



Co-funded by the
Erasmus+ Programme
of the European Union



DIGITALLY ENHANCED **MOBILITY**

CIVIS HANDBOOK ON VIRTUAL MOBILITY

CIVIS WP 7: Teaching Excellence

TASK FORCE: Virtual Mobilities

AUTHORS:

Romiță IUCU
Lucian CIOLAN
Anca NEDELCU
Roxana ZUS
Anișoara DUMITRACHE
Alexandru CARTIȘ
Lucia VENNARINI
Nadia FÉRNANDEZ DE PINEDO
Anca PERICICĂ

CONTENT

GLOSSARY OF TERMS.....	3
INTRODUCTION	5
I. VIRTUAL MOBILITY BACKGROUND NOTE	7
1. Virtual Mobility – Terms and Definition.....	8
1.1. <i>Mobility in higher education</i>	8
1.2. <i>Virtual mobility in higher education</i>	8
1.3. <i>Virtual mobility and other concepts on mobility</i>	10
1.4. <i>Current understandings on virtual mobility</i>	10
1.5. <i>Benefits of virtual mobility</i>	11
2. Examples of virtual mobility in higher education across Europe (projects and activities).....	13
2.1. <i>Projects on virtual mobility</i>	13
2.2. <i>Activities developed in the projects’ framework</i>	15
3. Types of virtual mobility.....	16
4. Virtual mobility environment.....	16
4.1. <i>Distance learning</i>	16
4.2. <i>Virtual learning environment</i>	17
4.3. <i>Communication</i>	17
4.4. <i>Virtual communities</i>	17
4.5. <i>Course / Curriculum Design</i>	18
II. VIRTUAL MOBILITY AS AN EDUCATIONAL AND STRATEGIC ASSET FOR STRENGTHENING RELATIONSHIPS WITH CIVIS PARTNER UNIVERSITIES AND DEVELOPING A EUROPEAN CURRICULA.....	19
1. CIVIS Virtual Mobility Diagram and Matrix - Pathways for building European Degrees.....	21
1.1. Matrix analysis categories.....	22
1.1.1. <i>CIVIS Academic Structures</i>	22
1.1.2. <i>ECTS Credit Points</i>	23
1.1.3. <i>Certification</i>	23
1.1.4. <i>Delivery Mode</i>	24
1.1.5. <i>Recognition</i>	24
1.1.6. <i>Multilingualism</i>	25
1.1.7. <i>Innovative Pedagogies</i>	25
2. CIVIS Virtual Mobility Matrix and Diagram description.....	28
2.1. CIVIS Open courses.....	28
2.2. CIVIS Modules / Micro-programmes.....	28
2.2.1. <i>CIVIS Micro-programmes</i>	30
2.2.2. <i>CIVIS Summer / Winter School</i>	31
2.2.3. <i>CIVIS “BOOTCAMPs” (practical / research intensive stages)</i>	32
3. Virtual mobility call and evaluation.....	33
3.1. <i>Call description</i>	33
3.2. <i>Scope and objectives</i>	33
3.3. <i>Target group</i>	33
3.4. <i>Submission process and tools</i>	33
3.5. <i>Virtual mobility proposals’ evaluation</i>	34
References.....	35
ANNEX I BEST PRACTICES IN VIRTUAL MOBILITY WITHIN CIVIS PARTNER UNIVERSITIES.....	36
1. Aix-Marseille Université (France).....	37
1.1. <i>Collaborative Inquiry-Based Learning Environment (CIBLE)</i>	37
1.2. <i>Sustainable Development / Gender Equity / Non-Discrimination (SuDGEND)</i>	38
2. Eberhard Karls Universität Tübingen (Germany).....	39
2.1. <i>Teacher Training for Higher Education: Developing and Implementing e-Assessments</i>	39
3. Universidad Autónoma de Madrid (Spain).....	39
3.1. <i>Erasmus+ Virtual Exchange (EVE)</i>	39
3.2. <i>Training academic staff with blended and online courses</i>	41
3.3. <i>Organ Transplantation: Ethical and Legal Challenges</i>	42
3.4. <i>Blended learning with SPOC: Basic economic concepts</i>	43
3.5. <i>Blended learning with SPOC: Sustainability in Higher Education</i>	44
3.6. <i>Training academic staff with MOOC: Professional certificate in C programming</i>	45
ANNEX II VIRTUAL MOBILITY CALL - APPLICATION FORM.....	47
ANNEX III CIVIS EVALUATION REPORT ON CALL FOR VIRTUAL MOBILITY.....	49
ANNEX IV CIVIS VM CALL FLOWCHART.....	53



GLOSSARY OF TERMS

TERM	Description ¹
ASYNCHRONOUS [SESSION]	» That does not occur at the same time (educational activities, communication). In relation to education, asynchronous learning is when students can decide on the time of learning by accessing and reading learning materials, communication with peers.
BLENDED LEARNING	» A teaching approach that combines face-to-face teaching with collaborative online learning and self-paced learning (individual study).
BOOTCAMP	» Research activity / practice offered to CIVIS students, in blended/ online and face to face format.
CIVIS HUBS	» Hubs are cross and interdisciplinary thematic research and education areas with the main goal of creating innovative study and research programmes focus on global societal challenges.
CIVIS PASSPORT	» One of the very first tools for recording and recognising learning experiences at a European level.
CIVIS PASSPORT PLATFORM	» An online platform that allows the process of administering the CIVIS Passports
CIVIS THEMES	» Within CIVIS, five themes have been identified and are closely connected to major societal challenges and linked with the UN Sustainable development goals: <i>Health</i> <i>Cities, territories and mobilities</i> <i>Digital and Technological transformation</i> <i>Climate, environment and energy</i> <i>Society, culture, heritage</i>
DIGITALLY ENHANCED [MOBILITY]	» A type of mobility that allows students to study in different universities using digital means.
DISTANCE LEARNING	» A form of education characterized by physical separation between learner and teacher and the use of technology to support the learning process.
INNOVATIVE PEDAGOGY DATABASE	» An inventory with best practices of implementing innovative pedagogies (instructional / learning design strategies) in CIVIS Universities.
INTERNATIONALIZATION	» Internationalization is the process of connecting universities to a global dimension for enriching academic perspectives
LEARNING PROOF	» A document recording all learning activities undertaken by the students after finalizing an CIVIS Open Course.
MASSIVE ONLINE OPEN COURSES	» Online courses covering a wide range of disciplines/topics, available to a large number of learners, characterized by flexibility and individualized learning path.
MICRO-PROGRAMME	» Type of Virtual Mobility where a variable number of CIVIS courses or modules can be combined to form a larger learning unit.

¹ The Glossary provides description of the terms according to the context of this Handbook



MODULARIZATION	» The possibility of selecting smaller units (courses, projects, activities) according with students' needs in building learning pathways
ONLINE LEARNING	» A form of learning that is conducted in an Internet supported environment, with tools used to support communication and collaboration between learners.
OPEN COURSE	» A category of courses and learning activities, taking place online, enhancing students' mobility within CIVIS universities.
SUMMER/WINTER SCHOOL	» Short term learning activities, organized in blended/online format covering topics, disciplines or themes proposed by CIVIS universities.
SYNCHRONOUS [SESSION]	» That occurs real-time (educational activities, communication). In relation with education it is used to describe the lectures and communication through video conferencing (same time, different places).
VIRTUAL LEARNING ENVIRONMENT	» It is a well-defined virtual space comprising a set of specific tools to support learning: from student management tools to content creation and delivery, evaluation, communication and collaboration.
VIRTUAL MOBILITY	» Cover a wide range of international learning and teaching research, collaborative activities, in an online environment, empowering students with learning experiences, promoting the development of the competences for a knowledge-based society.

INTRODUCTION

CIVIS is one of the first 17 European Universities selected within the European Universities Initiative first call (June 2019)²³ a cross-border alliance of higher education institutions which will build an inter-university campus between its member universities to increase the mobility of students, teachers, and administrative staff and to foster the collaboration of researchers, companies, and cities to tackle society's greatest challenges. CIVIS is an alliance of ten multicultural and multilingual leading research higher education institutions across Europe:

- » [Aix-Marseille Université \(France\)](#)
- » [National and Kapodistrian University of Athens \(Greece\)](#)
- » [University of Bucharest \(Romania\)](#)
- » [Université Libre de Bruxelles \(Belgium\)](#)
- » [Universidad Autónoma de Madrid \(Spain\)](#)
- » [Sapienza Università di Roma \(Italia\)](#)
- » [Stockholm University \(Sweden\)](#)
- » [Eberhard Karls Universität Tübingen \(Germany\)](#)
- » [University of Glasgow \(United Kingdom\) - associate partner](#)
- » [Paris Lodron University of Salzburg \(Austria\) - associate partner](#)

CIVIS aims to create a truly unique European inter-university campus, where students, academics, researchers, and staff will move and collaborate as freely as within their institution of origin. The Alliance aims to promote European values, cultures, and citizenship among new generations of students and will act as a bridge between Europe, the Mediterranean, and Africa.

It aims to be a vector of change and innovation in the following areas: Health; Cities, Territories and Mobility; Climate, Environment, Energy; Digital and Technological Transformations; Societies, Culture and Heritage.

Within the CIVIS framework, virtual exchange and, mainly, virtual/digitally enhanced mobility are means of enhancing international and intercultural collaboration using the exponential technological development. Virtual mobility is an important part of CIVIS construct, and is included in the project's forecast on the development of a flexible higher university curricula. Despite its fast development and adoption, virtual mobility is still building its own identity and format, being a field further to be explored.

² https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en

It is a broad concept, and has different meanings and understandings according to the level of preoccupation, interaction and experiences in virtual mobility.

This Handbook will search throughout the previous mobility experiences, and will propose new dimensions and perspectives on digitally enhanced mobility and embedded mobility.

The activities conducted in the CIVIS Alliance will not search for new ways of replacing physical mobility. Within the scope of this Handbook, it will create a framework for accessing different online learning activities from another university's curriculum. With the meaningful use of digital technology, virtual mobility will open a wider range of educational offers giving a boost to internationalization at home and will offer an inclusive educational context. Moreover, digital enhanced mobility will give the appropriate tools to connect universities ensuring a smooth administrative transition from one university to another.

The great potential of using technology in education relies on flexibility, increased accessibility, expanding learning horizons, and building bridges between educational experiences. In other words, technology can be used for Any Time, Any Place, Any Path, Any Learning Pace.

About this Handbook

The CIVIS Work Package (WP) 7 "Teaching excellence" is one of the core work packages of the CIVIS project, bringing innovation in teaching and learning by supporting academic staff in the development of new teaching tools and methodologies, enabling change in virtual mobility by offering support and guidelines in designing and delivering virtual mobility educational activities, as also supporting students to learn and work in a multilingual environment.

The "Digitally enhanced mobility. CIVIS Handbook on Virtual Mobility" is part of the activities conducted in WP7 and was developed within the Virtual Mobility Taskforce.

This handbook aims to promote virtual mobility concepts, identifies different types of virtual mobility – blocks of a more complex construct, the European degree and design paths to connect universities in this process.

The handbook is divided in three main sections, as follows:

- I. **Virtual Mobility Background Note:** conducting an exploratory analysis of virtual mobility and the associated terms and definitions, identifying roots and transformations over time and contexts, together with examples of projects already implementing virtual mobility.

- II. **Virtual mobility as an educational and strategic asset for strengthening relationships with CIVIS partner universities and developing a European curricula:** four main types of virtual mobility are identified and put forward, together with a framework that embodies the most aspects for successfully designing virtual mobility programmes.

- III. **Annexes:** include a selection of best practice initiatives based on virtual mobility within the CIVIS Alliance, other applicable tools that can be used in the process of collecting and evaluating new virtual mobility propositions, and a flowchart currently used in an ongoing Virtual Mobility Call for all CIVIS partner universities.

I. VIRTUAL MOBILITY

BACKGROUND NOTE

01

1. Virtual Mobility – Terms and Definition
2. Examples of virtual mobility in higher education across Europe (projects and activities)
3. Types of virtual mobility
4. Virtual mobility environment

1. VIRTUAL MOBILITY – TERMS AND DEFINITION

1.1. Mobility in higher education

Mobility has a significant contribution in internationalisation of higher education institutions, offering students international academic experiences, as well as key skills for improving students' employability, personal and professional development, and soft skills. Launched 33 years ago (in 1987), it remains one of the most popular policies of the European Union, focusing on developing skills for increasing employability, intercultural skills, and active citizenship.

Next to student mobility (for studies or for practice), to academic staff mobility (with a long historical background as well), more recently there is also a framework for the consortium of higher education mobility, to also include administrative or other non-academic staff.

In the 2000s *Resolution of the Council and of the representatives of the Governments of the Member States* meeting within the Council of 14 December 2000 concerning an action plan for mobility, 2000/C 371/03, the Council developed a mobility action with three objectives:

- » to define and democratise mobility in Europe,
- » to promote proper forms of funding, and
- » to increase mobility and improve the conditions for mobility.

Students' mobility is a major EU policy priority and a central element of the European Commission's (EC) strategies as presented in many EC publications. In 2011, the EC set for 2020 a target about mobility in the European Union: at least 20% of graduate students have undertaken educational mobility (Council conclusions on the modernisation of higher education. 3128th EDUCATION, YOUTH, CULTURE and SPORT Council meeting Brussels, 28 and 29 November 2011)⁴.

Along with physical mobility, during time, other forms of mobility were implemented and developed, to increase the accessibility to this type of learning experience for non-mobile students. The Bologna process created a framework to encourage the mobility of students, researchers, and teachers.

1.2. Virtual mobility in higher education

Historically, the roots of virtual mobility (VM) are indicated in the “last decades of the 20th century and the beginning of the 21st in some research papers (Bunt-Kokhuis 1996, 2001) and project result reports (Humanities project report 1995), (Spot+ project team 2001)”, but the first research papers on virtual mobility were described as a way of collaboration between faculty members.

The use of Information and Communications Technology (ICT) eased collaboration and cooperation. “Internationalisation at Home” or “IaH” is a concept introduced by Bengt Nilsson (1998)⁵, building a network (European Associations for International Education) around it and a community with main concerns in finding an alternative to the decreased number of student physical mobility.

The working group has created a virtual learning space for “non-mobile students to acquire a better understanding of people from different countries and cultures and increase their knowledge of and respect for their way of living” (Bijnens, Boussemaere, Rajagopal, Op de Beeck, & Petegem, 2006, p.25), to ensure that all students benefit from international higher education, despite their lack of mobility. IaH emphasises the importance of internationalising learning outcomes for all students regardless of their study path. One of the key feature approaches is virtual mobility organized through online working with partner universities.

Virtual mobility has started as a complement for physical mobility and now it is the key trend of collaboration development between higher education institutions. This concept has a wide understanding in education and more specifically, in higher education, when used to define different components for learning.

The concept of virtual mobility changed during time, according to new educational policies, resources, and most important development of communication and collaboration tools. In the early stages of appearance and development, there were limitations about the level of ICT implementation in universities, the costs, and barriers for synchronous communication. Later, virtual mobility started to partially replace physical mobility, there are more studies about these concepts and a stress on developing ICT skills to access virtual mobility. There is more preoccupation with the quality of online delivery of content, European projects developed to enrich the know-how in this field. Tremendous ICT transformations offered new opportunities to access learning resources and communicate with peers in a virtual environment. Video conferences, webinars, web lectures, podcasting, screen sharing, and even social media are important channels and examples

4. https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126375.pdf

5. <https://www.interantionalisering.nl/wp-content/uploads/2015/-4/Internationalisation-at-Home-A-Position-Paper.pdf>



of ICT supported activities.

The benefits of virtual mobility are certified by a large amount of research, showing the advantage of adopting this type of mobility, especially when it comes to costs and flexibility, but there is still a small number of students who benefit from it.

European University Alliances initiative has given a boost for virtual mobility, creating the premises for developing a structured frame for virtual mobility and university curricula, which are influenced by the level of collaboration between universities, the size and the impact of the partnership on the curricula (Ubachs, Henderikx, 2018).

The European Commission has included virtual mobility in its initiatives (see Erasmus+ Programme Guide 2019, 2020), as a modern and innovative type of education.

The EHEA Ministerial Conference, in November 2020 had as main topics of debate the current status of the EHEA and to agree on future development plans for higher education. The adopted Rome Ministerial Communiqué, encompasses the central ideas that will reshape the future of higher education. As mentioned in the Ministerial Communiqué, the European Higher Education space will focus on digital transformation, opening pathways to flexible and personalised learning, cooperation and strategic partnerships.

The cooperation and mobility of staff and students is mentioned in the document, together with the commitment of enabling all learners to acquire international and intercultural competences. Digitally enhanced (virtual) or blended formats are reinforced as types of mobility. The EHEA vision encompasses the creation of an interconnected space for higher education institutions which will favour virtual mobility. It also reiterated the commitment of enabling all learners to acquire international and intercultural competences.

The European Students' Union underlines in different documents the importance of maintaining virtual mobility separated from physical mobility, which has been seen as the main driver for transformative experiences. Virtual mobility can be used in addition to complete physical mobility or as support to increase internationalisation and access to specific online learning activities, using digital means.

Moreover, in one recent survey report conducted in European higher education institutions (Gaebel, M., Zhang, T., Stoeber, H. & Morrisroe, A., 2021), it is stated that 25% from the universities included in the study offer virtual mobility for their students, without replacing the physical mobility, and stressed about the “strong consensus” on keeping the two concepts separated. The appearance of the European Universities Initiative is expected to bring a change in this matter, since one objective is to achieve 50% of

students involved in mobility experiences (physical or virtual), in all educational cycles (from Bachelor to Doctoral).

In the Key Action 2, “European University action”, one of the key elements set by the European Commission for 2025 is to “establish a European higher education inter-university “campus” in which the mobility of all students (from bachelor to doctoral) to “study, train, teach, do research, work, or share services” should be at high level (both physical and virtual) between partner institutions. “Embedded mobility at all levels, including at Bachelor, Master and Doctoral levels, is a standard feature. At least 50% of the students within the alliance should benefit from such mobility, be it physical, virtual or blended.” In the Capacity building field of higher education action, between the activities supported under KA2, is the opportunity to test, develop and adapt “new forms of learning and providing education and training, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential”⁶.

This can be a supplementary impulse to adapt and develop new pedagogical models, to improve learning tools and to adopt pedagogical innovations, changing didactical models and creating a common space for learning, by developing transnational university networks. The existence of the Erasmus Mundus Joint Master's Degrees, with great options for international study programmes, can contribute to creating a competitive framework among universities.

Moreover, there are important European initiatives that build around the students' mobility, creating bridges and connecting European universities. The European Student Card Initiative⁷ is an Erasmus + project, aiming at simplifying the mobility of higher education students, allowing the recognition of the student status and identity, between European universities. This card will allow students to register themselves electronically at any other European university, strengthening the individualized learning path, allowing students to choose the programmes to study abroad. The Erasmus Without Paper (EWP)⁸ initiative creates a framework and a digital tool (Erasmus Dashboard) to be used by all European higher educational institutions to manage mobilities more efficiently by digitalising the administration of Erasmus mobilities.

6 https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en

7 <https://europeanstudentcard.eu/>

8 <https://www.erasmuswithoutpaper.eu/>



1.3. Virtual mobility and other concepts on mobility

There are debates about the potential of MOOCs of being defined as a form of virtual mobility, and many arguments about the difference between them: while MOOC is the result of one university's efforts (unilateral decision in terms of the content, background institution experience), the core of virtual mobility is cooperation with universities from different countries (for designing the study programs, students are not isolated in the learning process, but having a great interaction with students and teachers from other countries etc.). Virtual mobility is the results of "collaborative intercultural efforts" (Claudio Dondi⁹, 2014). Still, MOOCs' capacity to support individual learning and their tremendous development makes it an important tool to boost virtual mobility.

Another issue about virtual mobility is that it is often used with the same understanding as e-learning or distance learning. In the White Paper "In praise of virtual mobility: how ICT can support institutional cooperation and internationalisation of curricula in higher education"¹⁰ (2010), C. Dondi and T. Salandin underline the difference between the two terms, because, neither e-learning or distance learning contain the main virtual components: internalization and cooperation, virtual exchange: "VIRTUAL mobility does not simply represent the use of tools and approaches allowing the transfer of knowledge, we would then simply talk about e-Learning and Distance Learning". Virtual mobility is based in a significant percentage on remote activities (including learning activities), that is why, even if these two concepts are different, virtual mobility is using distance education principles to build its learning framework.

Virtual exchange is also an important component in a common field with virtual mobility. Definitions of virtual exchange include learning enhanced by technology, remote learning, but the main difference between them is, "while on virtual exchange the focus is primarily on people-to-people interaction and dialogue whereas the primary focus in many e-learning programmes is on content"¹¹ and in the case of virtual mobility it is not necessary to include student-to-student dialogue. Virtual mobility can receive help from virtual exchange including those pieces that enhance development of soft skills.

1.4. Current understandings on virtual mobility

Virtual mobility has been defined according to different stages of development, organizational framework, actors involved, and technologies used. The definitions included in this analysis are not specifically focused on the higher education context, but include all formal and, why not, non-formal and informal learning contexts.

We started the analysis with the definition offered by the elearningeuropa.info portal: The use of information and communication technologies (ICT) to obtain the same benefits as one would have with physical mobility, but without the need to travel. ICT is a determining factor in the transformation and development of this technology driven concept and in the shift from standardised to customised learning.

In 2006, two significant definitions emphasised the need for international experiences in collaborative online environments.

The use of ICT to improve the teaching and learning in organizational / institutional settings to give the students the feeling of an international learning experience, collaborative learning experience. It is about technology, teaching and learning, improving the quality, international experience (Petegem, 2006).

In the next definition, virtual mobility is approached as a collaborative learning method, focused on knowledge exchange and interculturality. "Virtual Mobility is a form of learning which consists of virtual components through a fully ICT supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge" (Bijmens, H. et al (eds.), 2006). In the past years, virtual mobility was defined as a complementary form of physical mobility, but more and more as a flexible form of mobility in which using ICT can gain an international experience.

In 2008, in the Glossary of the Lifelong learning Programme 2007-2013¹², the European Commission defines virtual mobility using a more diverse approach:

A complement, or as a substitute to physical mobility - (Erasmus or similar) in addition to a type of independent mobility which builds on the specific potentials of on-line learning and network communication. It may prepare and extend physical mobility, and/or offer new opportunities for students/academic staff who are unwilling or unable to take advantage of physical mobility.

9 Claudio Dondi - Senior Researcher MENON Network, Senior Fellow EDEN: <http://dondi.org/>

10 <https://www.slideshare.net/uaalcue/movinter-white-paper>

11 <https://europa.eu/youth/erasmusvirtual>

12 https://ec.europa.eu/programmes/erasmus-plus/book/export/html/379_en



It involves the development of virtual mobility for academic staff. It means that full academic recognition is given to the students for studies and courses based on agreements for the evaluation, validation, and recognition of acquired competences via virtual mobility. In this context, cooperation agreements are key to ensuring sustainable mobility schemes.

Within this document, the contributors have stated for the first time the necessity of having cooperation agreements of education institutions. In the Green Paper published by the European Commission, one year later (2009), promoting the learning mobility of young people, the framework of virtual mobility is described as:

- » [...] the use of ICTs for twinning and exchange between young people in learning environments.
- » Virtual mobility [...], can in particular be valuable in opening up school-age young people to new contacts and cultures. [...] does enable young people to prepare a stay abroad and can create conditions for future physical mobility by facilitating friendships, contacts, and social networking etc.
- » [...] can also provide an international dimension to those learners who, for different reasons, are not able or willing to go abroad.

In this paper, the possible existence of “virtual platforms” is also mentioned, as a technology driven tool to create informal learning contexts.

Ten years later, in the Erasmus+ 2019 (Programme Guide) call, the European Commission defined virtual mobility 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. There is a shift to more specific activities mentioned in this definition: teaching, training, learning

During time, different definitions of virtual mobility pointed out a series of common characteristics:

- » Existing institutional collaboration and cooperation between two or more universities
- » The use of different ICT tools to enhance learning and remove the space and time barriers, and to create an online learning and collaborative environment
- » Existing or creation of a virtual learning community
- » Clearly defined learning outcomes
- » Formal recognition for learning

From the analysis of the previously presented definitions and based on the institutional experiences within the CIVIS Alliance, with physical and virtual mobility, we can state that *virtual mobility can cover a wide range of international learning and teaching, research, and collaborative activities, in an online environment, empowering students with learning experiences, and promoting the development of the competences for a knowledge-based society.*

Even with continuous development, the latest events have impacted the speed of adopting virtual mobilities, which are under transformation and adaptation to current contexts and need to reshape their main features, in order to endorse the design of innovative learning programmes and activities.

Virtual mobility is not a standalone concept and it shares commonalities with other virtual learning experiences (MOOCs, virtual exchanges, e-learning, and distance learning).

By capitalising these features and its peculiarities, one can achieve an enriched model of virtual mobility to ensure even a smoother integration in the higher education area.

In addition, as a response to the reshaping needs of mobilities inside the European Higher Education Area (EHEA) and the European Students’ Union’s (ESU) statement on what virtual mobilities should represent in the future, the Rome Ministerial Communiqué (2020)¹³ further commits to “enabling all learners [...] to experience some form of mobility, whether in physical, digitally enhanced (virtual) or blended formats”. Such a new conceptual redesign and interpretation recognises that virtual mobilities must not be seen as replacements or substitutes for physical or blended mobilities, but as complementary learning opportunities.

1.5. Benefits of virtual mobility

Most of the virtual mobility advantages and benefits have been approached in the previous section, and refer both to the institutions and the individuals (academic staff and students). The benefits and advantages of implementing and attending to virtual mobility are summarized below:

For institutions:

- » increasing institutional visibility and internationalisation, with direct effect on international recognition and an increase in the number of students,
- » enhancing the quality of the educational processes and of the teaching / academic staff, contributing to the overall increased quality of the academic offer,
- » contributing to the development of virtual

¹³ https://ehea2020rome.it/storage/uploads/5d29d1cd-4616-4dfe-a2af-29140a02ec09/BFUG_Final_Draft_Rome_Communique-link.pdf

universities, by enhancing the use of new technologies and pedagogical innovations, and building a common space for learning and research, extended learning communities with experts from outside the universities' walls.

For students:

- » lowering mobility costs (on several cases, with not cost on mobility),
- » broadening the educational offer and offering more subjects / fields / topics to choose from, together with different learning approaches (developing multilingualism and language skills development),
- » enriching experiences from cross border collaborations with people with different cultural backgrounds, developing intercultural competencies and soft skills,
- » improving digital alphabetization and digital skills acquisition, using different ICT tools for learning, communication, and collaboration,
- » flexibilizing the learning process: any time, any place, any pace,
- » removing space and time barriers - learning is no longer location dependent -, and developing teamwork abilities and attitudes

2. EXAMPLES OF VIRTUAL MOBILITY IN HIGHER EDUCATION ACROSS EUROPE (PROJECTS AND ACTIVITIES)

ICT development has created great contexts for developing new learning experiences, and Virtual Mobility (VM) is a part of these emulations. These learning experiences do not represent separated and isolated initiatives, since, during the last years, most of these initiatives took shape with the help of some European Projects. In the last few years, the number of European projects on virtual mobility has continuously increased, offering valuable experiences and results from which we can benefit.

2.1. Projects on virtual mobility

We offer below a selection of projects that involve virtual mobility:

A. Opening Universities for Virtual Mobilities – OUVVM (2014-2016)

Project partners: Vytautas Magnus University (Lithuania), University of Pavia (Italy), University of Oviedo (Spain), University of Leuven (Belgium), University of Aberta, Portugal.

Short description: Creating and developing a VM curriculum (modules) for a master's degree program (Educational Sciences), in a collaborative way, by teachers from consortium universities. Each partner will lead the development of at least 2 modules. In total, we plan to have a master level study programme in Educational Sciences, composed of 10 modules.

B. OpenVM: Opening Education for Developing, Assessing and Recognising Virtual Mobility Skills in Higher Education (2017-2020)

<https://www.openvirtualmobility.eu/>

Project partners: Beuth University of Applied Sciences Berlin (Germany - coordinator), Open University Netherlands (Netherlands), Politehnica University of Timișoara (Romania), Università Roma Tre (Italy), Foundation UNIT / AUNEGE (France), University of Balearic Islands (Spain), Consorzio Interuniversitario Cineca (Italy), Katholieke Universiteit (Belgium), European Association of Distance Teaching Universities (EADTU – Netherlands), European Distance and E-learning Network (EDEN), (associated partner – UK).

Short description: The objective of the OpenVM project is to enhance the uptake of virtual mobility in higher education, by enabling virtual mobility and supporting teachers and students in higher education to develop skills that are required for a successful participation in and/or preparation of a virtual mobility.

C. Erasmus Mundus Project Master's in Digital Communication Leadership

<https://www.uni-salzburg.at/index.php?id=202921%L=1>

Project partners: Department of Communication Studies at Paris-Lodron-Universität Salzburg (Austria), Aalborg University (AAU – Denmark) and the Vrije Universiteit Brussel (VUB – Belgium).

Short description: The Master's in Digital Communication Leadership is an Erasmus+ joint master programme financed by the European Union. It approaches the vast and recent field of digital communication from an interdisciplinary and international point of view, bringing together advanced academic discussions with practical knowledge and skills. The students will have the opportunity to study in two different universities (depending on the chosen track) and spend a research stay at one of the Academic Partners, or an internship at one of the Industry Partners.

D. VIRTUAL MOBILITY CO-LABORATORY project (2012 – 2015)

<http://vmcolab.eu/>

Project partners: KU Leuven (Belgium), University of Granada (Spain) United Nations University UNU (DE), University of Padova (Italy), University of Porto (Portugal), Vytautas Magnus University (Lithuania), Coimbra Group (Belgium), University Politehnica of Bucharest (Romania).

Short description: The project aimed to contribute to the innovation and internationalisation of European higher education institutions, by exploiting the full potential of virtual mobility and broadening the access to international learning experiences for all students.

E. VIRQUAL - Network for integrating Virtual Mobility and European Qualification Framework in HE and CE Institutions (2009 – 2012)

<http://virqual.up.pt/>

Project partners: Universidade do Porto (Portugal), European University Continuing Education Network (Spain), Technische Universität Wien (Austria), Eesti Infotehnoloogia Sihtasutus (Estonia), Gábor Dénes Főiskola (Hungary), Orta Doğu Teknik Üniversitesi – Sürekli Eğitim Merkezi (Turkey), Universidade Aberta (Portugal), TecMinho – Associação Universidade-Empresa para o Desenvolvimento (Portugal), Verein zur Förderung des Einsatzes von Medien in der Aus- u. Weiterbildung (Austria), Université de Genève (Switzerland)

Short description: The project of this network proposes to help educational and training institutions to achieve Virtual Mobility and to guarantee the European Quality Framework (EQF) implementation through e-learning, aiming to find specific obstacles in institutions and proposing concrete and innovative

solutions to them. It will promote cooperation and joint work among partner organizations and will link it with related initiatives. It will address other educational networks to help the dissemination of the results.

F. EPICS - European Portal for International Courses and Services

<https://www.epics-ve.eu/>

Project partners: The European Association of Distance Teaching Universities (Netherlands), The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Norway), FernUniversität in Hagen (Germany), KU Leuven (Belgium), National Distance Education University (UNED), University Oberta de Catalunya (Spain), Fédération Interuniversitaire de l'Enseignement à Distance (France), Delft University of Technology (Netherlands), University of Jyväskylä (Finland), University of Geneva (Switzerland), Erasmus+ Virtual Exchange, Open Virtual Mobility.

Short description: A European Portal for International Courses and Services (EPICS) was developed to support universities and students by creating a fully facilitated mobility scheme that allows students to choose international courses within the mainstream offers of their university.

G. EVOLVE - Evidence-Validated Online Learning through Virtual Exchange

<https://evolve-erasmus.eu>

Project partners: University of Groningen (Netherlands), University of Leon (Spain), Université Grenoble Alpes (France), The Open University (United Kingdom), Jan Dlugosz University (Poland), University of Padua (Italy), University of Warwick (United Kingdom), Malmö University (Sweden), Sharing Perspectives Foundation (Netherlands), Search for Common Ground (USA), Coimbra (Belgium), SGroup (Belgium).

Short description: The project aims to mainstream Virtual Exchange (VE) as an innovative form of collaborative international learning across disciplines in Higher Education (HE) institutions in Europe and beyond.

H. EU-VIP project ("Enterprise-University Virtual Placements")

<http://euvip.eu/>

Project partners: Katholieke Universiteit Leuven (BE). Project partners are: EuroPACE ivzw (BE), Teknillinen korkeakoulu (FI), Erhvervsakademiet Lillebaelt (DK), EFMD (BE), European Association of Distance Teaching Universities (NL), FernUniversität in Hagen (DE), Katholieke Hogeschool Leuven (BE), Laurea

Ammattikorkeakoulu (FI), Zachodniopomorska Szkoła Biznesu (PL), Turun yliopisto (FI), Alma Mater Studiorum – Università di Bologna (IT), Università degli Studi di Padova (IT), Rijksuniversiteit Groningen (NL), Coimbra Group (BE), Board of European Students of Technology (FR).

Short description: The EU-VIP project ("Enterprise-University Virtual Placements") wants to enhance the quality, efficiency, and impact of international work placements, by focusing on how to organise them using the advantages of the newest educational technologies. For this purpose, the project will develop the necessary (technical, pedagogical, organisational) models and services for the two types of virtual work placements: i.e., fully virtual placements, and virtual support for physical work placements.

I. TeaCamp - Teacher Virtual Campus: Research, Practise, Apply (2009-2011)

www.teacamp.eu

Project partners: Vytautas Magnus University (project coordinator - Lithuania) and Baltic Education Technology Institute (Lithuania), Innovation Centre of University of Oviedo (Spain), Jyväskylä University (Finland), Higher Education Quality Evaluation Centre (Latvia), Jagellonian University (Poland), and University of Aveiro (Portugal).

Short description: One of the main objectives of the TeaCamp project was teacher virtual mobility experience. So, with this focus, the TeaCamp project partner institutions created and delivered a joint study module, "Virtual Learning in Higher Education". The module was delivered by 13 teachers with 30 participating students, all from 6 higher education (HE) institutions. The participants joined each week in video conferences and performed different tasks, collaborating in national and international student groups in TeaCamp Moodle.

J. MOVE IT - Seminars Promoting Virtual Support for Mobile Students (2009 – 2010)

<http://move-it.europace.org/>

Project partners: EuroPACE ivzw (Belgium), Coimbra Group (Belgium), Katholieke Universiteit Leuven (Belgium).

Short description: The Move-IT project (Seminars Promoting Virtual Support for Mobile Students) wants to maximize the impact of physical mobility by raising awareness about the benefits of virtual and blended mobility. By organising seminars, the Move-IT project will exchange the outcomes and results from previous projects to disseminate best-practices and to stimulate the implementation of virtual mobility in mainstream education. In other words, this project involved virtual preparation of the student by the host university, prior to the exchange, and then coaching by the home university during the actual exchange.



period.

K. VM-BASE - Virtual Mobility Before and After Student Exchanges (2006 – 2008)

<http://vm-base.europace.org/>

Project partners: EuroPACE ivzw (BE), Katholieke Universiteit Leuven (BE), Coimbra Group (BE), Tartu Ülikool (EE), University of West-Hungary (HU), TKK Dipoli (FI), Laurea-ammattikorkeakoulu (FI), University of Edinburgh (UK).

Short description: VM-BASE focuses on virtual preparatory and return initiatives for physical Erasmus exchanges, supporting teachers in coaching at a distance (e-coaching) for both preparatory and return initiatives in blended format and considering the local, regional, national, and European considerations of such ‘blended mobility’ actions.

2.2. Activities developed in the projects’ framework

From the analyses of the projects mentioned above, along with research on specific aspects of virtual mobility concepts, some specific learning activities have been carried out throughout the project and are presented below:

- A. **Long term courses:** developed within a master’s programme (OUVM project, Erasmus Mundus Erasmus Mundus Project Master’s in Digital Communication Leadership).
- B. **Short term activities**, raising the awareness for the potential of virtual mobility:
 - » courses design (MOOCs, OpenVM, VMColab) through OER (OpenVM),
 - » learning hubs (OpenVM, EPICS) to improve digital skills and preparedness for VM,
 - » non-formal activities between students (creating a virtual learning community),
 - » short online courses (OpenVM, VMColab, VIRQUAL), and
 - » virtual courses (VIRQUAL, TeaCamp).
- C. **Learning activities to prepare physical mobility:**
 - » standalone online courses (VM Base, EVOLVE),
 - » videoconferences (TeaCamp, Move IT),
 - » webinars (Move IT, EVOLVE, EPICS), and
 - » seminars (Move IT, EPICS).
- D. **Lecturers from different universities with virtual courses/lessons** (OpenVM, VMColab).
- E. **Designing study programmes** (MOVINTER, OUVM, Erasmus Mundus Project Master’s in Digital Communication Leadership).
- F. **Virtual internships** (EU-VIP).



3. TYPES OF VIRTUAL MOBILITY

There are different forms of virtual mobility: virtual seminars and courses offered online by different universities, virtual teams (when students can work in common projects together with colleagues from different universities and countries), and virtual internships.

From the analysis conducted until now, there is no general accepted classification to include all forms of virtual mobility. This fact also results both from the novelty and youth of the concept, and from its continuous development expanding together with the development of new ICT tools. From the projects presented in the previous section, we selected a few examples of virtual mobility classification. According to the Open Virtual Mobility project, virtual mobility can be formal (organized through an institutional agreement), semi formal (with recognition of credits – earning ECTS in accredited MOOCs) and informal (there is no agreement between the university or recognition of credits).

Another classification comes from EPICS project and encompasses multiple criteria, establishing multiple types of virtual mobility: short-term, long-term, intermittent; synchronous, asynchronous; one-campus, multi-campus. If we are discussing the types of interaction and learning, we can identify synchronous and asynchronous learning and mixed interactions (both synchronous and asynchronous). In the “EA-DTU Mobility Matrix” (Ubachs, Henderikx, 2018) the virtual mobility is strongly influenced by the curricula and there were identified three types of curricula with embedded mobility: Exchange curricula with individual exchange mobility; Networked curricula with networked mobility; Integrated/joint curricula with integrated or embedded mobility paths (Henderikx & Ubachs, 2012 apud Ubachs, Henderikx, 2018, pg.7).

The dynamic character of virtual mobility and its continuous transformation and development, together with the various technologies used for it, makes this classification quite challenging. We propose a virtual mobility classification using the most important elements that characterizes a virtual mobility:

A. Duration of the mobility:

- » Short term (virtual workshops, seminars, summer schools)
- » Long term (full time courses, educational programmes)

B. Level of implementation:

- » Online mobility (all activities take place online)
- » Blended mobility (physical mobility is complemented by virtual mobility)

C. Certification:

- » Formal (with certification and credits)
- » Semi-formal (recognition of credits for some courses)
- » Informal

Note: We did not include in this classification types of virtual mobility according to the technology used, given the fast changes in this field.

4. VIRTUAL MOBILITY ENVIRONMENT

Virtual mobility environment (VME) encompasses all learning activities (formal, informal, non-formal), tools, and methods used to conduct a virtual mobility programme / activity.

Together with technology development, virtual mobility has a great potential, as a main channel to access a wide educational offer, unique and international learning experiences, access to experts, virtual learning environments for collaboration and courses, facile access to research and data, regardless of time and space, and even surpass different language and cultural barriers. Some components are presented as part of this environment: distance / blended blended, virtual learning environments, communication processes, virtual communities, and course / curriculum design.

4.1. Distance learning

Even if virtual mobility means more than distance / blended learning, encompassing a wide range of international experiences, we can see distance learning as an instrument that facilitates knowledge building and generates learning. Still, learning, communication, and collaboration processes in virtual mobility take place at distance.

The great advantage of distance learning is it being an important tool also for lifelong learning: it gives students flexibility, student-centred learning approaches, removing barriers between learning spaces and time, learning in a virtual world in which technological means and the human component cooperate to accelerate and facilitate the acquisition of deep knowledge related to the studied field.

Distance learning is a viable and increasingly in demand alternative because it provides access to a well-established learning programme, even if the information source is not in direct (physical) contact with the students.

Blended learning is another approach, thoughtfully integrating the use of a wide range of technologies and digital media with traditional instructor-led classroom activities. Blended learning is also known as “hybrid education” nowadays, these two terms being used alternatively, referring actually to the same concept.



4.2. Virtual learning environment

A virtual learning environment (VLE) refers to a system that provides users with a set of teaching and learning tools designed to enhance learning experiences and to manage educational processes. It is widely used to support today's learners with a wide range of tools and course-specific contents.

The term is also known as Learning Management System (LMS), Learning Platform (LP) or Educational Platform (EP). In virtual mobility settings, a virtual learning environment (VLE) must be employed to provide a complete learning experience.

There are more theories in the field (Rahimi et al., 2014; Wilson, 2008; Graham, 2007) that, instead of a VLE, a personal learning environment (PLE) must be created or developed by each participant (student). From the advantages of using PLE, the most important one is that students gain the ability to decide on their own learning, especially lifelong learners. Still the research and current practices of using PLE in different educational settings and levels is under experimentation (Monguet, 2019).

Virtual learning environments are currently and successfully used to support distance learning by providing access to learning content, in digital format (and access to authoring tools for creating online courses) evaluation and self-assessment tools, synchronous and asynchronous communication, personal space, administrative tools.

4.3. Communication

Communication and collaboration in virtual mobility environments are ICT mediated processes, with specific levels of interaction and specific barriers. Z. Berge (2013), in his work "Barriers to communication in distance education", makes an exhaustive analysis of the process of communication in distance education, identifying many more barriers in communication, which reside in individual characteristics, learning experience, and group characteristics.

Thus, the author identifies several types of barriers whose characteristics can interfere with communication, causing its disruption:

- » Cognitive distance - the level of knowledge of the individuals that make up the group. The more heterogeneous the group and the greater the cognitive distance, the more difficult communication will be to build knowledge (Carr, Gardner, Odell, Mumsch and Wilson, 2003, p. 12).
- » Contextual distance - the difference between the abstract situation (theory) and real - context situation (practice).
- » Cultural distance: ethnicity, social class, age,

gender, religion.

- » Emotional distance: personal feelings about the learning experience.
- » Psychological distance that refers to perceptions (feelings) about the closeness or presence of another person when interacting with that person.
- » Social distance: affinity, closeness, support.

Communication in virtual environments may seem an easy process and, at the same time, a difficult one to achieve. Virtual communication is deprived of the basic features of face-to-face communication and, from the referential context, of the material world. The new communication technologies can augment both synchronous and asynchronous communication, with the support of virtual and augmented reality technologies.

4.4. Virtual communities

Virtual communities have experienced a great development keeping up with the ongoing technological updates. People have built these communities to exchange experiences, to collaborate around common topics of interest, or simply to communicate. A virtual community is a social entity, characterized by social aspects, formed by individuals in a certain type of social relationship which allows the formation of a common identity and an assumed joint reason.

Within a virtual community, members interact through specific technological means, transcending political and geographical boundaries. The connection between members is given by the common interest for certain topics, knowledge, and discoveries.

Virtual communities are part of a virtual mobility environment; due to technology these communities are not closed (isolated), but open and flexible, allowing communication and information exchanges which will result in enriching and diverse experiences. Through collaboration, participants gain a common and assumed understanding of events, being able to anticipate directions for action and to have an approach to similar events in the future (Sharp, 1997).

Virtual communities can be organized into "learning communities" or "communities of practice". Learning in virtual communities can occur by sharing and building-up knowledge among participants using technology (Computer-Supported Collaborative Learning (CSCL) paradigm).



4.5. Course / Curriculum Design

Technology-based curriculum design is an important piece of a virtual mobility environment that must accomplish rigorous quality criteria of design and content. In designing online courses, several factors have major impact upon the quality process and organization: support, interaction (among students, among teachers, among students and teachers), planning and organization, participant motivation and importance, as well as the development of metacognitive skills (Volungevičienė et al, 2011).

In an online environment, the didactic relationship changes significantly: the teacher, as a “designer” of the learning material, is placed outside the didactic relationship with the students, the direct contact with the teacher is replaced by individual study supported by study materials and technologically mediated communication through specific means. Moreover, an important asset for supporting learning in this direction represents the online community developed “around” the course / programme, through different virtual environments that support communication and information exchange among learners.

The design of learning materials must be based on the premise of physical distance from the teacher, the fact that the student will learn alone and independently, without his direct guidance, replaced only by technology-based communication, either directly with the teacher, or through the self-access materials made available through the learning experiences.

The courses themselves must ensure an effective accomplishment of the teaching-learning process, not just to provide content and information, but especially to anticipate possible questions that a student might ask, supporting the development of specific competencies, linked to the objectives of the learning activities.

R. Melton (1997) proposed a step-by-step model for designing course materials, highlighting the four most important steps, starting from identifying the needs of the target group through a needs analysis, setting course objectives, structuring the material and ending with its own elaboration, of course. A team of specialists (pedagogues, technical experts, specialists in the field) contributes to the fulfilment of some didactic and technical requirements, in order to create a course support that will determine the students to learn actively and consciously.

Technology makes it easier to build interactive course materials, the abundance of educational resources, made with the support of technology, ensures the interactivity and the increased interest of the students for the material, but it does not guarantee that knowledge is assimilated, skills are acquired, or attitudes are developed. The online course structure, correctness, and clarity of the

support materials are fundamental elements for making a quality product. It is equally important for these materials to be translated into the online environment’s “language” (meaning here the specific shape of the resources, adapted to how information should look in an online environment), using the advantage of technology to make them attractive, interactive, with integrated multimedia sequences and self-assessment tests that generate results (self-evaluation) and personalized feedback. The active participation of the student in the learning process, his affective involvement, and maintaining motivation are constituted in criteria for assessing the quality of the offered learning materials / supports.

II. VIRTUAL MOBILITY

AS AN EDUCATIONAL AND STRATEGIC ASSET FOR STRENGTHENING RELATIONSHIP WITH CIVIS PARTNERS AND DEVELOP A EUROPEAN CURRICULA

02

1. CIVIS Virtual Mobility Diagram and Matrix - Pathways for building European Degrees
2. CIVIS Virtual Mobility Matrix and Diagram description
3. Virtual mobility call and evaluation



1. CIVIS VIRTUAL MOBILITY DIAGRAM AND MATRIX - PATHWAYS FOR BUILDING EUROPEAN DEGREES

Within the CIVIS Alliance framework, the best practices examples provided by each partner university (see Annex 1) were analysed in depth. Most of the examples provided are courses, initiatives, projects, and other types of actions that include elements of virtual mobility, virtual exchange, online learning (both synchronous and asynchronous). Considering the diverse offer of virtual mobility examples offered by the CIVIS partner universities and included in this Handbook, addressing ongoing and future projects developed for particular academic communities throughout our Alliance, the analysis can be grouped, as seen below, in six specific categories:

1. General description of the learning activity

A variety of examples have been presented, from regular courses (for one semester / intensive / modular) to short term courses, modules with learning activities and virtual exchange. The activities are developed in one university (some offering access to foreign students) or by collaboration between two or more universities. In addition to the specific learning content, aiming at developing specific competencies / achieving well-defined learning outcomes, the activities were also designed to improve transversal competencies, develop language skills, and foster intercultural exchange.

2. Topics / disciplines

The range of fields included in the VM examples is large, from Teacher Training to Sustainable Environment, History, Economy, Medicine, or Physics, and many other.

3. Target group

Students of different educational levels, researchers, and academic / administrative staff.

4. Pedagogical approach

The examples combine, in different proportions, online learning with face-to-face meetings (blended learning), online asynchronous learning using MOOCs (Massive Online Open Courses) or SPOCs (Small Private Open Courses) and a self-paced format. Collaborative and project-based learning are used to enhance virtual learning experiences, together with virtual exchange components that improve language skills and encourage intercultural exchange.

The evaluation is adapted to specific contexts, project-based evaluation, e-assessment, or peer review. Qualitative evaluation methods are more specifically used in these complex contexts, but

they are not exhaustive. And also, within projects, very often, the quantitative methods of evaluation do not help in getting to know whether or what works with these “new” or “innovative” teaching methods / tools.

5. Tools included (technical aspects)

In a virtual mobility setting, technology has a tremendous role in successfully implementing a course / learning activity, the adequate tools being selected according to the course / activity characteristics and development. The educational process takes place through a virtual learning environment ensured by each university, starting from Custom Built Learning Platform, open-source platforms (Moodle, edX, ILIAS), cloud-based platforms (Microsoft Teams), in addition with video conferencing tools. For online activities, different tools for synchronous and asynchronous communication and spaces for collaboration are employed.

6. Language

Most of the activities are delivered in the organising university’s language, but, in some cases, English is also proposed as an additional language or as a delivery language, independent of the university’s regular language. It is recommended to make clear the prerequisites regarding the course language, according to the Common European Framework of Reference for Languages¹⁴.

Based on the specific scientific literature reviewed and the practices encountered at European level and in the current practices of the CIVIS partner universities, we built a general matrix rendering different virtual mobility activities to be included in the CIVIS educational agenda, but also that can represent a framework able to support similar developments in other European alliances and academic communities.

One way for creating flexible pathways for our students within the CIVIS Alliance is by offering micro-programmes, creating more opportunities for exchange and social participation, and placing the focus on virtual (digitally enhanced) and blended mobility. Furthermore, addressing the CIVIS themes (Cities, Territories, Mobilities | Climate, Environment, Energy | Digital & Technological Transformations | Health | Society, Culture, Heritage), the micro-programmes are differentiated according to format, duration, ECTS credit points, and teaching scenario. Upon completion, students that accomplish all specific requirements will be able to recognise their learning experience through the CIVIS Passport, along with a Certificate of Attendance.

For supporting the development of an inter-university CIVIS campus and offering students access to

¹⁴ <https://europa.eu/europass/es/common-european-framework-reference>



more than single-university learning contexts, whenever possible, at least three CIVIS partner universities should cooperate for designing and delivering a virtual mobility activity.

VM and physical mobility are complementary; VM allows students who would not be able to participate in exchange mobilities, for various reasons (as students with different forms of disabilities, students with children, fully employed students, or other such categories) to be part of an international academic community, now even more connected with their peers through digitally mediated learning opportunities. Therefore, VM programmes open the educational and participation perspectives to all students, offering an inclusive mobility context easier to access and with significantly lower (or inexistent, in many cases) mobility costs.

Moreover, based on the mentioned curricular matrix, we propose to develop and deliver specific CIVIS learning programmes, in collaboration between the partner universities, based on virtual / blended mobilities and diverse learning opportunities, recognised through ECTS credit points and European certifications (CIVIS Passport and Certificate of Attendance), fostering stackable learning components and offers, creating the ideal context for personalised and individualised learning programmes and pathways, linked with ongoing approaches and perspectives existent at European level. In this regard, the proposed educational offers contribute to some of the objectives and visions attached to the European Universities Initiative and to the continuous development of the European Higher Education Area.

The European Students' Union (ESU) highlighted the same idea of creating ideal contexts for personalised and individualised learning programmes and pathways, stating that: "One of the key cooperation principles of alliances indicates that students can design their own flexible curricula, leading to a European Degree. ESU seeks here a lack of common understanding to what a European Degree is"¹⁵.

This statement, representing not just a firm position on the existing needs for future educational developments at the level of European academic communities, but especially the students' voice and vision for what the future European academic education should become, confirms the expectations directed towards a new understanding on the relationship between the European Degree/Diploma and the flexible and personalised European curriculum. And, in this dynamic modernisation process, the European Universities play a huge role, representing the main piloting and testing arena. In this regard, the proposed matrix offers a diverse and modern curricular framework for transforming the concept of European Degrees and European

curriculum into a concrete practice of the European University Alliances, showing both already existing educational opportunities developed inside the CIVIS Alliance, and, in line with European approaches and strategies, innovative educational components for what European Universities will offer in the near future.

1.1. Matrix analysis categories

The matrix, as it can be seen below, proposes the description of each educational activity based on some specific criteria, some that are more general and can be easily replicated at the level of different European academic communities, and others that offer a more CIVIS perspective on the related processes. Even so, all the matrix analysis categories, easily identifiable as the matrix's columns, can be seen as specific procedural characteristics that offer applicability and finality to the educational offer, referring to aspects that start from the bodies that provide learning, to the processes' ends, such as recognition and certification.

1.1.1. CIVIS Academic Structures

As a CIVIS particularity, as it can also be seen in the matrix, the Alliance's educational offer can be designed and implemented based on two distinct academic structures: the faculties from each of the CIVIS partner universities, divided by departments, schools, or any other specific organizational structure, and the CIVIS Hubs, which represent the core educational and research bodies of the CIVIS Alliance, constructed around each of the CIVIS challenges:

1. Hub on Climate, Environment, Energy
2. Hub on Society, Culture, Heritage
3. Hub on Health
4. Hub on Cities, Territories, Mobilities
5. Hub on Digital and Technological Transformation

Each of the CIVIS Hubs brings together academics and researchers from all CIVIS partner universities and is coordinated by a Hub Council. Also, to guarantee that the activities proposed by the Hubs are correspondingly addressing the needs of the academic communities, students are also members of the Hub Councils, supporting in all decisions and implementation issues.

As it can be seen in the matrix, all educational activities included here can be developed both by the faculties from the CIVIS partner universities, either independently or in collaboration with other faculties or organisations, but also through the CIVIS Hubs, in the shape of joint initiatives developed by the academics and researchers from different partner universities. Additionally, even though independent

¹⁵ <https://www.esu-online.org/wp-content/uploads/2019/12/European-Universities-It-Is-About-the-Students.pdf>

structures, such as faculties / departments, can organise and implement any of the mentioned learning activities, it is important to mention also that the general CIVIS common law is that only projects that include at least three partner universities can benefit from financial support from the alliance, including here mobility funds and incentives for the staff involved in developing the projects. This is meant for enhancing collaboration between all CIVIS universities and to create a cohesive and interrelated academic community.

1.1.2. ECTS Credit Points

To offer a common understanding related to the use and recognition of ECTS (European Credit Transfer and Accumulation System) credit points in all CIVIS credited educational activities, considering the regulations and guidelines offered by the ECTS User's Guide (European Commission, 2015), ECTS credit points express the volume of learning based on the defined learning outcomes and their associated workload. ECTS credit points are expressed in whole numbers and offer a common framework for supporting learning recognition across different academic communities, enhancing mobility and accessibility.

The ECTS credit points allocation represents the process of assigning a specific number of credit points to a qualification / degree programme or to a single educational component (courses, seminars, workshops, seasonal schools, practice stages, etc.). Credit points are allocated to entire qualifications or programmes according to national legislations or practice, where appropriate, and with reference to National and/or European Qualifications Frameworks (NQF / EQF). They are allocated to educational components, such as course units, dissertations, work-based learning, and work placements, taking as a basis 60 credit points for an entire academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

The workload represents an estimation of the time the individual typically needs to complete all learning activities, such as lectures, seminars, projects, practical work, work placements, and individual study, required to achieve the defined learning outcomes in formal or non-formal learning environments. The correspondence of the full-time workload of an academic year to 60 credit points is often formalised by national legal provisions and is coherent with the Bologna Process definitions and guidelines

In most cases, the workload ranges from 1.500 to 1.800 hours for an academic year, which means that one credit point corresponds to a range of 25 to 30 hours of work. This range needs to be divided into direct contact / guided learning activities, coordinated by an academic, and the individual

learning / preparation time for the student (readings, studying, homework, etc.).

Even though there are differences in practice regarding how to divide the workload between direct contact activities (coordinated by the academic) and individual ones (conducted by the student), we noticed that the lowest agreed proportion is of at least 30% direct contact activities of the total workload. As an example, for a 5 ECTS credit points course, from the total amount of 125-150 hours that represents the assigned workload, at least 38-45 hours should represent direct contact learning activities coordinated by the academic (independent of the delivery format). Of course, since this represents a general framework, considering a typical ("at least") workload expression for the ECTS credit points allocation, it can differ in relation with the specific requirements and particularities of each learning activities (in the sense that some activities could consider an even higher percentage of direct contact activities and lower percentage of individual study times).

It is important here to state that the actual time allocation needs to consider the achievement of the proposed learning outcomes and the acquisition of specific competencies linked with the learning activity.

As it can be seen in the matrix, we consider that academic freedom in designing and implementing educational activities still needs to be in place, even considering the direct link between according ECTS credit points and the student workload, and this is because we cannot assure, through a very rigid framework, all design variates that can suite the needs of all fields and areas of learning. In this sense, even though a range of ECTS credit points has been proposed for every of the categories mentioned in the matrix, the actual design can place an activity anywhere in these ranges, still considering the importance of providing for the student workload and its relationship with the ECTS credit points. The ranges have been set both based on the discussions and debates inside the CIVIS Alliance, but also on the academics' experience on designing such learning activities, from various fields of expertise.

1.1.3. Certification

Starting from the CIVIS Mission that envisions the creation of a *"truly unique European interuniversity campus where students, academics, researchers and staff will move and collaborate as freely as within their institution of origin. We will develop a deep level of European integration, involving joint learning pathways, development of complementary research facilities and diverse degree pathways"*, and in direct relation with some of the most important European level initiatives in the Higher Education Area, such as the European Student Card and the Erasmus Without Paper project, CIVIS proposes an innovative tool for

recording all learning experiences of the students, credit bearing or not, that the learners has completed and from which has received certification.

Accompanied, by case, by a Certificate of Attendance and/or a Transcript of Records, mentioning all relevant information that support recognition and mobility of learning, the CIVIS Passport represents a valuable digital tool that offers the students the possibility to record and present all graduated learning experiences, acting in the sense proposed by the micro-credentials' philosophy, placing the learning credentials "in the hands" of the learners and with constant access to them. In addition to representing a modern and flexible way of supporting certification and recognition at a European level, the CIVIS Passport represents especially a step closer to issuing European Diplomas at the level of the entire Alliance, facilitating and enhancing the use of ECTS credit points, and promoting flexible learning across the European higher education communities.

The CIVIS Passport thus becomes not just a certification administration tool, but it also provides for a functional and applicable means of portability and recognition for all learning activities, not just format, but also non-formal and, if case, informal.

Of course, an important aspect, linked also with the use of ECTS credit points, considers the existence of any means for assessment and evaluation of the achieved competencies, in direct relationship with the objectives and learning outcomes proposed from the designing stage of the learning activity, and evaluated accordingly, to assure that the activities' finalities have been fulfilled and that certification comes upon successfully satisfying all requirements. That is why, along with the CIVIS Passport, each finished learning activity is accompanied by specific information regarding learning outcomes, assessment, evaluation methods, grades (if case), and achieved competencies. Also, for pedagogical and methodological purposes, the academics are invited also to provide information regarding the teaching and learning methods and the pedagogical approach, aspects also linked with another matrix category, the Innovative Pedagogies, which will be also mentioned shortly.

1.1.4. Delivery Mode

Considering that the matrix and the diagram do not only address the educational offer that can be delivered in a virtual (digitally enhanced) way, but it proposes a broad CIVIS educational offer that can include all delivery forms, the matrix includes all three main delivery modes categories included in the specific terminology: physical (or, face-to-face), virtual (digitally enhanced), and blended (seen in two perspectives: one that includes a physical component that is opened, in the same time, to virtual / distant participants, or another that considers a physical synchronous learning activity that is accompanied

by virtual asynchronous learning components).

The activities can be very different in this regard, since a summer school, for instance, can be delivered fully virtual, but another one can include an intensive one-week physical activity, accompanied by a specific set of synchronous / asynchronous activities that are either before or after the intensive one. And the examples in this direction can go on.

The same is with the CIVIS Micro-programmes, which can also be fully virtual, including only online courses and different other virtual learning components, whence other can propose an intensive Micro-programme in a blended form, including different learning activities in a short time frame in a physical mode, attaching also some asynchronous virtual learning components. We consider that it is up to the academics and the delivering structures to identify which are the best delivery modes for any of the proposed learning activities.

1.1.5. Recognition

Providing for a common recognition frame in all partner universities represents one of the major challenges existing in most of the European alliances, especially considering that each partner university has different conditions and legal barriers related to the recognition of learning. Even with the existence of a Digital Campus and a CIVIS Passport, as tools for assuring the recording and portability of learning, the recognition process differs for the partner universities and there is not yet a procedural framework that can fulfil all requirements. Nevertheless, constant efforts are made to support this process and to offer students the possibility to fully recognise ECTS credit points received in CIVIS learning activities at their home universities and add them to its regular curriculum. On the contrary, where this cannot be realised, they may be recognized as extracurricular activities, being already included in the CIVIS Passport, and can be included also in the Diploma Supplement.

Regardless of how learning can be recognised at the students' home university, partial (as extracurricular activities) or fully (included in their regular curriculum), it is important that the recognition process relies on the ECTS guidelines and the mutual trust among the CIVIS partners on the award of ECTS by the host(s) of a CIVIS course. Also, each student is invited to discuss their recognition possibilities at the home universities before they apply to any credit-bearing CIVIS learning activity, to fully understand the process and the situation upon graduation.

One additional aspect that needs to be considered here is the range of ECTS credit points for recognising an European Degree, either at Bachelor's or at Master's level. As seen in the matrix, there is a general construction for such programmes, considering the Bologna guidelines and the different practices at the level of European higher education, and it offers



the general framework for a 180 ECTS credit points Bachelor level degree and a 120 ECTS credit points Master level degree. Of course, this range can differ in accordance with different professions, such as the different structures for regulated professions linked degrees¹⁶, but also in relation to other practices existing linked with other adaptations of the general Bologna framework. In this sense, in accordance with the requirements of the specific field or profession, the specific construction of the degree and the ECTS credit points may vary from the examples offered in the matrix.

1.1.6. Multilingualism

With different major languages spoken in the Alliance, CIVIS supports linguistic diversity through different aspects, developing not only a portfolio of multilingual tools to support multilingual communication, education, and research (e.g., oral and written automatic translation), but also providing students with innovative language-learning methodologies to support longer-term mobility, and the acquisition, maintenance, and improvement of linguistic skills.

Considering this aspect, learning can take place not only in English, as the official language of the Alliance, but also in the other major languages of the partner universities: French, Greek, Romanian, Spanish, Italian, Swedish, German, or any other language considered of interest for the students.

In this matrix's case, all learning activities can be conducted in any of the CIVIS languages, not only as a one-language driven activity, but also as multilingual approaches, including second and even third languages in the activities' design and delivery. Even though there is an ongoing tendency to offer English learning opportunities, CIVIS promotes and supports diverse approaches, and invites academics to offer different multilingual learning contexts for the students, independent of the field or delivery mode.

1.1.7. Innovative Pedagogies

Understanding innovative pedagogies and sharing best practices between European universities is key to redefining new approaches to teaching and learning to prepare the young generations to meet new contemporary challenges. Innovative pedagogies are examples of instructional / learning design strategies or approaches.

The analysis on pedagogical innovations led to a clustering model with four typologies: technology-based pedagogical innovation, methodology-based pedagogical innovation, skill-based pedagogical innovation, and context-driven pedagogical innovation, and covers topics such as online and blended learning, experimental learning, gamification, and inclusive education.

The clusters identified in the inventory are based on concrete examples coming from our eight universities, but they do not pretend to be exhaustive. When offering a type of mobility, each university is expected to involve some pedagogical innovation, as suggested in the inventory, or a different category that should be briefly explained.

The Handbook on "Innovative Pedagogies: ways into the Process of Learning Transformation" (Ciolan et al, 2021) provides an in-depth analysis of the approaches by which teachers are prepared to address pedagogical innovations in the classroom. It looks at the use of innovative pedagogies in an effective learning environment and covers topics such as online and blended learning, experimental learning, gamification, and inclusive education.

This handbook is ideally designed for teachers, academics and instructors interested in adopting innovative pedagogies in their teaching programmes and hopes to trigger discussion among academics from CIVIS Universities and beyond in designing and implementing authentic learning experiences.

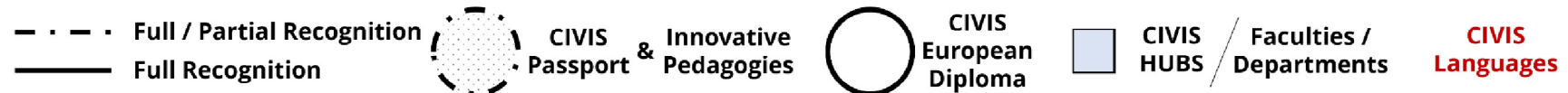
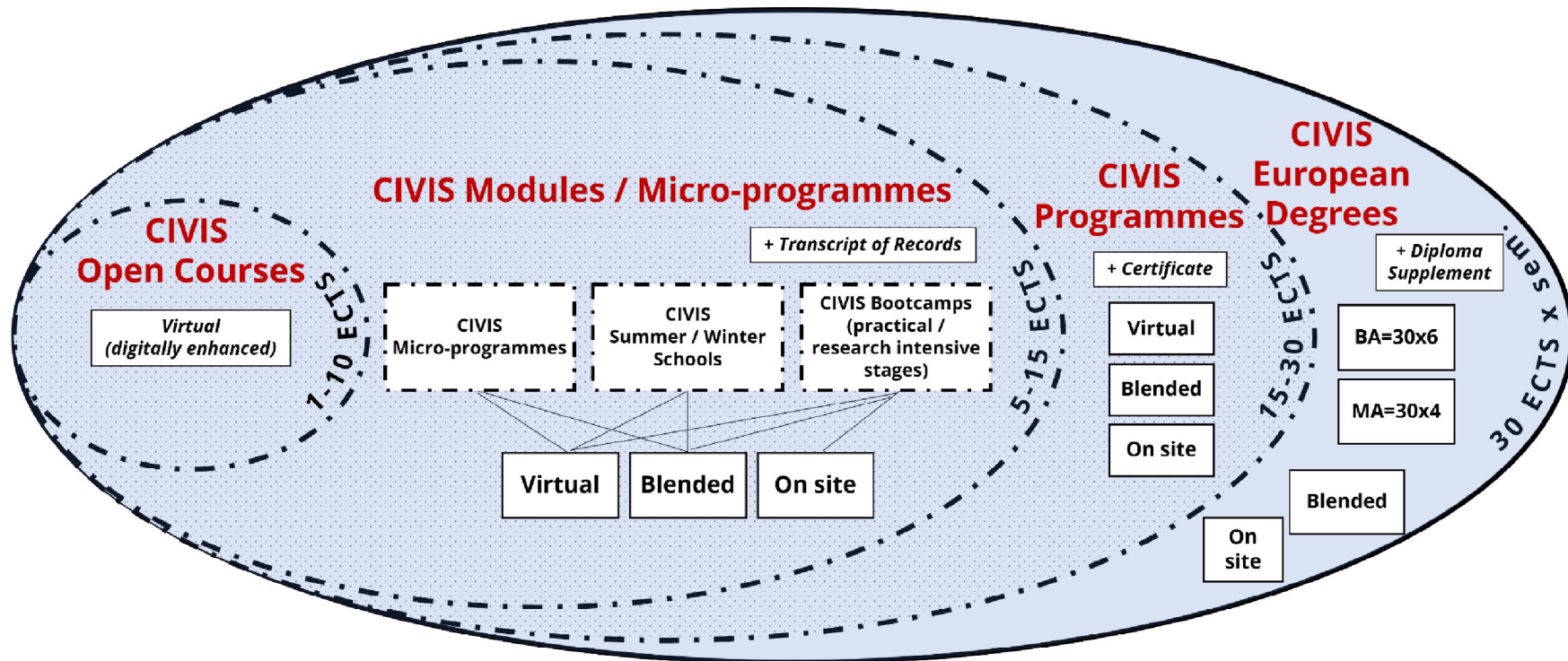
For practical reasons (linked with the CIVIS Virtual Mobility Call for Projects, of which we will refer later in the handbook) and in order to provide a clear image on the educational components that can be delivered exclusively in a virtual (digitally enhanced) format and are currently developed inside the CIVIS Alliance, from the CIVIS Curricular Diagram presented earlier, we have extracted a simplified version including only two large categories: CIVIS Open Courses and CIVIS Modules / Micro-programmes, as it can be seen below.

¹⁶ <https://ec.europa.eu/growth/tools-databases/regprof/>



CIVIS CURRICULAR DIAGRAM

PATHWAYS FOR BUILDING EUROPEAN DEGREES



CIVIS CURRICULAR DIAGRAM

PATHWAYS FOR BUILDING EUROPEAN DEGREES

	CIVIS ACADEMIC STRUCTURES	ECTS credit points	CERTIFICATION	DELIVERY MODE	RECOGNITION	MULTILINGUALISM	INNOVATIVE PEDAGOGIES		
1	CIVIS OPEN COURSES	CIVIS HUBS	Faculties/ Departments	1-10	CIVIS PASSPORT	Virtual (DE)	Full/ Partial	CIVIS Languages	CIVIS IP Inventory
2	CIVIS MODULES / MICRO-PROGRAMMES	CIVIS HUBS	Faculties/ Departments	5-15	CIVIS PASSPORT + Transcript of Records	Virtual (DE)/ Blended/ On site	Full/ Partial	CIVIS Languages	CIVIS IP Inventory
2.1	CIVIS MICRO-PROGRAMMES					Virtual (DE)/ Blended			
2.2	CIVIS SUMMER / WINTER SCHOOLS					Virtual (DE)/ Blended			
2.3	CIVIS "BOOTCAMPS" (PRACTICAL / RESEARCH INTENSIVE STAGES)					Virtual (DE)/ Blended/ On site			
3	CIVIS PROGRAMMES					CIVIS HUBS			Faculties/ Departments
4	CIVIS EUROPEAN DEGREES	CIVIS HUBS	Faculties/ Departments	30 x sem.	CIVIS EUROPEAN DIPLOMA + Diploma Supplement	On site / Blended	Full	CIVIS Languages	
4.1	Bachelor's degree					30 x 6 = 180			
4.2	Master's degree					30 x 4 = 120			

2. CIVIS VIRTUAL MOBILITY MATRIX AND DIAGRAM DESCRIPTION

Starting from a general understanding of the essential components of virtual mobility programmes, accompanied by the desire to offer simple and accessible frameworks for developing and delivering virtual mobility programmes by the four categories mentioned in the matrix above, we attach to each one of the categories above a framework that embodies the most important aspects for successfully designing virtual mobility programmes (VMs). Therefore, in the presentation framework we included: a short description of each type, paths of delivering and length, ECTS credit points for each category and formal recognition possibilities, as well each category potential of contributing in building the European degree.

Moreover, in the annexes that accompany this handbook we provide an example of a form for Call for virtual mobility form (see Annex 2), together with an evaluation framework (see Annex 3), used to evaluate the course proposals.

2.1. CIVIS Open courses

Description:

This category covers different learning experiences, courses / disciplines from each partner university's curricula, from different educational cycle (BA/MA/Ph.D.), regardless the status of the discipline (compulsory, optional), category (fundamental, specialization courses), duration (from few weeks with concentrated activities to full semester) study programme type (full time or part time). Other proposals can be new courses (free-standing courses or new courses included in the curricula) or learning experiences outside the current curricula, with the possibility of integrating them in the curricula according to national regulations.

Open courses can be organized at Bachelor, Master or Doctoral level through CIVIS Hubs, or through each partner university's Departments and Faculties. An open course can also be an individual initiative, managed by each academic according to the host university calendar and quality requirements, with minimum adaptation of current settings. The course responsible has the autonomy in proposing the academic content and the structure of the course, teaching approaches and evaluation forms, discussing them at their own faculty / department coordination level and in line with the alliance's educational strategy.

The courses can be delivered in any of the languages



present in the alliance (EN | DE | EL | ES | FR | IT | RO | SV), multilingualism being encouraged as a strategic point for the development of the project. Also, innovative pedagogies should be included in the teaching design, either from the CIVIS Innovative Pedagogy Database, or by enriching the database with new designs and propositions.

Delivery and length:

The course will be delivered online for all CIVIS students, in synchronous and asynchronous sessions. A virtual learning environment will be employed, with online lectures, evaluation, feedback and support for students' integration and for cultural exchange. The length can differ from an intensive approach, consisting in lectures, up to a full semester course.

ECTS and recognition:

The number of ECTS credit points ranges between 1 (one) and 10 (ten), being set according to the ECTS Guide, as an expression of the workload considered for the course activities. In this sense, each ECTS credit point must correspond to a 25-30 hours workload (including both the educational activities and the student independent work). The credit recognition at the student's home institution can be partial or full (according to the national legislations and the institutional practices in place), through the CIVIS Passport and the Learning Proof issued by the CIVIS Passport Platform, recording all learning activities undertaken by the students and related information.

Future development opportunities:

The CIVIS open courses can be further integrated in CIVIS Modules, such as CIVIS Micro-programmes or CIVIS Programmes, based on the ECTS recognition and the curricular design of the modules. In this sense, stackability and modularisation are some of the key features for ensuring course integration in larger curricular components.

2.2. CIVIS Modules / Micro-programmes

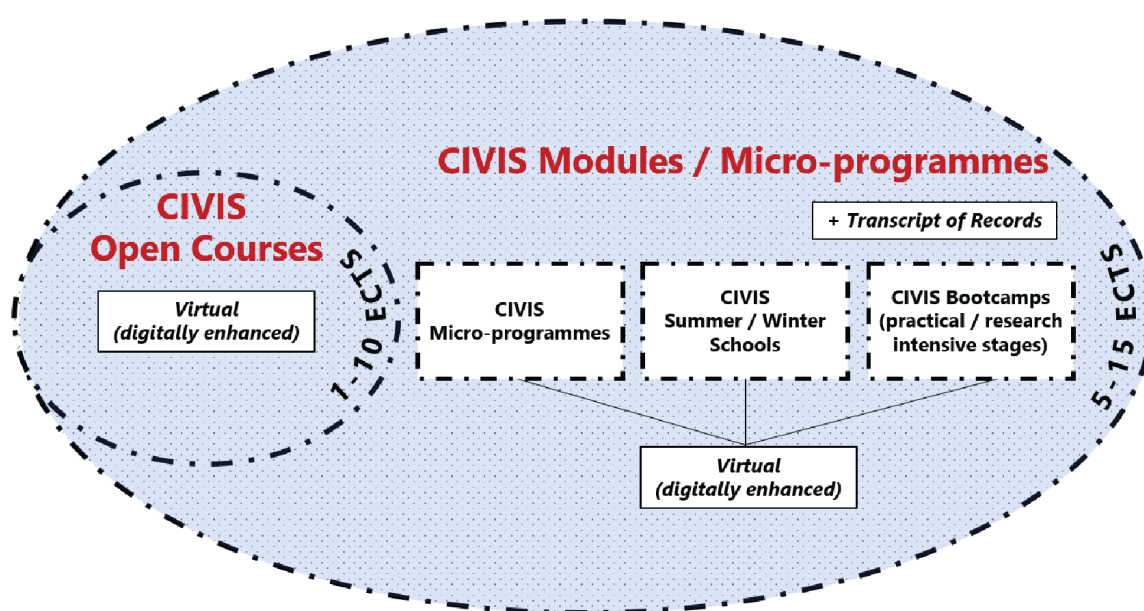
Modularisation is a priority for the European Commission and is a tool to build larger blocks of learning pathways. By using the smaller units (courses), larger blocks can be built (modules) leading to the European degrees. The modules can be offered as collaborative monodisciplinary (in one subject), extra-curricular topics (e.g., transferable skills), or as transdisciplinary coursework on a challenge-oriented theme (i.e., in the hubs). They can be in the form of regular semester coursework or intensive winter or summer schools.

Whenever possible, in the building of CIVIS Modules/ Micro-programmes, at least another CIVIS partner

or - ideally recommended - at least three CIVIS partner universities should be involved, considering geographical balance. CIVIS Modules/Micro-programmes eligible for funding are those that involve collaboration between at least three partner universities.

Each type of micro programme/module will be analyzed in the following lines, according to its peculiarities.

CIVIS CURRICULAR DIAGRAM FOR VIRTUAL MOBILITY



2.2.1. CIVIS Micro-programmes

Description:

CIVIS Micro-programmes can combine smaller units such as free-standing courses and modules, with a certification possibility. In particular, with transdisciplinary or field-specific course programmes, one can design a path for our students to follow their own interests, to deepen their knowledge in certain of the five CIVIS areas or broader and choose individually (if they want to do so), and into which fields they would like to gain a deeper insight. Micro – programmes are a viable approach to offer to CIVIS students flexible learning pathways, in the form of collaborative monodisciplinary modules (in one subject), extra-curricular topics (e.g. transferable skills), or as transdisciplinary coursework on a challenge-oriented theme (i.e. in the hubs).

Micro-programmes can be organized at Bachelor, Master or Doctoral level through CIVIS Hubs, or each partner university's Departments and Faculties. The courses and related activities can be delivered in any of the languages present in the alliance (EN | DE | EL | ES | FR | IT | RO | SV), multilingualism being encouraged as strategic point for the development of the project. Innovative pedagogies should be included in the teaching design either from the CIVIS Innovative Pedagogy Database, or by enriching the database with new designs and propositions.

Delivery and length:

The Micro-programmes can be delivered either blended or virtual, digitally enhanced. In the host university the courses can be delivered physically for its own students, but they must be part of a virtual/blended mobility for CIVIS students from other universities. The virtual mobility can be accomplished by offering lectures in an online environment (synchronous or asynchronous), feedback and support, involving host students in foreign students' integration. The length of a micro-programme is correlated with the number of the courses and with the overall organization framework. The courses can be delivered based on an intensive or modular approach.

ECTS and recognition:

The number of ECTS credit points ranges between 5 (five) and 15 (fifteen), being set according to the number of courses from the micro-programme and to the ECTS Guide, as an expression of the workload considered for each course activity. In this sense, each ECTS credit point must correspond to a 25-30 hours workload (including both the educational activities and the student independent work). The credit recognition at the student's home university can be partial or full (according to the national legislation and the institutional practices in place), through the CIVIS Passport and the Transcript of

Records, recording the list of the courses taken by students together with additional information such as passed exams, course length, number of ECTS credits gained etc.

Future development opportunities:

One micro-programme is a unit that can be further integrated in larger curricular components such as CIVIS Programmes, based on the ECTS recognition and the curricular design. In this sense, stackability and modularisation are some of the key features for ensuring course integration in larger curricular components.

Core Ideas of a micro-programme

In the next paragraphs central information about micro-programme are collected and structured, depicting the core ideas on this type of virtual mobility, including organizational/administrative issues:

- » Students gain insight into fields of research and knowledge, central to their own studies and professional capacity to act.
- » Support students' personal development and professional profile building by providing the opportunity of individual selection of focal topics / of choosing individual areas of interest.
- » Promoting the acquisition of transdisciplinary competencies by conveying general and disciplinary knowledge, completing students' individual study programs
- » Official award of credits for students' individual choices / focusses in academic topics / fields or professional competencies.
- » By cooperating with the University's lecturers / CIVIS lecturers and external specialists in their respective fields of work.

General Framework of the Certificate Programme(s):

General certificate structure: 5-15 ECTS

- » Mandatory Basic Course
- » Elective Thematic / Focus Courses

Course scope and quantity:

- » Per course (including the non-graded academic performance): 2-5 ECTS
- » Per certificate program, an average of 15-20 courses per semester can be offered
- » Students are free to choose which courses to attend within the eligible courses

Type of mobility: virtual or blended

- » Most courses are offered online or as blended learning format
- » Against the backdrop of CIVIS and the positive



experiences made, online seminar formats will be further promoted, and their number increased

Target group(s): BA, MA, PHD

Language(s):

- » The number of seminars held in English is successively expanded
- » All CIVIS languages EN / DE / EL / ES / FR / IT / RO / SV

Teaching and learning approaches: 1 to 2 strategies / approaches (selected from the IP Inventory)

Certification:

- » Credit points will be verified as part of the Supplement of Certificate (Transcript of Records)
- » CIVIS Certificates will be handed out to students as an officially acknowledged, academic program they completed.
- » CIVIS students acquire certificates by completing the certificate requirements
- » Courses having been completed at other CIVIS universities, can be accepted for certificate programs upon consultation, if they fit the certificate program's requirements

Organisational Information

Deadlines and Dates

- » Duration of the central registration period: 3-4 weeks
- » Deadline of the central registration period is about 2-3 weeks prior to the first seminars / courses
- » Lecture period can vary, according to the allocated number of ECTS credit points

Proceedings for students

- » Register on the organising universities' platform
- » Selection of courses: up to 3 courses per semester, depending on interest or certificate program; the duration of a program may be longer than one semester (depending on program, but must be finished before the regular study program is terminated)

Cooperation Opportunities within the CIVIS Network regarding Micro Credential programmes

Who is / are the Coordinator(s)?

Who are the Partners?

Possibilities for the development and recognition of joint programmes:

- » Recognition of existing programmes of partner universities: *a)* open such programmes to all CIVIS students (students from the other alliance partners join in) and *b)* finding ways to recognize

what students do at other CIVIS universities (courses completed) as part of such existing certificate programmes (if the courses fit the requirements)

- » Developing existing programs into a joint certificate programme *a)* by building on a program a partner already has jointly create new courses or contribute new courses to already existing certificate programmes and *b)* by re-designing existing programmes
- » Design new programmes.

2.2.2. CIVIS Summer / Winter School

Description:

CIVIS Virtual Summer/Winter (S/W) Schools are one of the short-term types of activities which can be organized as virtual mobility. The virtual school can either be an existing event extended/ implemented as a virtual mobility within the CIVIS alliance or a newly designed one by several partner universities. Topics, disciplines or subjects can be selected by the CIVIS universities from all domains of study, but they can also approach hub thematic areas.

CIVIS Summer / Winter School can be organized at Bachelor, Master or Doctoral level through CIVIS Hubs, or through each partner university's Departments and Faculties. The activities designed within the School will be delivered in any of the languages present in the CIVIS Alliance (EN | DE | EL | ES | FR | IT | RO | SV), multilingualism being encouraged as a strategic point for the development of the project. Innovative pedagogies should be included in the teaching activities, either from the CIVIS Innovative Pedagogy Database, or by enriching the database with new designs and propositions.

Delivery and length:

The Summer/Winter School are delivered both virtual or blended, and are short-term types of activities. The activities included in the S/W School Agenda can be delivered physically for the host's university students (a host university is the university which coordinates a specific activity established in the School Program/ Agenda) and virtual/blended for CIVIS students from the other universities. An intensive approach for carrying out the educational activities included in the Summer/Winter School schedule is recommended.

ECTS and recognition:

The number of ECTS credit points ranges between 5 (five) and 15 (fifteen), being set according to the ECTS Guide, as an expression of the workload considered for the School activity. The credit recognition at the student's home university can be partial or full (according to the national legislation and the



institutional practices in place), through the CIVIS Passport and the Transcript of Records, recording the activities carried out during the Summer/Winter School.

Future development opportunities: The Summer/Winter school is a smaller unit which can be further integrated (totally or partially) in CIVIS Micro-programmes/Modules, or CIVIS Programmes based on the ECTS recognition and the curricular design.

2.2.3. CIVIS “BOOTCAMPS” (practical / research intensive stages)

Description:

Research Activity / Practice requirements are compulsory in many programmes of study, starting from Bachelor up to PhD level and a number of ECTS are usually assigned. Moreover, students at all levels are interested in extending their experience in additional /optional research practice or internships. Such virtual mobility possibilities can be associated with existing study programmes or with research and innovation activities within research groups of the CIVIS universities. Depending on the level of study, the virtual research activities / internships can be research / innovation-oriented (addressing to a restricted number of students, depending on the theme) or research-informed / learning-oriented (addressing mainly to bachelor students and sometimes appropriate to larger groups of students). The virtual mobility can cover several weeks of intensive activities (as for example during summer break of students), or it can be spread over one semester.

CIVIS “BOOTCAMPS” can be organized at Bachelor, Master or Doctoral level through CIVIS Hubs, or through each partner university’s Departments and Faculties. The activities can be delivered in any of the languages of CIVIS Alliance (EN | DE | EL | ES | FR | IT | RO | SV), multilingualism being encouraged as a strategic point for the development of the project. Also, innovative pedagogies should be included in the teaching activities, either from the CIVIS Innovative Pedagogy Database, or by enriching the database with new designs and propositions.

Delivery and length:

CIVIS “BOOTCAMPS” corresponding activities can be delivered physically (on site) in the host university for its own students but they must be part of a virtual / blended mobility for CIVIS students for the other universities. The virtual mobility can be accomplished by offering online synchronous and asynchronous sessions, workshops, lectures, ensuring online feedback and support, involving host students in foreign students’ integration. The length will differ according to the activities (type and number) planned for a bootcamp.

ECTS and recognition:

The number of ECTS credit points ranges between 5 (five) and 15 (fifteen), being set according to the ECTS Guide, as an expression of the workload considered for the activities in the bootcamp. In this sense, each ECTS credit point must correspond to a 25-30 hours workload (including both the educational activities and the student independent work).

The credit recognition at the student’s home university can be partial or full (according to the national legislation and the institutional practices in place), through the CIVIS Passport and the Transcript of Records, recording the activities carried out by students during the bootcamp.

Future development opportunities:

The CIVIS “BOOTCAMPS” is a smaller unit which can be further integrated (partial or full) in CIVIS Micro-programmes/Modules, and CIVIS Programmes, based on the ECTS recognition and the curricular design of the modules. In this sense, stackability and modularization are some key features for ensuring course integration in larger curricular components.

3. VIRTUAL MOBILITY CALL AND EVALUATION

Aiming to increase mobility among its students and staff members, promoting CIVIS values, and cultivating innovation in all addressed areas the CIVIS Alliance is building its first virtual mobility educational offer designing different types of virtual mobility from those presented above. With the scope of facilitating collection of VM, centralizing and then making them available to the interested parties, a call for Virtual Mobility is proposed and launched.

This section is presenting the main characteristics of a call for virtual mobility using the current launched call for VM as best practice example.¹⁷

3.1. Call description

The call must offer a comprehensive description on the virtual mobility, procedures and incentive (if applicable) in order to facilitate the participation of CIVIS members and to enhance collaboration between universities. Mainly, in the structure of a call, several information must be included:

- » brief description of the virtual mobility concepts,
- » organizational issues and headlines in designing the proposals;
- » specific call requirements;
- » the submission process;
- » evaluation (process and specific criteria) of the proposed programmes
- » budget allocation (if applicable).

Once the call is launched, it is recommended to organize workshops for academics and administrative staff in order to promote the call and VM Programmes, offering support and feedback and clarifying the entire process. The workshops can be opportunities for interested people to meet and establish first contacts for further partnerships.

3.2. Scope and objectives

The purpose of the CIVIS Call for Virtual Mobility (VM) is to enhance collaboration among the partner Universities of the CIVIS alliance, bringing together their scholars and students. Accordingly, the principal aims of the CIVIS VM are:

- » to increase student mobility,
- » to offer mobility opportunities for all students, including those unable to participate in traditional

(physical) mobilities, increasing inclusiveness,

- » to increase the recognition of our partner institutions among our students and academic staff,
- » to offer a concentrated educational experience over a short period of time, including some practical work, or in the case of micro-programmes over a longer period which may be flexible but must be ended before the regular course of studies
- » to promote the exchange of knowledge, ideas, and discussions on specific topics, instigate new thoughts and animate debates,
- » to expose students to the academic and cultural experience of other universities and to combine theory and practice,
- » to cultivate an international mentality among students,
- » to create bonds among partner institutions, academics, and students, offer networking opportunities,
- » to support structuring learning / research collaboration or strategies, and
- » to promote the CIVIS brand among the academic community of the alliance.

3.3. Target group

Virtual mobility may be organized independently by any Faculty / School / Department of the CIVIS Alliance Universities, at Faculty / School / Department level, collaboration being encouraged (wherever possible, at least another CIVIS partner university or – ideally recommended – at least three CIVIS partner universities should be involved, considering geographical balance).

Each CIVIS university can organize VM programmes starting from a CIVIS open course or can collaborate with other partner universities to develop CIVIS Modules/Micro-programmes, in which case it becomes a coordinating university.

CIVIS Modules/Micro-programmes can be eligible for funding if their development and implementation involve collaboration between at least three partner universities. The budget and specific conditions for funding must be clear and mentioned in the call.

Teachers, administrative staff and students from different universities will collaborate, study and work together in different virtual mobility programmes, inside the framework of the CIVIS Alliance.

3.4. Submission process and tools

The call is published on the CIVIS Website, and the data provided by partner universities are collected using an online form. The UB will coordinate the task and is responsible for the final reports.

The submission(s) can be done by the leading Faculty / School member of the CIVIS University organising the VM programme.

¹⁷ <https://civis.eu/> CIVIS Virtual Mobility Call



The submission(s) are stored online, in the database provided by the project technical team and can be accessed using credentials (username and password) by the administrators and UB representative as coordinator.

After evaluation, the approved submissions will be sent for dissemination and published on a dedicated website section, ensuring VM programs visibility.

The delivery of the VM programmes will be fully coordinated by the organising university / universities, and will be managing the registrations and application process for the courses they host. Reporting data of running programmes will be sent to each partner VM-TF representatives and UNIBUC will collect and prepare final reports. The Flowchart (see Annex 4) shows how the call and submissions are managed. The flowchart applies to open courses and other types of modules.

Virtual mobilities can cover up to one semester, but there are also short term mobilities or intensive activities, covering one or two weeks (VM1 – CIVIS Open Courses, VM2.2 – summer / winter schools), longer ones, up to one semester (VM2.1. CIVIS Micro-Programmes) or spreading over semester breaks (VM 2.3 – CIVIS “BOOTCAMPs” (practical / research intensive stages). Therefore, the call can remain open throughout the project.

The form that accompanies the Call description (see Annex 2 for the call form) is accessible online, after the registration on the website. There are four distinctive sections in the form’s structure:

- » Information about the applicant: name, affiliation, position and contact;
- » Details about the virtual mobility proposition: title, thematic area(s), VM type, general description, teaching and learning approaches, qualification objective, prerequisites (if applicable), target group(s), Graduation requirements;
- » Other details and organizational issues: CIVIS Partners (if applicable), credit points, course language, general organization, type of mobility, time & location, number of participants, recommendation, registration, other partner(s), name of lecturer(s);
- » Additional information: in this optional section any relevant document can be uploaded.

3.5. Virtual mobility proposals’ evaluation

All submitted virtual mobility applications undergo an evaluation process and an evaluation framework has been discussed and approved by the CIVIS Steering Committee. Within the evaluation framework, procedural aspects are presented, evaluation criteria are classified and explained.

A database with evaluators from all universities from the Alliance must be created and each submission

must be evaluated by two evaluators from a different university than the applicant (and partners, if applicable).

After each evaluation, a Report on Virtual Mobility Evaluation (see Annex 3 Evaluation Criteria Report) will be filled in for each submitted proposal, by the allocated evaluators. The evaluation process for the current call on virtual mobility has a simplified procedure for the Open courses category.

Considering that this type of VM does not have an allocated budget, the evaluation will focus on formal criteria and to validate the affiliation of the academic making the proposal.

REFERENCES

1. Altbach, P.G. & Knight, J. (2007) The Internationalization of Higher Education: motivations and realities, *Journal of Studies in International Education*, 11(3-4), 290-305. <http://dx.doi.org/10.1177/1028315307303542>
2. Attwell, Graham. (2007). The Personal Learning Environments – the future of eLearning?. *eLearning Papers*, 2(1).
3. Barrioluengo, S. M., & Flisi, S. (2017). Student mobility in tertiary education: institutional factors and regional attractiveness. Luxembourg: Publications Office of the European Union. DOI: 10.2760/675338.JRC108895.
4. Bates, A. W., & Poole, G. (2003). *Effective Teaching with Technology in Higher Education: Foundations for Success*. San Francisco: Jossey-Bass Inc.
5. Berge, Z. L. (2013). Barriers to communication in distance education. *Turkish Online Journal of Distance Education – TOJDE*, 14(1), 374-388.
6. Bijnens, H., et al (eds). (2006). *European Cooperation in Education through Virtual Mobility: A Best-Practice Manual*. Heverlee: EUROPACE IVZW.
7. Bruhn-Zass, E. (2017). Towards A Framework For Virtual Internationalization. *International Journal of E-Learning & Distance Education*.
8. Ciolan, L., Iucu, R., Nedelcu, A., Mironov, C., & Carțiș, A. (2021). Innovative Pedagogies: ways into the Process of Learning Transformation. CIVIS. <https://civis.eu/storage/files/innovative-pedagogies-ways-into-the-process-of-learning-transformation.pdf>
9. Commission of the European Communities. *Green Paper: Promoting the learning mobility of young people*. Brussels: COM(2009). Available at: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0329:FIN:EN:PDF>
10. European Commission, EACEA, & Eurydice. (2018). *The European Higher Education Area in 2018: Bologna Process Implementation Report*. Publications Office of the European Union.
11. European Commission. (2015). *ECTS Users' Guide 2015*. Publications Office of the European Union. <https://doi.org/10.2766/87192>.
12. Gea, M. & Arenas, B. & Montes, R. & Luigi Di Stasi, L. (2009). *Web 2.0 for Mobile Students: Informal Learning through Storytelling Approaches*. EDULEARN'09: the International Conference on Education and New Learning Technologies. Barcelona 2009.
13. Kompen, R.T., Edirisingha, P., Canaletta, X., Alsina, M. and Monguet, J.M., Personal learning environments based on Web 2.0 services in higher education. *Telematics and Informatics.*, 38, 194-206 (2019).
14. Marek, T., Karwowski, W., Frankowicz, M., Kantola, J., & Zgaga, P. (eds.). (2014). *Human Factors at a Global Society: A System of Systems Perspective*. New York: CRC Press – Francis & Taylor Group.
15. O'Dowd, Robert. (2017). Virtual Exchange and internationalising the classroom. *Training Language and Culture*. 1. 8-24. 10.29366/2017tlc.1.4.1.
16. Reese, S. (2015). Online learning environments in higher education: connectivism vs. dissociation. *Education Information Technology*, 20(3), 579-588. DOI: 10.1007/s10639-013-9303-7.
17. Sahasradubhe, S., Shaikh, N., & Kasat, K. (2020). Internationalisation of higher education – Necessity to adapt to new forms of engagement for ensuring sustainability?. *Journal of Statistics and Management Systems*, 23(2), 431- 444. <https://doi.org/10.1080/09720510.2020.1736328>
18. Sancho, T. & de Vries, F. (2013) Virtual Learning Environments, Social Media and MOOCs: key elements in the conceptualisation of new scenarios in higher education. Special Issue: Opening Up Education: the challenges for institutions offering online and blended learning. *Research Papers from the EADTU conference 2013*. *Open Learning*, 28(3), 166-170.
19. Starke-Meyerring, D., & Wilson, M. (2008). Learning environments for a globally networked world: Emerging visions. *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*, 1-17.
20. Tadeusz, M., Waldemar, K., Marek F., Jussi K., Pavel Z. (ed.) (2014). *Human Factors of a Global Society: A System of Systems Perspectives*, New York: CRC Press Taylor & Francis Group.
21. Trondal, J. (2010). Two worlds of change: On the internationalisation of universities. *Globalisation, Societies & Education*, 8(3), 351-368. doi: 10.1080/14767724.
22. Ubachs, G., & Henderikx, P. (2018). *EADTU Mobility Matrix*, (pp. 26). Maastricht, NL: EADTU. Retrieved from <https://tinyurl.com/EADTU-mobility-matrix>
23. Vassiliou, A. (2012) The Role of Open and Flexible Education in European Higher Education Systems for 2020: new models, new markets, new media. Paper presented at EADTU 25th anniversary conference, 27 September, in Paphos, Cyprus. http://europa.eu/rapid/press-release_SPEECH-12-658_en.htm



03

1. Annex I. Best practices in virtual mobility within CIVIS partner universities
2. Annex II. Virtual mobility call - application form
3. Annex III. CIVIS evaluation report on call for virtual mobility
4. Annex IV. CIVIS VM call flowchart

ANNEX I BEST PRACTICES IN VIRTUAL MOBILITY WITHIN CIVIS PARTNER UNIVERSITIES

1. AIX-MARSEILLE UNIVERSITÉ (FRANCE)

1.1. Collaborative Inquiry-Based Learning Environment (CIBLE)

Faculty: Faculty of Science

Virtual mobility type: Long term | Formal | Online

Brief description: Designing a protocol

Students are asked to design an efficient protocol either to characterize a simple optical instrument or to carry out any measurement (e.g., gravity g on earth, or something even easier, like the radius of a tennis ball).

They work in groups of 4-5 people and try to define the characteristics of an efficient protocol” (including financial and time cost, eco-friendliness, ease of execution, know-how and expertise needed, accuracy, fairness, reproducibility, etc.). Students will be given appropriate reading in preparation for this discussion

The groups must explain their choices among all the protocols they imagined and give their solutions in a lab report (or a paper). This activity exists in French for students living away from Marseilles and/ or who are employed (e-learning). It also exists face to face in English, as part of English sessions for undergraduate students.

A list of protocols is provided, and a choice must be made among them, a jigsaw puzzle student working group method is preferable (exists in French in “methodology”).

This module is scalable, depending on the difficulty and complexity of the measurement or characterization described in the statement.

General description

- » Session 0: Define what the characteristics of an efficient protocol mean. Set up an evaluation grid; prioritization of criteria; justifications - choice of the grid for the whole class.
- » Session 1: Roles are given to each participant. Exchanges of individual work of imagined protocols; assess critically each suggestion - co-construction of protocols within a group
- » Sessions 2 & 3: Written description of each protocol. Adjustments after trying home-feasible protocols.
- » Session 4: Grading (justifying) each protocol.

- » Session 5: Roleplay to describe, defend, justify the “best found protocol” for the other groups. Paper like presentation with figures / tables / captions of the “best” protocol.
- » Session 6: Feedback of protocols carried out by groups which were not authors of them.
- » Session 7: Roleplay of “experts”, to define the “best” protocol among those presented in sessions 5 and 6; what could be further improvements? Assessment of the module.

Learning Objectives:

Ability to design a relevant experiment to tackle a problem / measure.

- » Can define priorities in designing a reliable experiment that solves the problem.
- » Can make a judgment about the results of the experiment.
- » Can choose a productive mathematical procedure for solving the experimental problem.
- » Can determine specifically the way in which assumptions might affect the results.
- » Is aware of the link between protocols and accuracy of measurements.
- » Can write properly and scientifically a numerical value (relevant number of significant figures).
- » Can write and draw precisely about an experimental protocol.

Ability to collect and analyse experimental data

- » Can identify sources of experimental uncertainty.
- » Can evaluate specifically how identified experimental uncertainties may affect the data.
- » Can describe how to minimize experimental uncertainty and do it.
- » Can record and represent data in a meaningful way.

Ability to communicate scientific ideas

- » Can communicate the details of an experimental procedure clearly and completely.
- » Can communicate the point of the experiment clearly and completely.
- » Ability to work in groups for a long-term project
- » Long term objective: reflection on the Nature of Science debate

Bottlenecks, languages

French students in science are facing difficulties with English language (spoken and written). The exchanges with students of other CIVIS partners at the same level of education, will be in English. A pilot project in physics or in methodology could be carried out (undergraduate level). Could be implemented to



other science departments.

Some obstacles can be expected:

- » Finding of local persons responsible to manage this activity in the other CIVIS universities.
- » Level of English
- » Technical hitches
- » Organizational challenges (schedules)
- » Confusion as to shared objectives

Pilot period: Obstacles must be seized as opportunities to fine-tune the design of the sequence: learning activities, technical needs / challenges, clarification of objectives (CIVIS co-construction)

Opportunity to train others: No training is needed for scientific teachers unless he / she prefers using the jigsaw puzzle method (not mandatory at all) but does not know how to proceed. Training needed for language teachers.

- » 12-18 months needed to perfect the sequence before training
- » Training in the use of inquiry-based learning
- » Training in the use of online, collaborative resources

Contact

- » Gabrielle **REGULA** (Associate Professor | Physicist): gabrielle.regula@univ-amu.fr
- » Tracy **BLOOR** (Lecturer | English Language Teacher): tracy.bloor@univ-amu.fr

1.2. Sustainable Development / Gender Equity / Non-Discrimination (SuDGEND)

Faculty: all faculties in Aix-Marseille Université

Virtual mobility type: Long term (2 months) | Informal (possibility to use badges) | Online

Brief description: Projects carried out by groups of 4-5 students from at least three different universities on either sustainable development or gender equity and discrimination issues. All communication tools can be used to manage the projects. The teachers become counsellors of each group throughout the student group project. The groups are made of persons studying in different academic fields, at different levels of education. They put in common their various skills to reach the goal(s) of their project. Actions are designed and carried out to raise self-awareness or to think about these themes or help tackling specific situations. Actions can be conducted within or outside universities and some of them can be chosen by the students thanks to the presence of local associations.

Actions are mainly making 5 minutes short movies, holding conferences or small workshops in high

schools for education about these topics, working on social medias (writing blogs, posting advices or counselling on Instagram, designing games, playing serious game, etc.), drawing cartoons, preparing and managing street exhibitions, sharing their own experiences about the topics. Their projects can be valued either on their CVs, and / or by a bonus mark (e.g. formal, and optional in AMU). For example, in AMU (having about 75k students), the number of students each semester is around 100.

Impacted (learning) results: Understanding of the concept of sustainability and discrimination mechanisms; all skills related to works in groups using digital networking tools are developed; improvements in the knowledge of how other countries manage the issues of sustainable development and gender inequalities and other discriminations; improvement in foreign languages.

Bottlenecks, language: No problems to develop SuDGEND in CIVIS universities and beyond, regardless the possible (but not mandatory) status change from informal to formal, the settling of a common CIVIS evaluation grid in agreement with the objectives and the finding of local persons responsible to manage this activity in the other CIVIS universities.

Opportunity to train others: A ready-to-go “micro-module” (2 to 6 h courses) for any interested CIVIS university could be provided in English within a year as a starter.

Contact

- » Mariane **DOMEIZEL** (Professor in Chemistry | Vice-President in Sustainable Development): mariane.domeizel@univ-amu.fr
- » Isabelle **RÉGNER** (Professor in Social Psychology | Vice-President of Gender Equality & Anti-Discrimination): isabelle.regner@univ-amu.fr
- » Gabrielle **REGULA** (Associate Professor | Physicist): gabrielle.regula@univ-amu.fr



2. EBERHARD KARLS UNIVERSITÄT TÜBINGEN (GERMANY)

2.1. Teacher Training for Higher Education: Developing and Implementing e-Assessments

Faculty: Centre for Teaching and Learning – part of Division III, Academic Affairs

Brief description: We have been working with different online settings for the last ten years: blended learning, webinars, online courses. The course / online module described here was developed in cooperation with two other universities (Stuttgart and Hohenheim) and is open to university teachers in the federal state of Baden-Württemberg where we have 9 universities altogether.

There are two important general objectives in this context:

- » flexibilization / diversification of teacher training. University teachers can continue their qualification programme when they are abroad or concerned with other obligations.
- » (new) media as a part of teaching and of qualification. Teachers can get to know different online scenarios. They gain experiences as participants and transfer their learnings into their own teaching.

Methodology: Asynchronous setting, synchronous elements at the beginning and/or at the end of the course. Provided material shows the variety of e-assessments, basics about constructive alignment. Six assignments around the planning, concept, and implementation of e-assessments. Peer feedback and expert feedback.

Impacted (learning) results: Knowledge about e-assessments and how to use them. Taking over a participant's perspective – transfer it to their own teaching. Interdisciplinary exchange.

Language: Adaptation and English translation possible.

Opportunity to train others: It would be a good possibility to have an exchange in the international CIVIS context.

Contact:

Andrea FAUSEL: andrea.fausel@uni-tuebingen.de

3. UNIVERSIDAD AUTÓNOMA DE MADRID (SPAIN)

3.1. Erasmus+ Virtual Exchange (EVE)

Faculty / domain: Arts and Humanities / English Studies

Brief description: Participants in this initiative are students of English from Autónoma University of Madrid and Clermont Auvergne University, and students of Spanish from the University of Limerick who work collaboratively to improve their foreign language and intercultural skills.

The six-week exchange engages participating students in partnerships to carry out five tasks that involve introducing themselves using Padlet, three oral tasks in which they discuss in pairs, via Hangouts or Skype, specific cultural topics included in the syllabus for their respective courses and a self-reflection video.

The cultural topics are first discussed in class with the teacher and classmates and then outside the classroom with the virtual partner in order to explore their cultural differences and whether these were reflected in their partners' and their own perceptions of the same topics.

Finally, the last task is a self-reflection video in which the students elaborate on the different aspects they have learned and the competences they perceive they have improved throughout the experience. In addition to these tasks, the students participate in a session mediated by the European Commissions' EVE facilitators (https://europa.eu/youth/erasmusvirtual_en).

Each institution's course has been hybridised to allow full integration of the VE within the learning objectives and summative evaluation components, as well as recognition of VE participation via ECTS credits.

To assess the students, the three partner teachers aligned their summative evaluations so that the student partners had similar tasks as well as specific grade weights attached to them. As a result, we hoped to encourage engagement in the VE (see Table 1).

Students who completed all tasks and participated in the mediated session were granted an Open Badge (digital badge) by the European Commission's EVE project as recognition of participation in the project to be included in their European Passport.

In addition to the teachers' assessment of the students, and the students' videos of self-reflection, data was gathered through pre and post-tests to carry out research on the effectiveness of this innovative pedagogy.

	UAM	UCA	UL
Number of ECTS credits	50% component of a 6-credit module	50% component of a 3-credit module	25% component of a 6-credit module
Screencast of best interaction	40%	40%	50%
Video self-assessment and feedback on exchange	30%	20%	50%
Other	30% topic-related vocabulary for in-class discussion	40% self-assessment task based on screen casts of interactions	n/a

Table 1. Course assessment for each institut

Findings suggest that, in addition to improving their language and intercultural skills, the students also developed their creativity, teamwork, sense of responsibility towards the tasks and autonomy. Other gains also include enhanced self-esteem and confidence when speaking in the foreign language. These findings have been recently published by the European Commission’s EVE project (Vinagre, Wigham & Giralt, 2020). Previous findings of this initiative’s effectiveness can also be found in numerous publications: Oskoz & Vinagre (2020); Vinagre & Corral (2019); González-Lloret & Vinagre (2018); Vinagre & Suárez (2018) to mention the most recent ones. Further indicators of VE’s effectiveness are suggested by the fact that UAM (Dr. Vinagre) secured funding for a three-year National Research Agency project to analyse and assess the effects that integrating VE as an innovative teaching method can have on the development of key competences for employability in Higher Education. This project engages over 20 researchers in 6 countries.

Impacted (learning) results: Research on VE has shown its potential to support learner autonomy (Little, 2016), foster language awareness and accuracy (Sauro, 2009), and develop higher order thinking skills (von der Emde et al, 2001). This initiative also seems to be suited to developing learners’ socio-pragmatic skills, intercultural competence (Ware, 2013), electronic literacies (Hauck, 2010), and multiple literacies (Guth and Helm, 2011). More recent findings by the research team led by Dr. Vinagre support these findings and suggest that VE can develop social skills (García Esteban, 2014; Gonzalez-Lloret and Vinagre, 2018; Vinagre and Corral 2018), foreign language competence (Bueno-Alastuey and López-Pérez, 2014; González-Lloret, 2011; Llopis and Vinagre, 2014), digital competence (González-Lloret, 2013), telecollaborative skills (Vinagre, 2015; 2017), intercultural competence (Alonso and Vinagre, 2017; Vinagre, 2016a) and key competences for life-long learning (Vinagre, 2016b).

Language: The languages used in the exchange described above included English and Spanish; However, any other language can be used in VE and currently, two colleagues in the German and French Departments have become involved to integrate VE in their lessons. Moreover, a K226 project has just been submitted by UAM (Dr. Vinagre) in which English, Spanish, French, German, Greek and Polish will be used as VE languages.

As regards internalization and inclusion, this initiative is an excellent opportunity for students who cannot enjoy a study abroad stay due to either physical, personal, or economic reasons to experience virtual mobility from home.

Virtual mobility: This pedagogy engages students and academic staff in virtual mobility. By integrating VE in courses (either face-to-face or online), all participating students can experience virtual mobility.

Opportunity to train others: This case is easily adaptable to a module for staff training in the future program of Advanced Studies. Given the aforementioned encouraging findings and, endorsed by the European Commission’s interest in integrating this innovative pedagogy into all disciplinary areas, training for staff and support regarding all aspects of VE implementation can be provided to participants ensuring sustainability for the duration of the project.

Professor Margarita Vinagre has been training teachers on VE for the last 20 years, both in Spain and abroad.

Contact

Margarita **VINAGRE** (Associate Professor | English Philology): margarita.vinagre@uam.es



3.2. Training academic staff with blended and online courses

Faculty: Teaching and Innovation Program

Virtual Mobility: Courses are delivered in several formats: MS Teams, Moodle or online (SPOC).

- » Microsoft teams, free for educational institutions, provides an online classroom that brings together virtual face-to-face connections, assignments, files, conversations, or tutorship accessible on mobile, tablet or PC.
- » Moodle is used at the University as a learning management system (LMS) to enhance the quality of teaching and learning: spaces for discussion, assignments, forum, blogs, etc.
- » SPOC or Small Private Open Course

Brief description: The University adopts an institutional approach to ensuring teaching staff to have access to high quality teaching and learning training programmes. As we are experimenting with extraordinary new circumstances, specific courses oriented to enhance teaching skills in innovative pedagogies and student learning are also offered in different formats.

Two types of courses have been set to support teaching staff: blended learning (combining online learning with face-to-face learning) and on-line courses (SPOC).

List of ongoing online courses offered to improve teaching

Recursos educativos audiovisuales: tratamiento de imágenes, captura de pantalla y edición de vídeo

“Edition of audiovisual resources for education: image, screencast and video” SPOC

<https://uamx.uam.es/courses/course-v1:UAMx+EdicAudiov+2020/about>

La proyección de la voz: Uso y cuidado de la voz en el aula / How to use your key resource: your voice (Microsoft TEAMS)

Advice for teachers on voice care, including spotting problems, simple preventative measures and information on projection and breathing techniques. This course supports in dealing with poor acoustics or loud noise in class or how to project your voice.

El respeto al derecho de propia imagen por el profesorado y el estudiantado / Images copyright and fair use laws in a university context (Microsoft TEAMS)

Images copyright and fair use laws in a university context. The introduction of the General Data Protection Regulation (GDPR): new challenges experienced in the education sector. As on-line and

remote learning are proliferating it is necessary to support teachers on legal issues: digital educational materials and resources, filming or taking pictures of student work, etc.

Formación en red / How to use genially (Microsoft TEAMS)

How to use this web-based tool to create animated and visual infographics, interactive presentations, gamification, quizzes, etc.

Competencia digital del profesorado universitario. Creación de Recursos Educativos Digitales / Digital Competence in Teacher Education. Creation of digital educational resources (ONLINE (SPOC)).

The ability to use technology effectively is considered a key competency in the 21st century. This course allows the University to identify teachers' level of digital competences and create new courses for integrating digital competence in teacher education to transfer the best practices. It is important to integrate digital literacy in the curricula of educators in diverging ways and ensure that they get the adequate training and motivation to meet new educational challenges. The first step is to know the perceptions of educators about their teaching digital competences: to surface for teachers what they already know. The second step involves identifying key features of effective teaching and learning practices.

Impacted learning results: Creating Effective Teaching and Learning Environment

Besides traditional physical courses, being able to offer blended learning and on-line courses favoured the access to an ample spectrum of teachers. The course 'Digital Competence in Teacher Education' had 366 teachers enrolled in the first edition.

Language: The use of different platforms is ideal to provide a multilingual environment where educators can have access to a wide variety of resources. This can provide a more immersive experience, allowing a truly multilingual approach to the materials and professors.

Opportunity to train others: UAM Continuous Innovation Program can provide an increasing number of online and blended learning courses at different stages of the teacher education program (from beginners to seniors).

Contact

- » Continuous training of teaching: formacion.docente@uam.es
- » Sylvia GIL CONDE (Associate Professor at the Department of Private Economic and Social Law: Mercantil Law): sylvia.gil@uam.es
- » Germán MONTORO MANRIQUE (IT Senior Lecturer): german.montoro@uam.es



3.3. Organ Transplantation: Ethical and Legal Challenges

Faculty: Faculty of Law | Faculty of Medicine

Virtual Mobility: Blended Learning with MOOC

This MOOC could be shared with other institutions that collaborate with edX platform (multi-campus). The MOOC, freely available to the international community, could also be employed by instructors in their undergraduate courses as blended learning tools.

Brief description: As a result of the collaboration UAM - edX, we are offering 18 different MOOC and developing new courses in very diverse areas. In the course we assess the ethical and legal challenges posed by organ transplantation.

The aim is to:

- » Understand the current ethical and legal challenges raised by organ transplantation.
- » Grasp the clinical circumstances surrounding organ transplantation that explain those ethical and legal conundrums.
- » Learn the legal and institutional frameworks that enable the practice of organ transplantation in different countries.
- » Apply the bioethical principles to the domain of organ transplantation.

Throughout the course, students will be acquainted with the ethical and legal complexities and challenges of organs' transplantation. The purpose of this MOOC is to explain the problems involving this topic by means of the video-lessons and the bibliography that have been selected.

The structure is as follows:

- » Each unit comprises a video-lesson in which we unfold the contents in different subunits.
- » Additional materials – flux diagrams, schemes, clips, interviews, or historical documents– summarize what is most important in the unit and will help students in contextualizing the topics that are tackled.
- » Attach bibliography that is required to read for a better grasping of the contents of the lesson.
- » At the end of each unit, a multiple-choice test will let students know how they are progressing in the understanding and learning processes.

To obtain the course's certificate a final exam, which covers all the contents of the course, is compulsory.

Impacted learning results: This course is easy to implement and with a direct impact on the students of the participant countries. As the course is a self-paced format, all the content of the course is available from the beginning and students can go at their own pace.

One of the advantages of this technology (edX platform) is how easily it can reach many students and adapt to their environment and necessities. The MOOC has 1200 students enrolled.

Language: The use of these platforms is ideal to provide a multilingual environment where students can have access to international resources. This can provide a more immersive experience, allowing a truly multilingual approach to the materials and professors.

Moreover, it is possible to have part of the information in one language (i.e. audio) and other parts in a different language (i.e. transcriptions).

In this third edition of the MOOC, this course is fully bilingual in English and Spanish, so a student may follow the video-lessons with English subtitles.

Opportunity to train others: UAM is now ready to offer some of these courses if new courses to other students and academics.

Moreover, it counts on several online courses oriented to teach new educators how they should design and implement new online courses, having in mind the diverse aspects involved in these innovative methodologies.

Contact:

- » Pablo **DE LORA** is Professor of Legal Philosophy at the School of Law of the UAM. His research interests lie at the intersection between Law and Bioethics. He has published many journal articles and several books on those topics. He has recently been Visiting Professor at Harvard University and Rutgers University (Camden): pablo.delora@uam.es
- » Alicia **PÉREZ BLANCO**, M. D., Ph. D., specializes in critical care. She works at the critical care unit of the Hospital de la Princesa (Madrid). She has acted as a transplant coordinator and currently serves as a member of the Ethics Committee of the Hospital de la Princesa. She has written several articles on the bioethical aspects of donation after cardio-circulatory death and has presented at several academic and professional meetings.

3.4. Blended learning with SPOC: Basic economic concepts

Faculty / domain: Facultad de Filosofía y Letras | Faculty of Economics and Management / International Studies

Virtual Mobility: SPOCs can be shared with other institutions that collaborate with edX platform (multi-campus). This platform provides extra functionalities that may be very useful in a virtual mobility context. For example, one option available in edX is to ask for (short) writing essays, as a peer assessment, where students perform assessments of responses submitted by other learners in the course.

Students from different classes and universities involved in the same SPOC can complete the assignment and assess peer responses and present or discuss their papers in a videoconference (breakout-rooms), blog or chats. As a result, virtual mobility, and communication skills in English (or other languages) can be accomplished.

Brief description: Since 2014, UAM has been a partner of the edX platform. As a result of this collaboration UAM has been developing an open-source platform based on edX to offer MOOCs and Small Private Online Courses (SPOCs hereafter). Currently UAM offers 17 different SPOCs and is developing new courses in several faculties for undergraduate and master's degrees. All SPOCs are currently in Spanish; however, UAM plans to translate – or produce – some of them into English.

As our recent experience shows, SPOCs offer new synergies based on blended learning strategies and improve students' outcomes.

We present one entitled: “Basic economic concepts”. This SPOC has its origin in a need detected in the classroom by means of surveys carried out in the 2014 / 2015 academic year in different undergraduate's degrees at UAM. The analysis of the data revealed a deficit of understanding and / or integration of fundamental economic concepts that frequently appear in various contexts (press, academic papers, textbooks, technical reports, ...) and subjects of the curricula of many degrees taught in different faculties on campus. Such concepts refer, for example, to what is and how to compare wealth, income, prices and inflation, economic growth, development, inequality, economic divergence, demographics, etc.

The main objective of the SPOC was to meet this need by teaching students a wide catalogue of fundamental economic concepts that would help them to establish and strengthen an adequate understanding of such concepts and their fields of application in connection to their studies.

The SPOC blends theory-based lecture videos, multimedia content, databases, self-assessment activities, and extra materials accessible online associated with each concept, allowing the student to check if they can understand and apply the corresponding concept in the appropriate context. To assess the acquisition of this knowledge, and on completion of the online course, a final assessment is carried out in the class to verify that the initial objective has been met.

The SPOC is compulsory and takes place the first two weeks of the academic semester. Additionally, various activities that involve the correct handling of the concepts learned in the SPOC are undertaken. For example, students are organized in teams that must prepare and present a poster explaining, for example, the evolution of inequality in the long term in a country applying concepts and indicators learned in the SPOC. Those assignments contribute to reinforce the learning experience through their application to real-life situations as well as the opportunity to share insights with peers in face-to-face teaching.

The SPOC is taken in various first-year subjects – as Economic Divergence in the long run, Economic History, etc. – and involves more than 150 students per year. Similar SPOCs such as Case Studies in Economic History involve between 100 and 300 students per year.

This kind of “broad-spectrum” SPOC is ideal to establish a base level of students and facilitate the acquisition of knowledge on a solid basis. More than 80 percent of students consider it useful or very useful for their academic performance.

Finally, an additional advantage is that the catalogue of concepts can be expanded on a regular basis, year by year, and we can benefit from the students' feedback to improve the content and design of the SPOC.

Impacted learning results: SPOCs are suitable for students with weak abilities or no previous knowledge in some areas. It also allows students to become digitally literate or improve their level of digitization. (Many of our students declared in a preliminary survey that it was the first time they followed an online course).

Many studies have demonstrated the validity of the use of blended learning methodologies as well as the fruitful combination of on campus education with innovative online pedagogies such as SPOCs.

In our experience, the SPOC allows standardizing knowledge and the use of a common vocabulary. This SPOC is especially suited to the needs of non-economics faculties. The approach is easy to implement and with a direct impact on the students. The outcome fits the main goal of the course:



students feel more secure when handling economic concepts. The overall rating of the course was always very positive in this sense.

Language: In an international context, language is an issue, which in most cases could be solved by using English as a lingua franca. The use of online higher education platforms is ideal to provide such a multilingual environment. Some learning activities, such as video-lectures – YouTube videos uploaded in the edX platform – can be accompanied with a transcription, which may be available in multiple languages, allowing a truly multilingual approach to the materials and professors.

To introduce multilingualism with SPOCs currently in Spanish at the UAM edX platform, international students with language skills could help in the translation and transcriptions through the Erasmus+ program, a CIVIS internship program, or even virtual internships.

Opportunity to train others: UAM is ready to offer some of these courses as well as new courses to other students and academic staff interested in some of its areas of expertise. Moreover, UAM offers several online courses oriented to teach professors how to design and implement new online courses, keeping in mind the new goals and tools involved in innovative methodologies.

Our experience with SPOCs has been disseminated in several teaching conferences and events; thus, it would be possible to offer training courses and specialized help to other faculty members to implement this type of courses.

Contact:

- » Nadia **FERNÁNDEZ DE PINEDO** (Senior Lecturer | Economic Theory and Economic History): nadia.pinedo@uam.es | https://www.ibcnetwork.org/nadia_fernandez-de-pinedo
- » Félix **FERNANDO MUÑOZ** (Senior Lecturer | Economic Theory and Economic History): felix.munoz@uam.es | https://www.ibcnetwork.org/felix-fernando_munoz
- » SPOC: <https://uamx.uam.es/courses/course-v1:UAMx+GloEco06+19-20/about>

3.5. Blended learning with SPOC: Sustainability in Higher Education

Faculty / domain: Facultad de Ciencias / Environmental and Sustainability Science

Virtual Mobility: SPOCs can be shared with other institutions that collaborate with edX platform (multi-campus). This platform provides extra functionalities that may be very useful in a virtual mobility context. For example, one option available in edX is to ask for (short) writing essays, as a peer assessment, where students perform assessments of responses submitted by other learners in the course.

Students from different classes and universities involved in the same SPOC can complete the assignment and assess peer responses and present or discuss their papers in a videoconference (breakout-rooms), blog or chats. As a result, virtual mobility, and communications skills in English (or other languages) can be accomplished.

Brief description: Since 2014, UAM is a partner of the edX platform. As a result of this collaboration UAM has been developing an open-source platform based on edX to offer MOOCs and Small Private Online Courses (SPOCs hereafter). Currently UAM offers 17 different SPOCs and is developing new courses in several faculties for undergraduate's and master's degrees. All SPOCs are currently in Spanish; however, UAM plans to translate—or produce—some of them into English.

As our recent experience shows, SPOCs offer new synergies based on blended learning strategies and improve students' outcomes. We present one entitled: Sustainability in High Education. Incorporating sustainable development objectives into the programmes of UAM.

This is a teaching innovation project developed by the Socio-ecosystems Laboratory of the Autonomous University of Madrid (UAM), to promote transversal competence in Education for Sustainability (ES) in undergraduate and postgraduate courses. This SPOC has its origin in a need detected in the 2025 UAM's Strategy, to enable today's university students to become leaders of social change towards sustainability in the future.

Education for sustainability is considered a key part of the curriculum of any higher education degree but, given its transversality and the uneven training of teachers from different academic disciplines in this task, it is key to strengthen their involvement in incorporating these competences into their teaching practice.

This action begins with the design of the teaching materials and activities for an online course in SPOC format (short private online course through the UAMX digital platform) sponsored by the Vice-Rector's Office for Teaching Innovation and with the collaboration of the Vice-Rector's Office for the

Campus and Sustainability. The development of the SPOC is based on the analysis of the implications of the objectives and goals of sustainable development (SDG's) defined by the United Nations in Agenda 2030, on their respective disciplines and the design of a proposal for their incorporation into the contents and activities they teach.

The fundamental objective is to introduce the ODS into the curricula of the largest number of degrees by offering it to all UAM teaching staff through the institutional communications media of the Vice-Rector's Office. It will be proactively proposed to various teachers selected by the team for having both the characteristics of motivation and personal predisposition and the training strategy in the structure of their degrees. This fast and free online training blends theory-based lecture videos, multimedia content, databases, self-assessment activities, and extra materials accessible online associated with each issue, allowing the teachers involved to check if they can understand and apply the corresponding concept in their own academic context. To assess the acquisition of this knowledge and skills, the course includes personalized practical advice to the faculty participating in the SPOC for the incorporation of the ODS into their teaching through a mentoring process.

In subsequent phases, the aim is to incorporate successful implementation case studies into the course, to open it up to lecturers from universities in other countries and to carry out a version of the course aimed at university students of different disciplines.

Impacted learning results: The SPOC format is ideal for training teachers with high levels of involvement and little time available for training.

Many studies have demonstrated the validity of the use of blended learning methodologies as well as the fruitful combination of on campus education with innovative online pedagogies such as SPOCs.

In our experience, the SPOC allows standardizing knowledge and the use of a common vocabulary. This SPOC is especially suited to the needs of non-economics faculties. The approach is easy to implement and with a direct impact on the students. The outcome fits the main goal of the course: students feel more secure when handling economic concepts. The overall rating of the course was always very positive in this sense.

Language: In an international context, language is an issue, which in most cases could be solved by using English as a lingua franca. The use of online higher education platforms is ideal to provide such multilingual environment. Some learning activities, such as video-lectures — YouTube videos uploaded in the edX platform — can be accompanied with a transcription, which may be available in multiple languages, allowing a truly multilingual approach to

the materials and professors.

In order to introduce multilingualism with SPOCs currently in Spanish at the UAM edX platform, international students with language skills could help in the translation and transcriptions through the Erasmus+ program, a CIVIS internship program, or even virtual internships.

Opportunity to train others: UAM is ready to offer some of these courses as well as new courses to other academic staff interested in some of its areas of expertise. Moreover, UAM offers several online courses oriented to teach professors how to design and implement new online courses, having in mind the new goals and tools involved in innovative methodologies.

Our experience with SPOCs has been disseminated in several teaching conferences and events; thus, it would be possible to offer training courses and specialized help to other faculty members to implement this type of courses.

Contact:

- » César Agustín **LÓPEZ SANTIAGO** (Ecology Department): cesaragustin.lopez@uam.es | <http://www.laboratoriosocioecosistemas.es/el-laboratorio/equipo/cesar-lopez/>
- » SPOC:<https://uamx.uam.es/courses/course-v1:UAMx+ODS01+18-19/course/>

3.6. Training academic staff with MOOC: Professional certificate in C programming

Faculty / domain: School of Engineering

Virtual Mobility: These MOOCs could be shared with other institutions that collaborate with edX platform (multi-campus). These MOOCs, freely available to the international community, are employed by instructors at UAM in their undergraduate courses as blended learning tools.

Brief description: As a result of the collaboration UAM - edX, we are offering 25 different MOOCs and developing new courses in very diverse areas. In the professional certificate in C programming we offer three different MOOCs oriented to build and enhance a professional skill highly demanded by the corporations.

The aim is to:

- » Understand the initial concepts of programming.
- » Learn fundamental concepts of C programming: declare variables, tables, and structures; loops and flows of control; functions and text files, etc.
- » Resolve generic programming problems and write modular and well-structured programs.

The purpose of these MOOCs is to explain these



topics by means of video-lessons, examples and exercises.

The structure is as follows:

- » Each unit comprises several video-lessons in which we unfold the contents in different sub-units.
- » Additional materials – programming exercises, schemes, tests- summarise what is most important in the unit and will help students in learning the topics that are tackle.
- » At the end of each unit, multiple-choice tests and pair-review programming exercises will let student know how they are progressing in the understanding and learning processes.

In order to obtain the courses' certificate, they follow a continuous evaluation approach.

Impacted learning results: These courses are easy to implement and with a direct impact on the students of the participant countries. As the courses are in self-paced format, all the content of the courses is available from the beginning and students can go at their own pace.

One of the advantages of this technology (edX platform) is how easily it can reach many students and adapt to their environment and necessities. The MOOCs have over 25000 students enrolled.

Language: The use of these platforms is ideal to provide a multilingual environment where students can have access to international resources. This can provide a more immersive experience, allowing a truly multilingual approach to the materials and professors.

Moreover, it is possible to have part of the information in one language (i.e. audio) and other parts in a different language (i.e. transcriptions). These courses are in Spanish.

Opportunity to train others: UAM is now ready to offer some of these courses, as long as new courses to other students and academics.

Moreover, it counts on several online courses oriented to teach new educators how they should design and implement new online courses, having in mind the diverse aspects involved in these innovative methodologies.

Contact:

- » Germán **MONTORO** received the Ph.D. degree in computer science in 2005. He is currently an Associate Professor with the Department of Computer Engineering, Universidad Autónoma de Madrid (UAM). Since then, he has carried out research in the field of advanced user interfaces. His research interests include assistive technologies and human-computer interaction, with a focus on how technology can help people

with special needs in their everyday lives. He is also the Delegate of the Rector for Education Technologies and the Program Manager of edX MOOCs at UAM.

- » E-mail: german.montoro@uam.es

ANNEX II VIRTUAL MOBILITY CALL - APPLICATION FORM

SECTION 1 APPLICANT INFORMATION	
Coordinator name and surname	
University/Institution	
Current job position	
Email address	
SECTION 2 PROJECT INFORMATION	
Title	
Thematic area(s)	
<ul style="list-style-type: none"> » Climate, Energy, Environment » Cities, Territories, Mobilities » Digital & Technological Transformations » Health » Society, Culture, Heritage » Other domain of study 	
Type	
<ul style="list-style-type: none"> » CIVIS Open Course » CIVIS Micro-Programme » Summer / Winter School » CIVIS "BOOTCAMPs" (Practical / Research intensive stages) » Other, please specify... 	
Brief description	
<i>(max. 1000 words, including contents, objectives, learning outcomes etc.)</i>	
Teaching and learning approaches	
<i>(if possible, encourage communication and cultural exchange, including at least one innovative pedagogy from the IP Inventory)</i>	
Qualification objective	
<i>(in terms of qualification specifications, access to further studies, and competences)</i>	
Prerequisites	
<i>(if applicable)</i>	
Civis Partners	
<i>(if applicable, name and contact details of CIVIS partner)</i>	
Target group(s)	
<ul style="list-style-type: none"> » Bachelor » Master » PhD » Alumni 	
Graduation requirements	
<i>(can include active participation, short presentation, end-term paper, reading tasks, submission of a certain number of short essays, case studies, written exam, oral examination etc.)</i>	
ECTS Assigned	
<i>(please indicate the total workload and the number of hours of guided work).</i>	



<p>Language</p> <p><i>(to be mentioned the required level according with the Common European Framework of Reference for Languages)¹⁸</i></p>
<p>General organisation</p> <ul style="list-style-type: none"> » intensive » modular » regular
<p>Type of mobility</p> <ul style="list-style-type: none"> » Virtual » Blended
<p>Time & location</p> <p><i>(number of ECTS points per course, up to a total of 15 ECTS credit points per programme)</i></p>
<p>Number of participants</p> <p><i>(maximum number of participants per edition)</i></p>
<p>Recommendation</p> <p><i>(if applicable, e.g. this course is eligible / mandatory for Certificate XY)</i></p>
<p>Registration</p> <p><i>(information regarding the registration procedure and admission requirements)</i></p>
<p>Other partner(s)</p> <p><i>(if applicable; information regarding other partner(s) involved in the programme, apart CIVIS universities)</i></p>
<p>Name of lecturer(s):</p> <p><i>(name of the lecturer(s) / professor(s) / expert(s) delivering the course(s) included in the programme)</i></p>
<p>SECTION 3 ADDITIONAL INFORMATION</p>
<p>Optional information</p> <p><i>Any relevant document</i></p>

¹⁸ <https://europa.eu/europass/es/common-european-framework-reference>

ANNEX III CIVIS EVALUATION REPORT ON CALL FOR VIRTUAL MOBILITY

Title / Proposal	
Type of virtual mobility	
Name of the evaluator [1] ¹⁹	
Institution [1]	
Name of the evaluator [2] ²⁰	
Institution [2]	

SECTION 1: ELIGIBILITY CRITERIA for funding (VM call)

CRITERIA	DESCRIPTION	YES/NO
Who can apply for funding?	VMs may be organized independently by any Faculty / School / Department of the CIVIS Alliance Universities, at Faculty / School / Department level, collaboration being encouraged.	
Eligible partners	At least 3 CIVIS alliance Universities or more.	
Eligible activities	CIVIS Modules: <ul style="list-style-type: none"> » CIVIS Micro-programmes » CIVIS Summer / Winter Schools » CIVIS Bootcamps (practical / research intensive stages) 	
ECTS allocated	5-15 ECTS	
Themes of the VM Modules	<ul style="list-style-type: none"> » Topics can be selected by the universities from all research / study domains, wherever possible, approaching also the 5 major challenges identified by CIVIS: Climate, Environment, Energy; Health; Society, Culture, Heritage; Digital and Technological Transformations; Cities, Territories, Mobilities (as for the hubs, please see related calls https://civis.eu/en/activities/civis-calls/). » The VM projects can have a specific sub-theme that can vary from edition to edition. If possible, the proposals can include topics cultivating bridges between Europe and the Mediterranean Region and Africa. 	
Content of the VM Modules	The modules are encouraged: <ul style="list-style-type: none"> » to focus on interdisciplinary approaches, by inviting also academics and students from different scientific fields to participate » to offer a concentrated educational experience over a short period of time, including some practical work, or in the case of micro-programmes, over a longer period of time which may be flexible, but must be ended before the regular course of studies, » to promote the exchange of knowledge, ideas, and discussions on specific topics, instigate new thoughts and animate debates, » to promote interculturality, » to integrate theory and practice. 	
Duration of the VM Modules	The number of hours / weeks allocated for delivering the activities can vary from short, intensive learning experiences (in the case of winter/summer schools) to one or two semesters. The VMs can be offered in the Winter / Spring Semester or during the semester breaks.	

¹⁹ From related academic discipline, he/she will evaluate the following AWARD criteria: Criteria B, C, D. For Criterion E, each academic will evaluate the Impact and Transferability of the project.

²⁰ Administrative member of the CIVIS team or a member of VM-TF: Administrators will assess the general eligibility criteria as well as AWARD Criterion A. For Award Criterion E, each administrator will evaluate Sustainability as well as Visibility and Transparency.



Language of the VM Modules	The VM courses/modules can be delivered in any of the CIVIS Universities languages. According to the CIVIS objectives, multilingualism is encouraged.	
Participants-profiles	CIVIS students (bachelor/ master/ PhD)	

SECTION 2: AWARD CRITERIA (VM Modules)

CRITERION	DESCRIPTION	POINTS/COMMENTS
CRITERION A: CIVIS alliance partners Max. points: 10	» Number of CIVIS partners involved over the minimum 3 required <i>(2 points for each additional partner involved over the minimum 3)</i>	POINTS: COMMENTS:
Criterion B: Relevance of the project/ strategy Max. points: 15	The proposal should be relevant to the objectives of the Alliance and of the VM call: <ul style="list-style-type: none"> » to increase student mobility, » to offer mobility opportunities for all students, including those unable to participate in traditional (physical) mobilities, increasing inclusiveness, » to increase the recognition of our partner institutions among our students and academic staff, » to offer a concentrated educational experience over a short period of time, including some practical work, or in the case of micro-programmes, over a longer period of time which may be flexible, but must be ended before the regular course of studies, » to promote the exchange of knowledge, ideas, and discussions on specific topics, instigate new thoughts and animate debates, » to expose students to the academic and cultural experience of other universities and to combine theory and practice, » to cultivate an international mind-set among students, » to create bonds among partner institutions, academics, and students, offer networking opportunities, » to support structuring learning / research collaboration or strategies, and » to promote the CIVIS brand among the academic community of the alliance. 	POINTS: COMMENTS:
Criterion C: Quality of the project design and implementation Max. points: 30	» Clear description of contents, objectives, learning outcomes » Teaching and learning approaches - including at least one innovative pedagogy from the IP Inventory » New approaches/innovative pedagogical methodologies, methods for encouraging interaction, new technological tools, etc. » Encourage communication and cultural exchange » Complexity/ diversity of the activitiesw	POINTS: COMMENTS:



<p>Criterion D: Quality of the project team and the cooperation arrangements Max. points: 20</p>	<ul style="list-style-type: none"> » The proposal should provide a clear description of responsibilities, roles and tasks between partners (clear description of planned cooperation arrangements: e.g. course offerings, timeline, and selection-evaluation of participants). » The proposal should reflect the clarity, completeness and quality of all the phases of the virtual mobilities (preparation, implementation of virtual mobility activities and follow-up). » Participation in the modules should correspond to a set number of ECTS (to be defined by the organizers) depending on the overall workload. Participating institutions should demonstrate provisions made for recognition. 	<p>POINTS: COMMENTS:</p>
<p>Criterion E: Impact and Dissemination Max. points: 25</p>	<p>A. Impact (5 points):</p> <ul style="list-style-type: none"> » The potential impact of the proposal should be measured according to: number of students involved in the proposed activities, number of organizations and individuals directly participating in the activities, at institutional, local, regional, national and/ or international level. » The proposal should improve the regular learning outcomes of the students and create connections to research or other activities/ joint academic pathways. <p>B. Transferability (5 points)</p> <ul style="list-style-type: none"> » The proposal should generate best practices in order to be applicable in future settings. <p>C. Sustainability of the proposed activities (10 points)</p> <ul style="list-style-type: none"> » It can be proposed that projects are repeated multiple times, so as to ensure its regular implementation for the whole duration of the CIVIS project. <p>D. Visibility and transparency (5 points):</p> <ul style="list-style-type: none"> » The proposal should guarantee a good visibility of the CIVIS alliance both at local and international levels. Besides, information regarding the project shall be accessible to everyone, in the respect of G.D.P.R 679/16 (General Data Protection Regulation). 	<p>POINTS: COMMENTS:</p>
<p>TOTAL POINTS 100</p>		
<p>RECOMMENDATIONS</p>		
<p>CIVIS ALLOCATED BUDGET</p>		

SECTION 3: EVALUATION GUIDELINES

- » Each project will be evaluated by two partner Universities (which are not involved in the project).
- » **Within each evaluating University**, each project will be evaluated by 2 reviewers (designated academics or staff members, members of WP7 etc.).

Example:

- » **1 academic (from a related academic discipline):** Academics will evaluate the following AWARD criteria: Criteria B, C, D. For Criterion E, each academic will evaluate the Impact and Transferability of the project.
- » **1 administrative member of the CIVIS team or a member of VM-TF:** Administrators will assess the general eligibility criteria as well as AWARD Criterion A. For Award Criterion E, each administrator will evaluate Sustainability as well as Visibility and Transparency.

FURTHER NOTES ON EVALUATION BASED ON THE ERASMUS+ GUIDE ON QUALITY ASSESSMENT

The table below is adapted from the Erasmus+ Guide on Quality Assessment. It shows the ranges of scores for the individual quality standards depending on the maximum score that can be awarded to the relevant award criterion.

Maximum score for a criterion	Range of scores			
	Very good	Good	Fair	Weak
30	26-30	20-25	15-19	0-14
25	22-25	18-21	13-17	0-12
20	17-20	14-16	10-13	0-9
15	13-15	10-12	7-9	0-6

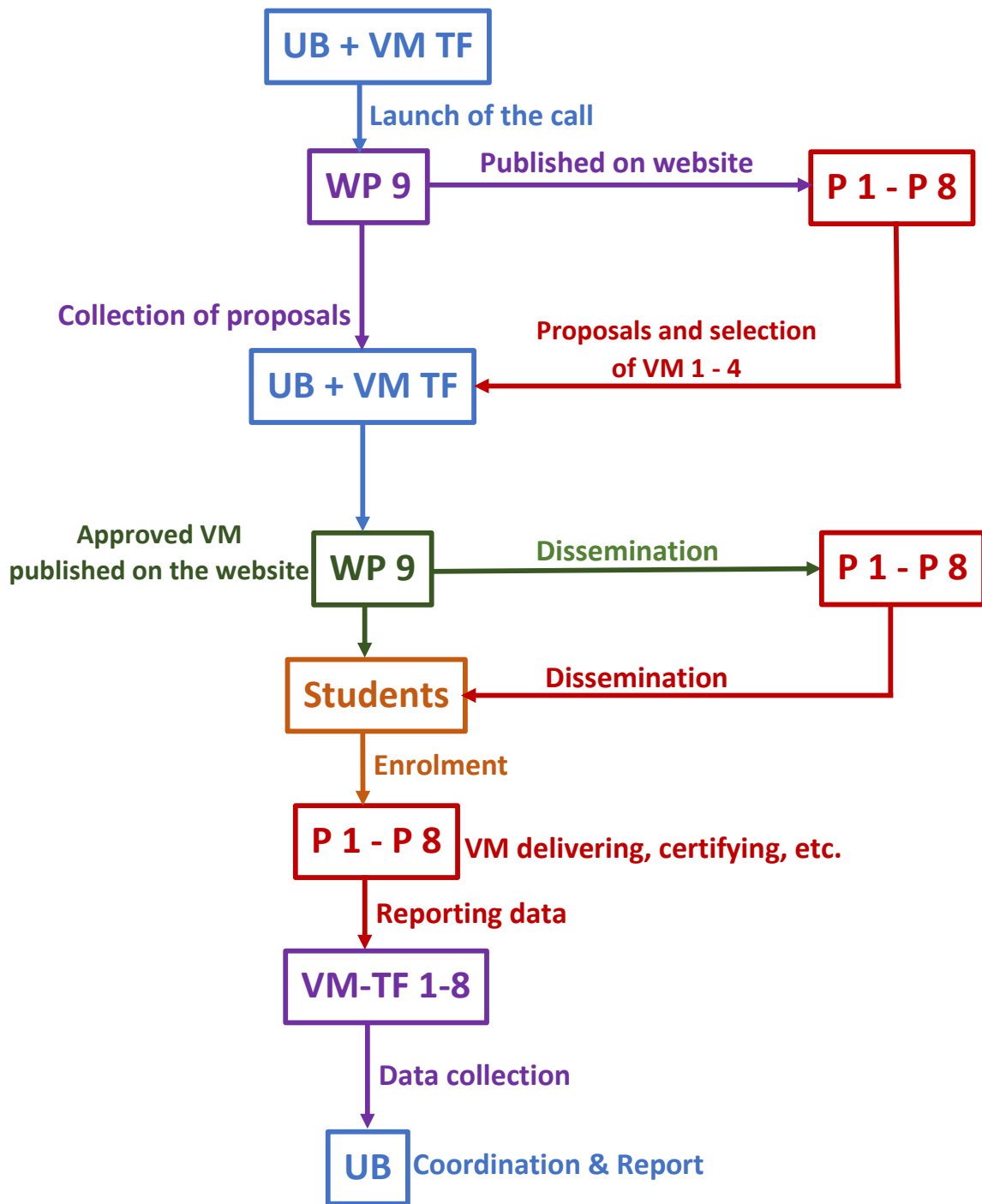
- » **Very good** – the application addresses all relevant aspects of the criterion in question convincingly and successfully. The answer provides all the information and evidence needed and there are no concerns or areas of weakness.
- » **Good** – the application addresses the criterion well, although some small improvements could be made. The answer gives clear information on all or nearly all of the evidence needed.
- » **Fair** – the application broadly addresses the criterion, but there are some weaknesses. The answer gives some relevant information, but there are several areas where detail is lacking or the information is unclear.

THRESHOLDS

An application has to:

- » score at least 60 points in total AND
- » score at least half of the maximum points for each award criterion (except for Criterion A)

Annex IV CIVIS VM call flowchart



P1 - P8 = CIVIS partner universities

UB = University of Bucharest

VM-TF 1-8 = Virtual Mobility Task Force representing P1-P8



ACKNOWLEDGMENTS

All examples of best practices in virtual mobility within CIVIS partner universities have their authors mentioned in the contact section.

The contribution for designing the framework of the second section, “Virtual mobility as an educational and strategic asset for strengthening relationships with CIVIS partner universities and developing a European curricula”, was developed with the support and contribution of the CIVIS Work Package 7 : Teaching Excellence coordinators : Lucian Ciolan & Anca Nedelcu (University of Bucharest), and the CIVIS Task Force Virtual Mobility coordinator, Roxana Zus (University of Bucharest), and the Task Force members:

- » University of Bucharest (Romania): Romița [IUCU](#), Anca [NEDEL](#)CU, Roxana [ZUS](#), Anișoara [DUMITRACHE](#), Alexandru [CARTȘI](#).
- » Aix-Marseille Université (France): Eve-Laure [GAY](#), Maria Antonietta [IMPEDOVO](#)
- » National and Kapodistrian University of Athens (Greece): Lazaros [MERAKOS](#)
- » Université Libre de Bruxelles (Belgium): Joëlle [DEQUESNE](#), Gaël [VANDENBROUCKE](#)
- » Universidad Autónoma de Madrid (Spain): Nadia [FÉRNANDEZ DE PINEDO](#), Monica [PELLISÉ](#)
- » Sapienza Università di Roma (Italy): Graziella [GAGLIONE](#)
- » Stockholm University (Sweden): Cormac [MCGRATH](#)
- » Eberhard Karls Universität Tübingen (Germany): Andrea [FAUSEL](#), Manuel [HALSEBAND](#), Kerstin [MAIER](#), Lucia [VENNARINI](#)
- » University of Glasgow (United Kingdom): Céline [REYNAUD](#)



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



SAPIENZA
UNIVERSITÀ DI ROMA



Stockholm
University



PARIS
LODRON
UNIVERSITÄT
SALZBURG



Co-funded by the
Erasmus+ Programme
of the European Union



CIVIS

A European Civic University