

Innovative Models for Collaboration and Student Mobility in Europe

**Results of EADTU's Task Force and Peer Learning Activity on
Virtual Mobility**

Brussels, 30th April 2019



Innovative Models for Collaboration and Student Mobility in Europe;
Results of EADTU's Task Force and Peer Learning Activity on Virtual
Mobility

April 2019

- Recent documents of **the European Commission**
- **European projects** coordinated by EADTU (notably EPICS, NetCu, EMBED, e-SLP, EMC-LM)
- **The EADTU TASK Force Virtual Mobility** (4/2018 – 4/2019)
- **A Peer Learning Activity (PLA)** with a wide range of stakeholders (Maastricht, 12 December 2018)
- **New initiatives in mobility**
- Last but not least **good practices in strategic partnerships** and Erasmus Mundus programmes

Task Force Virtual Mobility

- George Ubachs (EADTU, Chair)
- Piet Henderikx (EADTU)
- Ingrid Thaler (FernUni)
- Esther Souto (UNED)
- Carme Anguera Iglesias (UOC)
- Jukka Lerkkanen (University of Jyväskylä)
- Katrien Vanelven (KU Leuven)
- Susanne Koch (Norgesuniversitetet)
- Sabine Bottin-Rouseau (FIED-UPMC)
- Marinke Sussenbach (TU-Delft)
- Sarah Guth, Erasmus+ Virtual Exchange consortium
- Barbara Moser Mercer, InZone | Université de Genève

LERU and the Coimbra Group are represented by some of the TF-members

Task Force Virtual Mobility

EADTU Task force Virtual mobility

The main task of the Task force was the exploration of:

1. **Good practices within and outside the EADTU membership of virtual mobility**
 - making an inventory of current good practices concerning virtual mobility VM models
 - making an inventory of cooperation models for virtual exchange programs
2. **New developments in the field of virtual mobility**
 - Sharing of current institutional and curriculum-level plans for the development of VM
 - Identifying opportunities and obstacles in VM at institutional and student level
3. **How virtual mobility can stimulate European university networks**
 - exploring the potential of VM within European university networks
 - generating (political) support for VM becoming a mainstream mobility scheme

PLA participants

Higher Education Institutions

- Maastricht University
- KU Leuven
- TU Delft
- Open Universiteit Nederland
- Open University UK
- Beuth Hochschule für Technik Berlin
- Sorbonne University
- Università Telematica Internazionale Uninettuno
- University of Jyväskylä/Open University
- University of Warsaw
- UOC Universitat Oberta de Catalunya
- KIT Royal Tropical Institute

University network organisations

- Coimbra Group
- Kiron Open Higher Education
- European Students Union

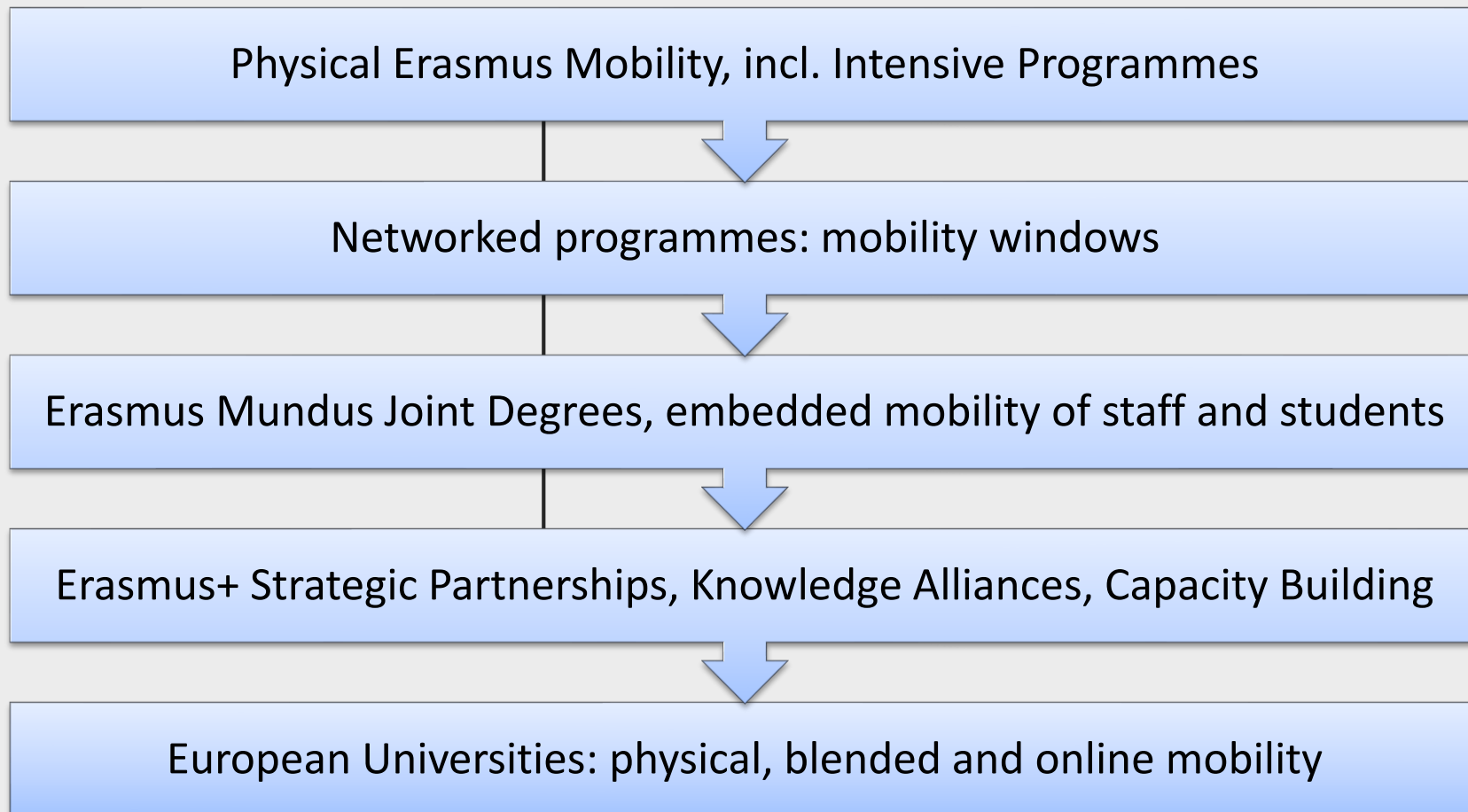
Public authorities

- European Commission
- Ministry of Education and Research, Norway

Agencies

- Academic Cooperation Association (ACA)
- DAAD
- Diku

European developments in mobility



Definition Virtual mobility European Commission

In the Erasmus+ 2019 call, virtual mobility is defined as

“a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning”.

Core concept of mobility

The **core goal** of any mobility is providing an ***international academic experience*** for students

- related to a formal course or curriculum
- based on a bilateral or network/consortium collaboration and agreement
- guaranteeing the rights of the student

Education can be organised in a face to face, online or blended mode.

Basic Principle

So can international education and mobility

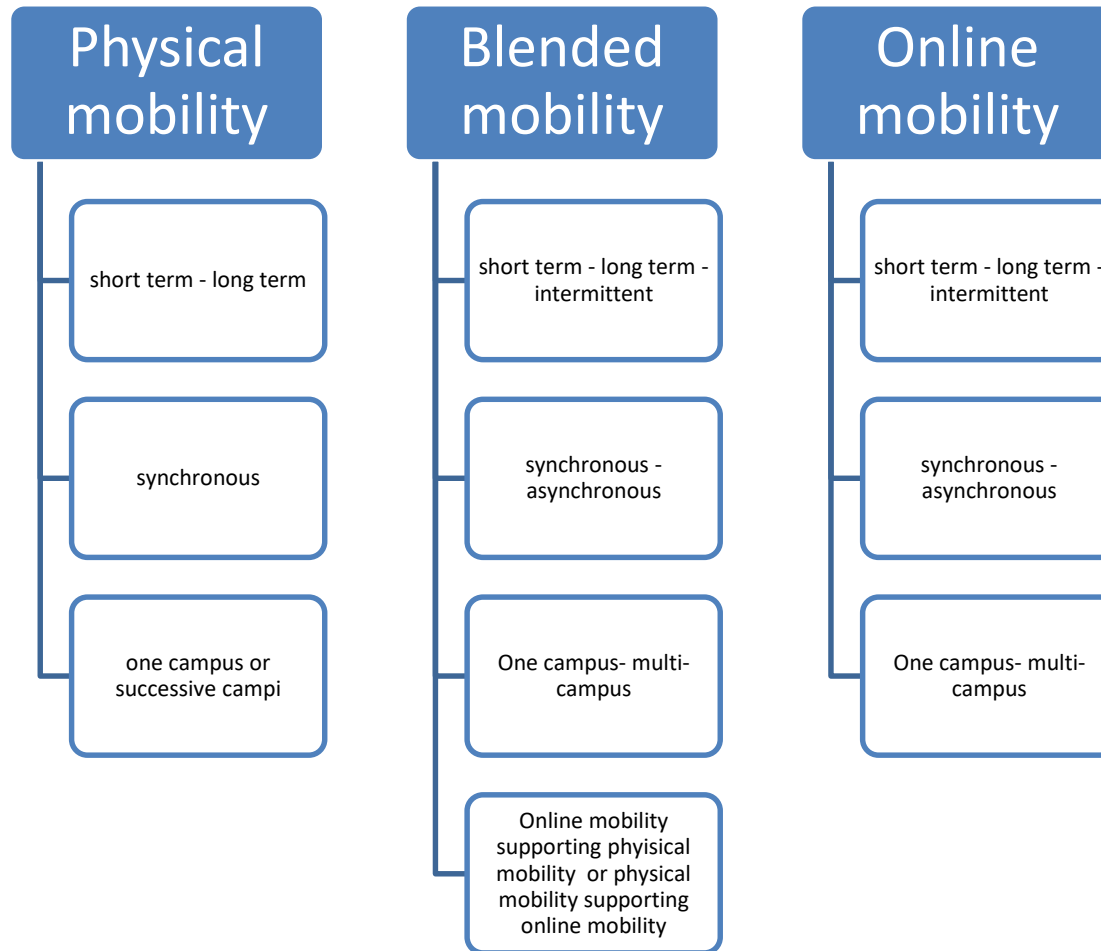
- Short term, long term, intermittent
- Synchronous, asynchronous
- Multi-campus

Three types of mobility

**International collaboration
and mobility can be *physical,*
*blended or completely online:***

- Physical mobility with immersion
- Online/virtual mobility along online courses and collaborative learning activities
- Blended mobility combining both (online supporting physical; physical supporting online)

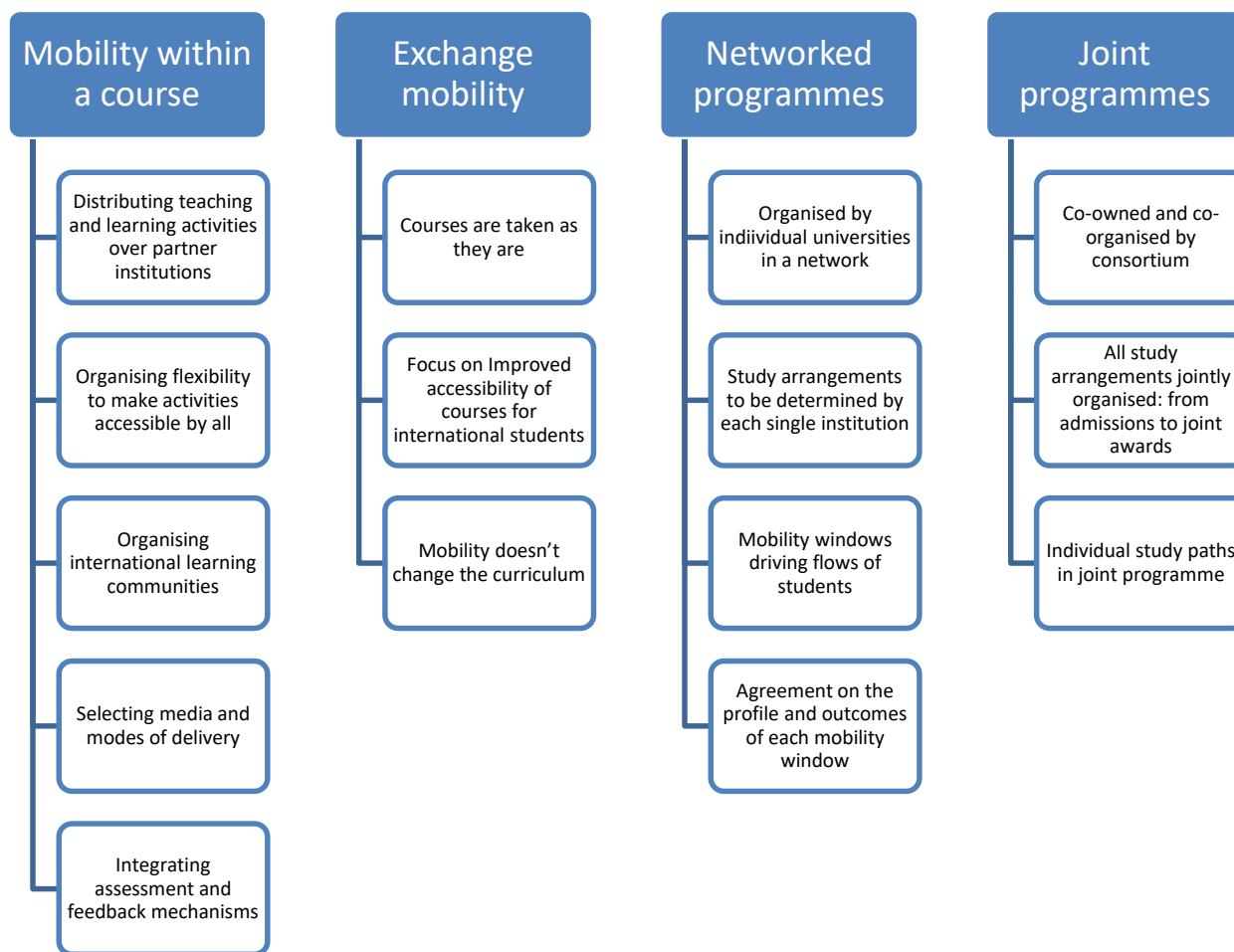
A variety of international education and mobility formats to be based on educational design



Mobility and the curriculum

- Embedded mobility within a course
- Exchange mobility for individual students
- Networked mobility in networked curricula and courses with mobility windows
- Integrated mobility in joint curricula

International course and curriculum design



- Virtual Exchange based on MOOCs, TU Delft, Sorbonne Université,...
- EVOLVE (Evidence-Validated Online Learning through Virtual Exchange),
- Think Tank KU-Leuven-Stellenbosch
- European Virtual Seminar (EVS), OUNL
- Instructional Design for Creating Educational Media (ID4CEM; JYU, OUNL, FernUni)

Examples of running initiatives in VM

Exchange curricula and exchange mobility

- Edelnet, OUNL, Fernuni, UNED
- Global Health Education, TropEd, Bergen
- European Virtual Seminar for Sustainable Development, OUNL

Networked curricula and mobility (mobility windows)

- EUTEMPE-project: Blended Training Modules for Medical Physics Experts
- Nordmed Computational Medicine
- UNIGE-inZone Courses Humanitarian Aid
- Virtual mobility for global citizenship, Maastricht University

Joint curricula and integrated mobility

- The Joint Master's Programme in Comparative Social Policy and Welfare

Related initiatives

- Erasmus+ Virtual Exchange
- OpenVM project, Beuth University of Applied Sciences Berlin

Erasmus + Virtual exchange Pilot Project

- **Enabling youth** in Europe and the Southern Mediterranean **to engage in meaningful intercultural experiences online, as part of their formal or non-formal education.** It defines Virtual Exchange as “technology-enabled people-to-people dialogues sustained over a period of time”
- For individuals and groups which are geographically separated and **moderated by trained facilitators and/or educators using structured activities.** The project targets both academia (professors, administrators, students) and youth (youth workers, young people).

Open VM project

The Open Virtual Mobility project addresses **mainly mobility based on non-formal and informal education**, notably the recognition of such courses in formal education through open credentials.

One example is the **recognition of open badges for MOOCs and OER in mobility schemes**, eventually via **procedures of prior learning**.

Skills involved in Virtual Mobility (OpenVM)

- ***Intercultural skills and attitudes:*** gaining cultural knowledge; understanding cultural perspectives; enhancing own cultural identity; enhancing and demonstrating cultural understanding; applying intercultural awareness in culturally challenging circumstances
- ***Networked learning skills:*** learning to work and cooperate in an international setting with the use of ICT and social platforms; learning about dealing with complex situations; learning about dealing with ambiguity;
- ***Active self-regulated learner skills:*** being able to self-regulate learning process; being able to self-reflection on learning experiences; demonstrating ownership and self-discipline in learning;
- ***Media and digital literacy:*** being proficient in using online learning technologies; being proficient in assessing quality in courses and resources found online; being digitally literate; being proficient in using digital platforms
- ***Autonomy-driven learning:*** : demonstrating self-directedness in decision-making on own learning; demonstrating independent learning
- ***Interactive and collaborative learning in authentic international environments:*** enhancing teamwork skills; collaborating with peers from different discipline; collaborating with peers within the context of an international learning experience; Interacting with authentic international resources in a foreign language;
- ***Open-mindedness:*** being open- minded and tolerant; demonstrating self- confidence in interaction with peers and teaching staff; showing willingness to improve proficiency in foreign languages

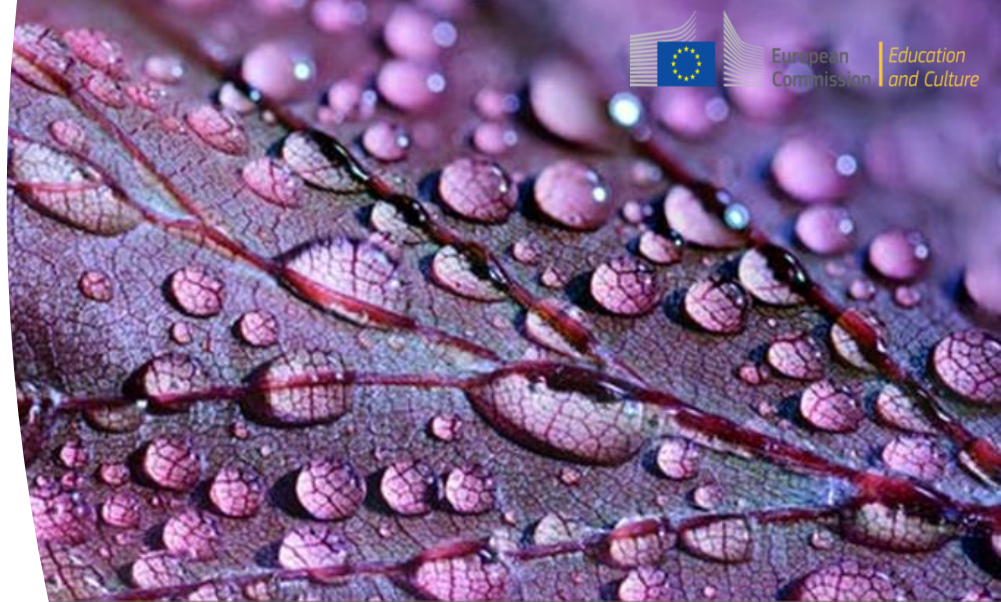
Opportunities for students



-
- Flexibility, accessibility for potentially all students
 - Individual portfolio development throughout the study career: more opportunities for mobility and for integrating an international learning experience, a new field of study and new ways of learning, virtual internships
 - Competence building: intercultural competences, linguistic skills, collaborative learning, media and digital literacy skills, open mindedness, team work, critical thinking, networking
 - Long-term and intermittent mobility
 - Improving employability

Innovative Models for Collaboration and Student Mobility in Europe;
Results of EADTU's Task Force and Peer Learning Activity on Virtual
Mobility

Opportunities for staff



-
- Enhancement of the quality of a course or curriculum: content, collaborative, active learning
 - Connecting educational networking with research networking
 - Continuous professional development, learning from international colleagues (sharing good practices, new methods...)
 - Enhancing teaching skills and teaching quality
 - Career development

Innovative Models for Collaboration and Student Mobility in Europe;
results of EADTU's Task Force and Peer Learning Activity on Virtual
Mobility

Opportunities for institutions

-
- To expand the university's academic offer in an international context at scale, internationalisation of the curriculum, global teaching, transnational education, development collaboration
 - Innovative pedagogies creating an international experience for students
 - Enhancing the quality of courses and curricula
 - Networking with other universities in education and research, sharing teaching capacity
 - Enhancing the attractiveness and competitiveness of the university
 - New approaches concerning alumni activities, continuous education and lifelong learning
 - Reaching out to disadvantaged groups, e.g. migrants, refugees



Innovative Models for Collaboration and Student Mobility in Europe;
Results of EADTU's Task Force and Peer Learning Activity on Virtual
Mobility

Barriers

-
- Offerings in digital education slow in large parts of Europe
 - Lack of awareness, experience and expertise
 - Administrative issues
 - Time zones and course tables
 - Learner control and structure
 - Linguistic barriers
 - Digital maturity



Innovative Models for Collaboration and Student Mobility in Europe;
Results of EADTU's Task Force and Peer Learning Activity on Virtual
Mobility

Universities should (Micro Level):

- **Benefit from the opportunities of networked and joint educational initiatives by digital education**, involving multiple campuses simultaneously, e.g. in virtual seminars and think tanks, or in joint curricula in the framework of the “European universities” initiative.
- **Benefit from specific features of digital education which add to the quality and intensity of education**, e.g. inquiry learning activities on the internet, communication with staff and peers, learning communities, e-assessment and feedback.
- **Benefit from the flexibility of digital education in international education**: next to synchronous, also asynchronous formats, taking into account different time zones and conflicting course tables; adaptiveness to different prior knowledge levels.
- **Benefit of the opportunities with regard to the granularity of digital education. Collaboration and mobility** is possible for all organisational units: learning activities/modules, courses, MOOCs and short courses, degree programs (networked, joint) and for all qualification levels: foundation, bachelor, master and doctorate.
- **Benefit from the scale and cost-effectiveness of digital modes of teaching and learning in international education**. The larger the number of students, the lower the cost per head (lower variable cost). As a consequence, transnational (blended and) online education enables universities to multiply international student numbers while keeping quality under control.



At institutional policy level (Meso level):

- **Universities should develop leadership with regard to the internationalisation of education.** International education should be part of mainstream curriculum development.
- **Support and incentives should be given to programme coordinators and teaching staff to develop an international dimension in education,** facilitating collaboration in broader networks and consortia.
- **Select blended/online internationalisation pedagogies, depending on educational design,** taking into account the needs for flexibility and scalability and the quality requirements for international education.
- **International relations offices should extend their activities to international curriculum and course development in connection with teaching and learning support services.** Especially, they should focus on international collaborative pedagogies and innovative mobility formats.
- **Organise on site staff training,** bringing in external expertise and stimulate staff to experiment with blended education, online short degrees and MOOCs along their research interests.
- **Create subject area communities and share online course materials** as a source for international collaboration and mobility (OER).



At national and European level (Macro Level):

- **University networks should develop and support the institutional leadership of their members** with regard to blended/online transnational education and online/blended collaboration and mobility.
- **University networks should stimulate members to organise networked/joint collaborations**, e.g. virtual seminars, think tanks, student exchange with MOOCs and online courses, networked programmes, joint programmes.
- **Networks/agencies/governments should create subject area/programme communities and share online course materials**, taking into account their international use.



At national and European level (Macro Level):

- **National strategies should build a framework to promote, stimulate and activate international blended/online collaboration and mobility between universities.** Virtual mobility as a complement to physical mobility will support this process and intensify the international learning experience for all students.
- **Internationalisation policies and strategies for higher education at national level should strengthen the policies of the European Commission** with regard to “European Universities” as alliances to enhance the quality of higher education and harness students with an international awareness and with international competences.
- **National governments should support the digital dimension in international collaboration and mobility in the European Higher education Area (BFUG).**





Innovative Models for Collaboration and Student Mobility in Europe;
Results of EADTU's Task Force and Peer Learning Activity on Virtual
Mobility



Conclusions

- **Education can be organized in face to face, blended or by online modes. This is also the case for mobility which always goes together with it. It can be short and long term, synchronous and asynchronous. ICT modes of teaching and learning amplify the potential of education and the mobility related to it.**
- **None of the forms of mobility is an alternative for replacing the other. Each form is adding to the enrichment of education, offering students the opportunity to learn international competences and skills.**
- **All forms of mobility can be offered separately or in a combination.**
- **The sequence of physical, blended and online mobility will be based on principles of international curriculum and course design**
- **The European Universities Initiative and the EU.University hub will extend international education and international mobility.**