



**International mobility of
students and academic staff.**

Context and definitions



‘Student mobility is an important aspect of **internationalization** ... but it is impossible to realize physical exchange for the majority of students’

“Virtual mobility is
the set of *information and communications technology* supported activities, organized at institutional level, that realize or facilitate *international, collaborative experiences in a context of teaching and/or learning”*



ICT supported activities



Videoconferencing



Webconferencing



Weblectures



Streaming Audio/Video



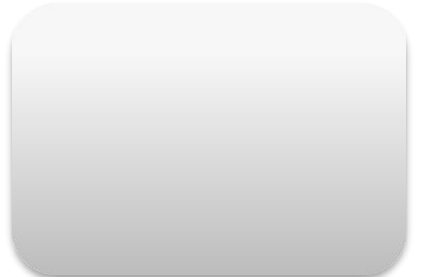
Social Media (Web2.0)



Screencasting/screensharing



Podcasting



...

Context of teaching and learning

Virtual mobility is about teaching and learning (pedagogical aspect) and all the activities that support it, e.g. administrative, organisational, logistical issues.

Virtual mobility is specifically about cross-border activities between different educational institutions from different countries. Such activities are subsequently intercultural in nature.

Virtual mobility activities enable collaborative learning, i.e. learning from and with each other. This aspect of virtual mobility is considered to be essential in relation to developing intercultural competences and/or sensitivity.

Types of virtual mobility

Virtual mobility

- to facilitate or realise an international exchange
- to facilitate or realise international internships
- as a scenario to internationalise a (part of a) course (chapter, exercise, task, project), programme, workshop, seminar,...

*scale from blended to fully virtual
student and teacher virtual mobility*



Projects on virtual and blended mobility Lifelong Learning Programme - EC



Move - IT

Seminars Promoting Virtual Support for Mobile Students



Being Mobile



Before the exchange

- Orientation modules
- Preparatory courses (language, culture, digital literacy)
- Pre-selection tools, student selection

During the exchange

- E-coaching
- Communication, support, social networks


After the exchange

- Virtual assessment and evaluation at a distance
- Virtual alumni



Master in Physiotherapy, KU Leuven

Online Testing and Learning Platform for international students enrolled for the Master -- access to platform before the students come to Leuven



The screenshot shows a web interface for the 'Paediatric Rehabilitation' domain. The top navigation bar includes the KU Leuven logo and the course title. A left sidebar contains a 'Welcome' section with links to 'Website Manual', 'Paediatric Rehabilitation', 'Psychomotor Rehabilitation', 'Discussion Board', and 'Contact'. Below this is an 'ORGANIZATION MANAGEMENT' section with links for 'Control Panels', 'Organization Tools', 'Evaluation', 'Users and Groups', 'Customization', 'Packages and Utilities', and 'Help'. The main content area is titled 'Paediatric Rehabilitation' and contains a welcome message, an attached PDF file 'openweb.paediatric.rehabilitation_5.pdf (21 KB)', and a 'Test on Paediatric Rehabilitation' section. The test section includes a summary of the test's purpose and a link to a summary test. At the bottom, there is a 'Theory on Paediatric Rehabilitation' section with a link to 'Theory on Normal Development'.



Aim: equalise the initial level of the knowledge of statistics of the (international) students of the Master

- Successful pre-tests allow full participation
- Unsuccessful pre-tests give access to online learning modules from the KU Leuven Bachelor degree, followed by new pre-tests
- Expectations for students are more transparent



Master European Social Security (Faculty of Law), KU Leuven

- One-year international study programme in English
- Blends regular with distance learning
- Need for oral examination at a distance
- Set-up of e-assessment through webconferencing



Set up of pilot

- Webconferencing through FlashMeeting and Adobe Connect
- Laptop and webcam on both sides
- Support staff
 - Booking of meeting + manual for students
 - Students receive link to meeting through e-mail
 - Online examination + recording

Reactions...

- Quality similar to face-to-face
- Recordings are added value
- Time consuming
- Connectivity crucial for timing



Virtual internships

- University of Turku (FI)
- October 2010 – February 2011
- Master in Political Sciences
- Turku and Southwest Finland European office (BE)

- Student selection via Skype
- Work based on online resources (following EU news, compiling news for Finnish region, following online meetings of EC,...)
- Communication, cooperation and feedback via Skype and Adobe Connect
- Academic mentor @ home

Virtual internships: Pathway

- Supports **matchmaking** between students and companies
- Supports the creation of an **internship charter**
- Enables a **close follow-up** of interns from a distance
- Supports online **communication and collaboration**
- Provides **guidelines and advice** about the organization of virtual internships

‘European Co-Laboratory for the Integration of Virtual Mobility in Higher Education Innovation and Modernisation Strategies’

Duration: 1 October 2012 – 30 September 2014

Partners:

KU Leuven (BE)

EFQUEL (BE)

Coimbra Group (BE)

University of Padova (IT)

University of Porto (PT)

Vytautas Magnus University

(LT) University of Granada (ES)

United Nations University (DE)

University Politehnica of Bucharest (RO)

**Funded by the European Commission
under the Lifelong Learning Programme**



VMCOLAB – the project

“contribute to the innovation and internationalisation of European Higher Education Institutions by exploiting the full potential of ICT and Virtual Mobility and broadening the access to an international learning experience for all European students”

“develop support materials and services for those wanting to engage in virtual mobility experiences”

From the consortium

- Vytautas Magnus University, Lithuania (coordination, 3 teachers + 1 moderator)
- University of Granada, Spain (3 teachers)
- EFQUEL, Belgium (2 teachers)

Co-organisers from outside the consortium

- University of Pavia, Italy (1 teacher)
- University of Jyväskylä, Finland (1 teacher)

18 participants/learners

- University of Granada, Spain - 3
- University of Porto, Portugal - 3
- Vytautas Magnus University, Lithuania - 6 (incl. 2 Erasmus students)
- University of Pavia, Italy - 3
- University of Florence, Italy - 2
- Trento University, Italy – 1 (Chinese exchange student)

- Focused topic/short time
- Trusted network
- International comparative approach
- Selected/motivated students
- Tools used for high engagement level
- High level of interaction + learner centered
- No final exam

Week 1	Introduction to pilot – 1 hour	1 hour theoretical presentation on LO1 by HEI1 (Adobe Connect)	Task No1 given for international learner groups (Moodle)	International collaborative group work upon a task No1 (facilitation by HEI1)
Week 2	International learner group presentation of collaborative results – 1 hour (Adobe Connect)	1 hour theoretical presentation on LO2 by HEI2 (Adobe Connect)	Task No2 given for international learner groups (Moodle)	International collaborative group work upon a task N2
Week ...4	International learner group presentation of collaborative results – 1 hour (Adobe Connect)	Feedback and evaluation.		



The screenshot displays a Zoom meeting interface. The main area shows a grid of 16 video thumbnails of participants. The top bar includes 'Meeting', 'Layouts', 'Pods', 'Audio', and 'Stop My Webcam'. On the right, there is an 'Attendees (11)' list and a 'Chat (Everyone)' window.

Attendees (11)

Name	Status
Antonia Caldas	✓
Antonio Caldas 2	✓
Claudia Duarte	✓
Estela Duarte (VMO)	✓
Ignacio J. Marco (OER)	✓
Ben Van de Brouck	✓
Margarita Peres (VMO)	✓
Barbara Lavin (OER)	✓
Daniela Rodrigues (VMO)	✓
Joana L. Gomes	✓
Alma J. Gomes	✓
Daniela Rodrigues (VMO)	✓
Dijana VMO	✓
Diana Galvao	✓
Diandra	✓
Luca Di Paolo	✓
Maria Helena (VMO)	✓
Joana L. Gomes	✓
Ben Yang	✓
Ben Yang 2	✓
Paula Henri	✓
Francis Manuel (OER)	✓
Severin (O. Perle)	✓
George (OER)	✓

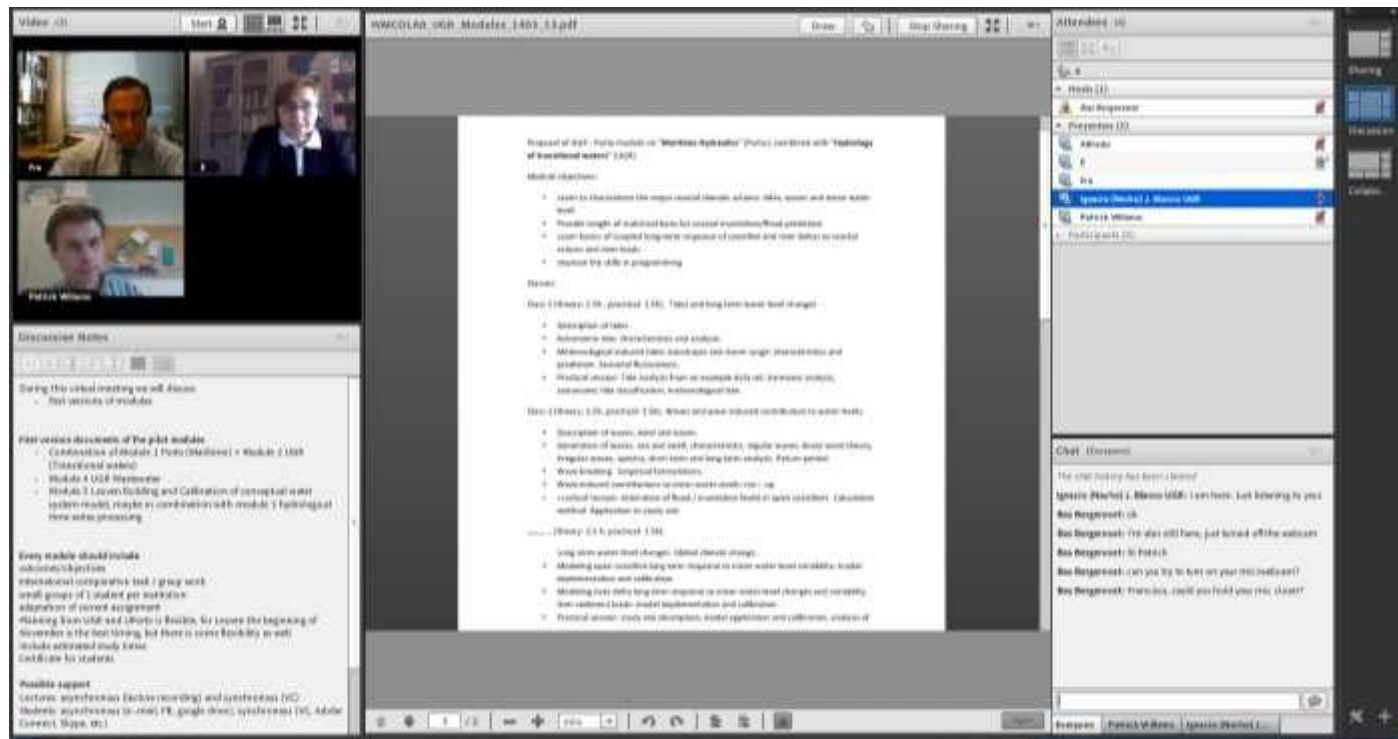
Chat (Everyone)

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one?
Antonia Caldas 2: In group
Ben Yang 3: THANK you!
Ignacio J. Marco (OER) 2: It is better to create everything as a group. I think.
Antonia Caldas 2: You must agree on the license that you put to your presentation, in each group.
Margarita Peres (VMO): maybe if you? :))
BL: Margarita had to leave, but she wishes good luck for all of you. :D
one. (repeated)
  
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Pilot course water management

- KU Leuven, Belgium (coordination)
- University of Granada, Spain
- University of Porto, Portugal



The screenshot displays a virtual meeting environment. On the left, a video conference window shows three participants. Below it is a 'Discussion Notes' panel with text including 'During this virtual meeting we will discuss...' and 'First sections of modules'. The central area shows a shared document titled 'WWCOLAB_06B_Modules_1463_13.pdf' with a table of contents for 'Process of 600'.

Process of 600	Process of 100	Process of 10
<ul style="list-style-type: none"> • Description of water, soil and air • Description of surface, soil and water (hydrological, regular season, flood season, drought season, winter, snow melt and long term storage, urban period) • Water balance (evaporation, infiltration, precipitation) • Water balance contribution to water use 	<ul style="list-style-type: none"> • Description of water, soil and air • Description of surface, soil and water (hydrological, regular season, flood season, drought season, winter, snow melt and long term storage, urban period) • Water balance (evaporation, infiltration, precipitation) • Water balance contribution to water use 	<ul style="list-style-type: none"> • Description of water, soil and air • Description of surface, soil and water (hydrological, regular season, flood season, drought season, winter, snow melt and long term storage, urban period) • Water balance (evaporation, infiltration, precipitation) • Water balance contribution to water use

On the right, an 'Attendees' list shows participants like 'Ignacio Daniel J. Blanco UAB' and 'Pablo Wilson'. Below that is a 'Chat' window with messages such as 'The chat history has been cleared!' and 'Ignacio [Pablo] J. Blanco UAB: I am here. Let's bring to you!'

Sustainable integration of VM in existing courses

- Exchanging 'modules' and course materials
- International online group work (comparative approach)
- MA thesis creation/supervision

Planning

- Preparation since January 2014
- Start in 1st semester of academic year 2014-15

Benefits of virtual mobility

- It facilitates cultural exchanges and interactions for students who do not have the possibility to travel
- It gives flexibility in accessing learning or placements (regardless of location, financial situation, personal circumstances,...)
- It widens options in terms of subjects offered by other universities and of different learning methodologies
- It lowers the costs of mobility
- It enhances your team work skills
- It develops your intercultural competences and skills through the collaboration with academic staff and/or peer students from other countries
- It can create the basis for physical mobility
- It enhances your ICT skills through the use of different collaboration and communication tools
- ...

Student characteristics

- Motivation
- Self-responsibility
- Able to plan and organise the own learning process
- Pro-activeness
- Language knowledge
- ICT skills
- Respect for diversity and intercultural differences
- Self-reflection capability

Recommendations

Technology

- Use the benefits of tools & technologies BUT no technology without philosophy, vision, strategy
- Technology should be an aid, not a barrier!

Pedagogy

- Choose the right scenario's & models: student-centred, collaborative learning,...
- Intercultural skills development: explicate goals and stimulate reflection (e.g. through peer feedback)
- Explicit attention for the human factor (face-to-face contact, choice of technology, procedure in case of problems, room for virtual 'chitchat')

Organisation

- Virtual mobility requires good organisation, planning, timing: roles of those involved need to be clear, draw up a communication protocol,...