL) – research & evaluation presentations, preparation and moderation: €350.	350.00
Expert fees/Fees	for In-person services authors or artists	V4 session chair (SK) – Panel 3 “Responsible AI in Higher Education”, preparation and moderation: €350.	350.00
Expert fees/Fees	for In-person services authors or artists	V4 session chair (HU) – Section 4 workshop block on AR/VR, preparation and moderation: €350.	350.00
Rent and related technical services	Related technical services	Audiovisual equipment, sound system, projection, and streaming infrastructure for hybrid participation (2 days).	300.00
Accommodation and board	Accommodation	Accommodation for 6 V4 partner representatives × 2 nights × €80 = €960	960.00
Accommodation and board	Accommodation	Accommodation prof. Piet Kommers: 2 nights in Olomouc = €170	170.00
Accommodation and board	Accommodation	Accommodation prof. Nataliia Morze: 2 nights in Olomouc = €170	170.00
Printing/publishing costs	Graphic design	Graphic design of conference visuals and programme.	100.00
Total			12,460.00

7 Open Educational Materials and Microcourses (Product)

01/03/2027–30/11/2027

An open educational resources (OER) package will be developed for academic staff, doctoral students, and teacher education students in the V4 region. The package will include experiences and content from the four V4 workshops (Outputs 2–5) and is adapted for both self-study and classroom use. Contents of the package: At least 16 practical teaching scenarios (4 per thematic area: GenAI, gamification, responsible AI, AR/VR) in PDF and interactive HTML formats; 4 micro-courses (one per thematic area) requiring 2–3 hours of self-study, delivered in a Moodle environment with automatic knowledge assessment; A library of presentations and worksheets from the workshops under a CC BY-SA 4.0 licence; Short introductory videos (5–10 minutes) for each area. All materials are published in English, with summaries and key terms translated into Czech, Polish, Slovak, and Hungarian. The materials comply with WCAG 2.1 AA accessibility standards. The OER package translates workshop outcomes into reusable, structured resources that extend the project's reach well beyond the direct workshop participants and ensure the long-term sustainability of project results within the V4 academic community.

Direct target groups:

Indirect beneficiaries: V4 academic community accessing materials online during the first year after publication (academic staff, doctoral students, pre-service teacher students, other university staff): 500

Selection/outreach: Open online access via project website, institutional repositories, OER Commons, MERLOT, Scientix, and School Education Gateway

Direct beneficiaries: workshop participants + colleagues at the 6 partner universities (academic staff, doctoral students, pre-service teacher students): 180

Selection/outreach: Distribution via the four V4 workshops and internal channels of the 6 partner universities (CZ/PL/SK/HU)

Dissemination/promotion

Published on the project website (Output 9) and the institutional repositories of all 6 partner universities. Registered in international OER databases (OER Commons, MERLOT) and European portals (Scientix, School Education Gateway). Selected scenarios are presented at LEAIT 2027 (Output 6). Short previews are shared via partner social media and V4 academic mailing lists.

Role of the applicant and project partners

Applicant (Palacký University Olomouc): prepares 4 scenarios (3 on generative AI in teacher training, 1 on gamification), leads editorial integration, provides the Moodle platform, and handles final editing. UKF Nitra: 4 scenarios on responsible AI, academic integrity, microlearning and automated assessment, plus the responsible-AI micro-course. J. Selye University: 2 scenarios linking generative AI, computer vision, and robotics. University of Miskolc: 5 scenarios on AR/VR and mathematical-spatial learning, plus the AR/VR micro-course. AGH University of Krakow: 1 VR/AR scenario with an EduVRLab demonstration. University of Silesia in Katowice underpins the package through the pedagogical and evaluation framework (Outputs 1,10). Each partner translates summaries into its national language.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees authors or artists	for Texts	4 teaching scenarios – GenAI in teacher training (3) and gamification in higher education (1): 4 × €100.	400.00
Expert fees/Fees authors or artists	for Texts	Digital development of micro-courses in the Moodle environment: 2 × €200.	400.00
Translation interpreting costs	and Translation costs	Proofreading, editing, and language revision of 16 scenarios and 4 micro-courses, including translation of summaries into V4 languages	700.00
Copyright, licenses, fees	Printing/publishing costs	Online publication of materials, registration in OER databases, updates	400.00
Expert fees/Fees authors or artists	for Texts	2 teaching scenarios – responsible use of AI and academic integrity: 2 × €100.	200.00
Expert fees/Fees authors or artists	for Texts	2 teaching scenarios – microlearning and automated assessment: 2 × €100.	200.00
Expert fees/Fees authors or artists	for Texts	2 teaching scenarios – generative AI linked with computer vision and robotics: 2 × €100.	200.00
Expert fees/Fees authors or artists	for Texts	2 teaching scenarios – AR/VR and immersive learning: 2 × €100.	200.00
Expert fees/Fees authors or artists	for Texts	2 teaching scenarios – immersive and mathematical-spatial learning: 2 × €100.	200.00

Expert fees/Fees for Texts authors or artists	1 teaching scenario – immersive / mathematical-spatial learning: 1 × €100.	100.00
Expert fees/Fees for Texts authors or artists	1 teaching scenario – VR/AR application with EduVRGameLab demonstration: 1 × €100.	100.00
Expert fees/Fees for Texts authors or artists	Digital development of micro-courses in the Moodle environment: 2 × €200.	400.00
Total		3,500.00

8 V4 Methodological Toolkit (Product)

01/06/2027–31/12/2027

Based on the results of the four V4 workshops and the research and evaluation component, a methodological toolkit will be developed. It will summarise recommendations, examples of best practices, evaluation templates, teaching scenarios, principles for the responsible use of AI, gamification options, and guidance for the use of AR/VR in higher education. The toolkit is practically oriented and usable by academic staff across the V4 countries and in other European countries. It complements the OER package (Output 7) by consolidating cross-cutting principles, methodology, and policy recommendations in one referenceable publication. Format: PDF (approx. 60–80 pages) + fully accessible HTML version, both compliant with WCAG 2.1 AA. Main language: English, with national summaries and glossaries in all four V4 languages. Licence: CC BY-SA 4.0. The toolkit is registered with an ISBN, giving it the status of a citable academic publication and supporting discoverability in library catalogues and international databases. Together with the OER package and the evaluation report (Output 10), it forms the project's core sustainable legacy for the V4 higher education community.

Direct target groups:

Deans of teacher training faculties and senior leadership in V4 countries (printed copies): 20

Selection/outreach: Targeted direct distribution of printed copies via national rectors' conferences and the European University Association (EUA)

Academic staff, doctoral students, pre-service teacher students, curriculum developers, and programme directors at V4 faculties of education, computer science, and humanities: 500

Selection/outreach: Open online access via project website, partner institutional repositories, and academic mailing lists; promotion at LEAIT 2027

Dissemination/promotion

Published online on the project website (Output 9) and in institutional repositories of all partner universities. Presented at LEAIT 2027 (Output 6, V4 block Section 5). Printed copies are distributed to deans of education faculties in V4 countries, national rectors' conferences, and the EUA. Further dissemination via social media and academic newsletters.

Role of the applicant and project partners

Applicant (Palacký University Olomouc) – Lead Editor: oversees overall structure, leads the editorial team, ensures delivery of the final version. University of Miskolc – Co-Editor: chapters on immersive technologies, mathematical-spatial learning, and assessment of innovation impact. University of Silesia in Katowice: chapter on pedagogical principles of GenAI integration and gamification; provides evaluation data. AGH University of Krakow: chapter on AR/VR applications, technical requirements, and EduVRGameLab best practices. UKF Nitra and J. Selye University: chapter on responsible AI, assessment of student outcomes, and digital didactics. All partners: two rounds of peer review and national language adaptation of the summary.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees for Texts authors or artists		Lead Editor – expert structuring and content oversight of the toolkit, final scholarly editing: 20 h × €20.	400.00
Printing/publishing costs	Graphic design	Graphic design and digital production of the toolkit (PDF + HTML), including key infographics and diagrams.	400.00
Translation and Translation costs interpreting costs		Editing and translation of the summary, glossary, and key recommendations into 4 V4 languages	600.00
Expert fees/Fees for Texts authors or artists		Co-Editor – expert review and content contribution to the chapter on GenAI in teacher training, incl. cross-partner editorial integration: 15 h × €20.	300.00
Expert fees/Fees for Texts authors or artists		Co-Editor – chapters on immersive technologies and mathematical-spatial learning: 15 h × €20.	300.00
Expert fees/Fees for Texts authors or artists		Chapter contribution – mathematical-spatial immersive learning: 10 h × €20.	200.00
Expert fees/Fees for Texts authors or artists		Chapter contribution – immersive technologies in applied mathematics: 5 h × €20.	100.00
Expert fees/Fees for Texts authors or artists		Chapter on responsible AI and digital didactics: 15 h × €20.	300.00
Expert fees/Fees for Texts authors or artists		Chapter section on assessment of student outcomes: 10 h × €20.	200.00

Expert fees/Fees for Texts authors or artists	Section on digital didactics and assessment in technology-oriented teaching: 10 h × €20.	200.00
Total		3,000.00

9 Project Website and Dissemination Repository (Product)

01/10/2026–31/03/2028

The project website will serve as the central hub for all information about the project, partners, workshops, the LEAIT 2027 conference, deliverables, open-access materials, and dissemination activities. It will be built and maintained in accordance with the Visegrad Fund Logo and Acknowledgment Manual. Sections include: project information and Visegrad Fund support (with the logo and a link to visegradfund.org), profiles of the 6 partner organisations, a calendar of activities, up-to-date information on workshops and the LEAIT 2027 conference, the open-materials repository (Output 7), the methodological toolkit (Output 8), the evaluation report and publications (Output 10), coordinator contact, FAQ, and a press area for journalists. The website will be multilingual (EN as primary language + CZ, PL, SK, HU for key sections), responsive, mobile-optimised, and compliant with WCAG 2.1 AA. Hosting will be provided on a dedicated domain (v4-digital-learning-lab.eu or similar). The website will remain active for at least 2 years after the end of the project, in line with Article 5.4 of the Grant Guidelines. The project is also visible through coordinated social media channels (LinkedIn, Facebook, X, Instagram), with at least 24 multilingual posts using the hashtags #V4DigitalLearningLab, #VisegradFund, and #LEAIT2027.

Direct target groups:

V4 and broader European academic community accessing the website during the 2-year sustainability period after project end: 2000

Selection/outreach: Sustained presence via OER aggregators, institutional repositories, EOSC, and search-engine indexing of project outputs

Project participants, V4 academic community, doctoral students and pre-service teacher students, partners, the donor (Visegrad Fund), policymakers, and the professional community — during the project period: 3000

Selection/outreach: Promotion via partner-university websites, institutional repositories, social media channels, V4 academic mailing lists, and CEEPUS / Erasmus+ networks

Dissemination/promotion

The website is linked from the websites of all 6 partner universities and from institutional repositories. Registered in relevant European academic aggregators and OER databases. Project communication takes place primarily digitally and in full compliance with the Visegrad Fund's rules for the logo and acknowledgment (Annex 3, Grant Guidelines).

Role of the applicant and project partners

Applicant (Palacký University Olomouc): responsible for setup, technical administration, hosting, domain, and overall content management throughout the project and for two years after its completion; ensures compliance with the Visegrad Fund Logo and Acknowledgment Manual and WCAG 2.1 AA accessibility. All partners (US Katowice, AGH Krakow, UKF Nitra, J. Selye, University of Miskolc): provide news from their countries, photo documentation, materials, links, and national dissemination information; each partner promotes the website within its institutional network, including a direct link from the faculty website.

Budget category	Budget subcategory	Budget description	Sum
Rent and related technical services	Related technical services	Website setup (WordPress or comparable CMS), ongoing technical management, maintenance, security updates, and backups for the duration of the project	900.00
Copyright, licenses, fees		Hosting, domain, or technical licenses for the duration of the project	300.00
Promotional costs	On-line promotion and marketing	Online promotion of the project and activities (social media, including boosted posts, email campaigns), PR work: 40 hours × €20	800.00
Promotional costs	On-line promotion and marketing	Graphic templates for the website and social media, project visual identity, online materials, and infographics.	400.00
Total			2,400.00

10 Evaluation Report and Joint Academic Outputs (Product)

01/10/2027–31/03/2028

A two-part academic output: (a) the final research and evaluation report of the project, and (b) a joint V4 scholarly monograph. The evaluation report will summarise participants' needs, the course of activities, measured changes in competencies, identified barriers, and recommendations for the further development of digital competencies at V4 universities. It will draw on data collected within the research and evaluation framework (Output 1) across the four V4 workshops: quantitative pre/post-tests (≥ 120 respondents), semi-structured interviews (≥ 20 in-depth interviews), and a comparative analysis across V4 countries. Published in a full version (60–80 pages) and an executive summary (4–6 pages). The joint V4 scholarly monograph will be peer-reviewed and co-authored by researchers from all four V4 countries. It will synthesise: (1) research findings from the four V4 workshops; (2) frameworks for the responsible use of GenAI, gamification, and AR/VR in higher education; (3) selected contributions from the LEAIT 2027 V4 block; (4) best practices and case studies from partner universities; (5) recommendations for higher education policy in the V4 region. Published with an ISBN. Both outputs serve primarily as dissemination instruments — making project findings accessible to academic staff, policymakers, and curriculum developers across V4 higher education — rather than as standalone scientific outputs. Peer-review and ISBN ensure credibility and discoverability.

Direct target groups:

Higher education policymakers: V4 ministries of education, national accreditation commissions, European Commission (DG EAC), deans of teacher training faculties in V4: 30

Selection/outreach: Direct distribution of printed copies and executive summary; targeted communication via national rectors' conferences

Academic researchers, university staff, doctoral students, educational policy experts, professional community (primarily V4 region, secondarily international online readers): 800

Selection/outreach: Open online access via project website, partner institutional repositories, EOSC, OER aggregators, V4 national academic libraries; presented at LEAIT 2027 and follow-up conferences

Dissemination/promotion

Evaluation report: online (full + executive summary), presented at LEAIT 2027 (V4 block Section 2), and sent to V4 ministries of education and DG EAC. Monograph: project website, partner repositories, national libraries (NK ČR, BN Warsaw, SNK Martin, OSZK Budapest), EOSC, OER aggregators; printed copies to V4 deans; also presented at follow-up conferences (EDEN, ECEL, ICERI).

Role of the applicant and project partners

Applicant (Palacký University Olomouc): coordinates national data collection, leads qualitative analysis of interviews, finalises report structure; editorial coordination of the monograph; chapter on GenAI in teacher training. University of Silesia in Katowice (Research Lead): statistical analysis and synthesis of the evaluation report; monograph chapter on research methodology and evaluation. UKF Nitra and J. Selye University: national data and case studies; chapter on responsible AI and digital didactics. University of Miskolc: national data and case studies; chapter on immersive technologies and mathematical-spatial learning. AGH University of Krakow: national data and case studies; chapter on AR/VR applications and best practices.

Budget category	Budget subcategory	Budget description	Sum
Expert fees/Fees for Texts authors or artists		Lead of qualitative data analysis (semi-structured interviews) and finalization of the evaluation report structure: 15 h $\times$ €20.	300.00
Translation and Translation costs interpreting costs		Translation and language editing of the joint V4 monograph by a native speaker (English main text) including abstracts and glossaries in CZ/PL/SK/HU	800.00
Printing/publishing costs	Graphic design	Graphic design and typesetting of the joint V4 monograph (cover design, layout of approx. 60–80 pages, infographics and diagrams).	800.00
Expert fees/Fees for Texts authors or artists		Co-analysis and CZ chapter on GenAI in teacher training: 15 h $\times$ €20.	300.00
Expert fees/Fees for Texts authors or artists		Statistical analysis of quantitative data and synthesis of the evaluation report (Research Lead): 5 h $\times$ €20.	100.00
Expert fees/Fees for Texts authors or artists		Slovak national-perspective chapter (responsible AI and digital didactics) + national data: 10 h $\times$ €20.	200.00
Expert fees/Fees for Texts authors or artists		Slovak contextual commentary and case studies (AI, computer vision, robotics): 10 h $\times$ €20.	200.00

Expert fees/Fees for Texts authors or artists	Contribution to the Slovak national chapter (assessment): 5 h × €20.	100.00
Expert fees/Fees for Texts authors or artists	Hungarian national-perspective chapter (immersive technologies, mathematical-spatial learning) + national data: 15 h × €20.	300.00
Expert fees/Fees for Texts authors or artists	Hungarian contextual commentary and case studies: 10 h × €20.	200.00
Expert fees/Fees for Texts authors or artists	Contribution to the Hungarian national chapter (applied mathematics): 5 h × €20.	100.00
Printing/publishing costs Printing/publishing costs	ISBN registration, limited print run for V4 ministries and partner deans, and open-access digital publication of the monograph.	1,200.00
Total		4,600.00

List of experts/artists:

Experts/artist		
Name, institution	Role and tasks	Justification of selection
doc. Martin Drlík, PhD., univ. prof., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	Workshop preparation and facilitation (co-host): 10 h × €20.	Associate/university professor; host-institution co-lead; FITPED/FITPED-AI experience; responsible-AI research group.
doc. Ján Skalka, PhD., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	Workshop preparation and facilitation (lead co-host – UKF Nitra): 10 h × €20.	Associate professor; expertise in programming education, microlearning and automated assessment.
Štefan Gubo, Ph.D., J. Selye University, Komárno, Faculty of Economics and Informatics	Workshop preparation and facilitation (co-host – J. Selye University): 10 h × €20.	Ph.D.; host-institution co-lead; applied AI, computer vision, robotics.
Lajos Sándor, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Workshop preparation and facilitation – Hungarian perspective on AI assessment: 10 h × €20.	Senior lecturer; expertise in assessment in mathematics/engineering education.
Mgr. Tomáš Dragon, Ph.D., MBA, Palacký University Olomouc, Faculty of Education (PdF UP)	V4 session chair (CZ) – opening keynote on V4 cooperation, session moderation, preparation, and follow-up: €350.	Project Coordinator; main conference organizer.
prof. Piet Kommers, University of Twente, Netherlands	Opening keynote on AI and immersive technologies in higher education, incl. preparation and panel participation: €200.	Invited international keynote; recognized expert in educational technology and immersive learning.
prof. Nataliia Morze, Borys Grinchenko Kyiv University, Ukraine	Keynote on digital competences and AI literacy in higher education, incl. preparation and panel participation: €200.	Invited international keynote; authority on digital competences and AI literacy.
Tomasz Kopczyński, Ph.D., assoc. prof., University of Silesia in Katowice, Faculty of Social Sciences	V4 session chair (PL) – research & evaluation presentations, preparation and moderation: €350.	Research-team member; leads Section 2.
doc. Martin Drlík, PhD., univ. prof., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	V4 session chair (SK) – Panel 3 “Responsible AI in Higher Education”, preparation and moderation: €350.	Responsible-AI research lead (SK).
Dr. Szilvia Árvai-Homolya, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	V4 session chair (HU) – Section 4 workshop block on AR/VR, preparation and moderation: €350.	Immersive-tech lead (HU).
Tomasz Kopczyński, Ph.D., assoc. prof., University of Silesia in Katowice, Faculty of Social Sciences	Workshop preparation and facilitation (lead host): 10 h × €20.	Associate professor; host-institution lead for W2; expertise in gamification and activation methods.
dr hab. Małgorzata Przybyła-Kasperek, University of Silesia in Katowice, Faculty of Social Sciences	Workshop preparation and facilitation – gamification analytics: 10 h × €20.	dr hab.; expertise in data analysis and learning analytics.
Dr. Kornel Chromiński, University of Silesia in Katowice, Faculty of Social Sciences	Workshop preparation and facilitation – data processing and technical-pedagogical expertise for gamified activities: 10 h × €20.	Ph.D.; expertise in applied informatics and data processing.

Experts/artist		
Name, institution	Role and tasks	Justification of selection
Mgr. Eva Bártková, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	Workshop preparation and facilitation – data processing and technical-pedagogical expertise for gamified activities: 10 h × €20.	Ph.D.; expertise in didactics and teacher training.
Mgr. Tomáš Dragon, Ph.D., MBA, Palacký University Olomouc, Faculty of Education (PdF UP)	Lead Editor – expert structuring and content oversight of the toolkit, final scholarly editing: 20 h × €20.	Project Coordinator; Lead Editor.
Mgr. Květoslav Bártek, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	Co-Editor – expert review and content contribution to the chapter on GenAI in teacher training, incl. cross-partner editorial integration: 15 h × €20.	Co-preparer; Co-Editor.
Dr. Szilvia Árvai-Homolya, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Co-Editor – chapters on immersive technologies and mathematical-spatial learning: 15 h × €20.	Content Co-Editor.
Lajos Sándor, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Chapter contribution – mathematical-spatial immersive learning: 10 h × €20.	Immersive/spatial learning.
Imre Piller, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Chapter contribution – immersive technologies in applied mathematics: 5 h × €20.	Applied mathematics; immersive environments.
doc. Martin Drlík, PhD., univ. prof., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	Chapter on responsible AI and digital didactics: 15 h × €20.	Responsible-AI research.
doc. Ján Skalka, PhD., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	Chapter section on assessment of student outcomes: 10 h × €20.	Assessment / microlearning.
Štefan Gubo, Ph.D., J. Selye University, Komárno, Faculty of Economics and Informatics	Section on digital didactics and assessment in technology-oriented teaching: 10 h × €20.	Applied AI / robotics.
Mgr. Tomáš Dragon, Ph.D., MBA, Palacký University Olomouc, Faculty of Education (PdF UP)	Lead of qualitative data analysis (semi-structured interviews), finalization of report structure, editorial coordination: 15 h × €20.	Project Coordinator; qualitative-analysis lead.
Mgr. Květoslav Bártek, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	Co-analysis and CZ chapter on GenAI in teacher training: 15 h × €20.	Co-preparer; co-author.
dr hab. Eugenia Smyrnova- Trybulska, prof. UŚ, University of Silesia in Katowice, Faculty of Social Sciences	Statistical analysis of quantitative data and synthesis of the evaluation report (Research Lead): 5 h × €20.	Research Lead.
doc. Martin Drlík, PhD., univ. prof., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	Slovak national-perspective chapter (responsible AI and digital didactics) + national data: 10 h × €20.	SK national chapter lead.

Experts/artist		
Name, institution	Role and tasks	Justification of selection
Štefan Gubo, Ph.D., J. Selye University, Komárno, Faculty of Economics and Informatics	Slovak contextual commentary and case studies (AI, computer vision, robotics): 10 h × €20.	SK contextual data / chapter.
doc. Ján Skalka, PhD., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	Contribution to the Slovak national chapter (assessment): 5 h × €20.	SK chapter contribution.
Dr. Szilvia Árvai-Homolya, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Hungarian national-perspective chapter (immersive technologies, mathematical-spatial learning) + national data: 15 h × €20.	HU national chapter lead.
Lajos Sándor, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Hungarian contextual commentary and case studies: 10 h × €20.	HU contextual data.
Imre Piller, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Contribution to the Hungarian national chapter (applied mathematics): 5 h × €20.	HU chapter contribution.
Dr. Szilvia Árvai-Homolya, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Workshop preparation and facilitation (lead facilitator): 10 h × €20.	Ph.D.; host-institution lead; VR in mathematics/geometry, immersive game-based learning.
Imre Piller, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	Workshop preparation and facilitation – immersive scenarios: 10 h × €20.	Assistant lecturer; applied mathematics, immersive learning environments.
prof. dr hab. Jowita Guja, AGH University of Krakow, Faculty of Humanities	Workshop preparation and facilitation – VR applications and demonstrations (EduVRGameLab, Wirtualium): 10 h × €20.	Full professor; Head of EduVRGameLab; pedagogical impact of immersive technologies.
Jan Bruno Waligórski, AGH University of Krakow, Faculty of Humanities	Workshop preparation and facilitation – VR applications for practical part: 10 h × €20.	EduVRGameLab developer; educational and social VR applications.
Mgr. Tomáš Dragon, Ph.D., MBA, Palacký University Olomouc, Faculty of Education (PdF UP)	Workshop preparation and facilitation (lead host): 10 h × €20	Project Coordinator; host-institution lead for W1
prof. PhDr. Milan Klement, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	Workshop preparation and facilitation – GenAI in teacher training: 10 h × €20.	Full professor; senior expert in technical/IT education and digital didactics.
Mgr. Květoslav Bártek, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	Workshop preparation and facilitation – practical GenAI scenarios: 10 h × €20.	Ph.D.; co-preparer of the project; expertise in digital didactics.

Experts/artist		
Name, institution	Role and tasks	Justification of selection
dr hab. Eugenia Smyrnova-Trybulska, prof. UŚ, University of Silesia in Katowice, Faculty of Social Sciences	Session on pedagogical principles of GenAI integration + research evaluation of the workshop (data collection, preliminary analysis): 10 h × €20.	Research Lead; pedagogy of GenAI integration.
Mgr. Květoslav Bártek, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	4 teaching scenarios – GenAI in teacher training (3) and gamification in higher education (1): 4 × €100.	Co-preparer; OER package lead; digital didactics.
Mgr. Tomáš Dragon, Ph.D., MBA, Palacký University Olomouc, Faculty of Education (PdF UP)	Digital development of 2 of the 4 project micro-courses in the Moodle environment (course setup, automated knowledge assessment, WCAG 2.1 AA accessibility).	Project Coordinator (applicant); full-stack and e-learning developer with experience in Moodle/LMS implementation and digital didactics at PdF UP.
doc. Martin Drlík, PhD., univ. prof., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	2 teaching scenarios – responsible use of AI and academic integrity: 2 × €100.	Responsible-AI expertise.
doc. Ján Skalka, PhD., Constantine the Philosopher University in Nitra, Faculty of Natural Sciences and Informatics	2 teaching scenarios – microlearning and automated assessment: 2 × €100.	Microlearning / automated assessment expertise.
Štefan Gubo, Ph.D., J. Selye University, Komárno, Faculty of Economics and Informatics	2 teaching scenarios – generative AI linked with computer vision and robotics: 2 × €100.	Applied AI, computer vision, robotics.
Lajos Sándor, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	2 teaching scenarios – AR/VR and immersive learning: 2 × €100.	Immersive / spatial learning expertise.
Imre Piller, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	2 teaching scenarios – immersive and mathematical-spatial learning: 2 × €100.	Applied mathematics; immersive environments.
Dr. Szilvia Árvai-Homolya, University of Miskolc, Faculty of Mechanical Engineering and Informatics, Institute of Mathematics	1 teaching scenario – immersive / mathematical-spatial learning: 1 × €100.	VR in mathematics/geometry.
prof. dr hab. Jowita Guja, AGH University of Krakow, Faculty of Humanities	1 teaching scenario – VR/AR application with EduVRGameLab demonstration: 1 × €100.	Head of EduVRLab.
Mgr. Eva Bártková, Ph.D., Palacký University Olomouc, Faculty of Education (PdF UP)	Digital development of 2 of the 4 project micro-courses in the Moodle environment (course setup, automated knowledge assessment, WCAG 2.1 AA accessibility).	Member of the applicant's project team; Ph.D. in didactics and teacher training, with experience in e-learning and digital education at PdF UP.
dr hab. Eugenia Smyrnova-Trybulska, prof. UŚ, University of Silesia in Katowice, Faculty of Social Sciences	Development of evaluation methodology and questionnaire — research design, research questions, statistical methodology for data processing (Research Lead): 50 h × €20.	Research Lead; internationally recognized expertise in research methodology for educational interventions; leader of the partner research team.

Experts/artist		
Name, institution	Role and tasks	Justification of selection
Mgr. Tomáš Dragon, Ph.D., MBA, Palacký University Olomouc, Faculty of Education (PdF UP)	Preparation of the data and GDPR ethics protocol; coordination of framework consistency and technical implementation of data-collection tools: 30 h × €20.	Project Coordinator (applicant); Ph.D. in technical/IT education; coordinates the consortium.

V. BUDGET

Own contributions:

	Sum in (€)
Total	0.00

Total expected: **€49,364.00**

Expected grant budget:

Accommodation and board	9,800.00
Copyright, licenses, fees	700.00
Expert fees/Fees for authors or artists	14,800.00
Printing/publishing costs	2,550.00
Promotional costs	1,700.00
Rent and related technical services	5,850.00
Translation and interpreting costs	2,700.00
Transportation and postage	3,860.00
Project overhead costs	7,404.00
Total	49,364.00

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Note: This is a print preview of application #22620437 for reference purposes only.

To apply please submit the electronic version on-line.

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