



FRAMEWORK AND RESEARCH METHODOLOGY.

D.4. COMPARATIVE RESEARCH RESULTS ON VIRTUAL MOBILITY

The virtual mobility case (see Figure 1) represented and analysed in this project deliverable had been prepared by interuniversity team and had been implemented as a study module “Virtual Learning in Higher Education”.

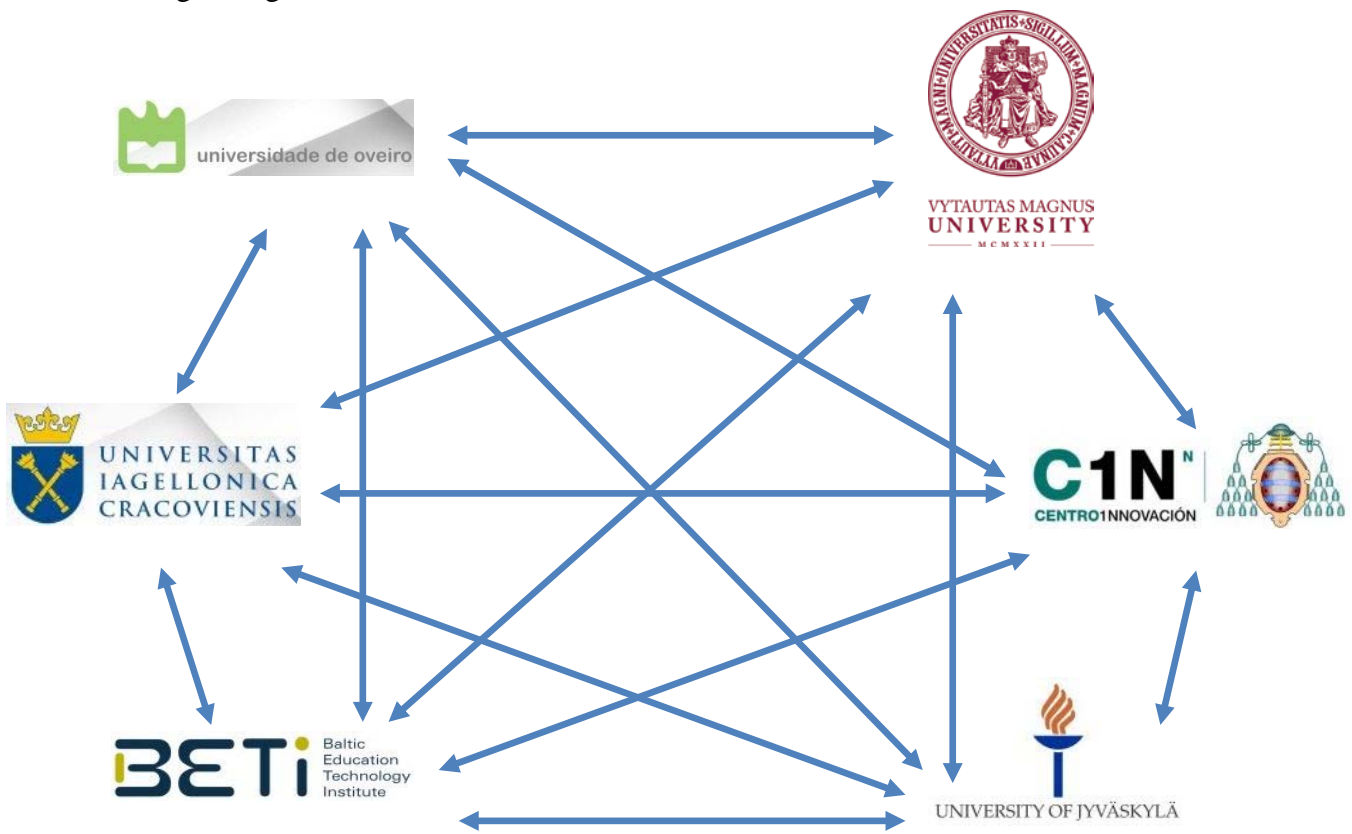


Figure 1. Virtual mobility case

ANNEX 5.1 TO FINAL REPORT

The preparation team consisted of 13 teachers, who were delivering the module and there were 29 virtual mobility session participants from 6 partner institutions, involved in the workpackage, from the following higher education institutions - University of Aveiro (Portugal), Jyväskylä University (Finland); UNIOVI- University of Oviedo (Spain), Jagiellonian University (Poland), BETI (represented by students from Kaunas University of Technology, Lithuania), and Vytautas Magnus University (Lithuania) - attending the module.

The following research methods were used in the research:

- Scientific literature and document analysis was used in order to support the module “Virtual Learning in Higher Education” as a case study. The module’s learning outcomes and learning content were indicated. Tools and assessment methods were defined, as well as their theoretical and empirical exploration analyzed.
- Online data collection surveys were used to define the preparation of lecturers, as well as competencies necessary for virtual mobility organization. The online survey data was analyzed in order to define the participating students’ attitude to the case of virtual mobility, peculiarities of module organization, the competencies acquired, and the recognition possibilities of the achieved learning outcomes at the participating universities.
- Data analysis - descriptive inferential.

The research was implemented five stages during September, 2009 and February, 2011. The search, selection and analysis of educational policy, juridical documents and scientific literature were performed at all stages in order to justify the virtual mobility case. A common empirical research design is represented in Table 1.

Systemic analysis of documents, legal acts and scientific literature	Study module “Virtual Learning in Higher Education (VLHE)” prepared	Research instrument – questionnaire for teachers and students –prepared	<ul style="list-style-type: none"> • Pre-session diagnostic research implemented before the virtual mobility sessions. • Study module VLHE delivered. • Diagnostic research performed after the study module 	Analysis and systemic analysis of the content of the questionnaire data, and preparation of the research report
September 2009 – September 2010	April – September 2010	August – September 2010	September – December 2010	December 2010 – February 2011
1 st stage	2 nd stage	3 rd stage	4 th stage	5 th stage
Search, selection and analysis of educational policy, juridical documents and scientific literature				

Table 1. Empirical research design