

SCENARIOS REVIEWED:

TEACHING AND LEARNING VIRTUAL MOBILITY

(ADMINISTRATION SCENARIO) (SPAIN)

RESEARCH VIRTUAL MOBILITY (administration scenario)

(Spain)

Learning evaluation scenario (Portuguese Partner)

Content development scenario (Vytautas Magnus University)

Combined definition of virtual mobility

Virtual mobility (VM) is a form of learning, research and communication, based on a cooperation of at least 2 higher education institutions (HEI), which includes significant virtual component through an ICT supported learning environment, that includes collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose the enhancement of mutual understanding of people and the exchange of knowledge, similar as in case of cooperation within the framework of physical mobility.

SWOT analysis (concerning partly this project and also(mainly) all situation (activities) in VM and higher education)

Common part of SWOT analysis for all scenarios

Strengths

Cooperation of people with different background.

Use of different tools.

Good framework for fast cooperation of different actors.

Participation of all main stakeholders of higher education.

Effective time sharing, possibilities to plan different parallel activities.

Weaknesses

Intention to copy the physical mobility.

Not enough planned activities for personal (emotional) interaction.

Not enough tools to fight against constraints created by regulations (legislation).

Difficulties to establish common definitions.

Additional efforts and more time necessary to establish mutual understanding (framework) for the exchange of information between the people having different background, traditions, culture (involved in the project).

Opportunities

Possibilities to use art and design to strengthen intensity of interaction.

Involvement of humanities and philosophy to create vision for the exchange of knowledge.

Additional knowledge could be created using different languages and different approaches for the same problem.

High possibility to use different experience and cooperation for the problem solving.

Use of hierarchical approach (hierarchical structure) could give additional results (combination of evaluation and meta evaluation)

Possibility to combine virtual and physical mobility.

Threats

Decrease of financial support for the Project and other financial problems.

Too much regulations could be created for VM by national authorities.

Use of different platforms for exchange of information could slow down the cooperation.

Misunderstandings created by lack of clear definitions.

Not coinciding of aims and visions of partners.

Technical problems, created by too quick (with different mistakes left in hardware and software) changes in IT.

Not enough technical support.

New viruses.

Attacks of hackers.

TEACHING AND LEARNING VIRTUAL MOBILITY

Strengths

Evaluation and certification involved.

Virtual learning space (VLS) introduced as new concept.

Synergy of different types of cooperation (linguistic, cultural, academic, scientific).

Recognition of results organized (using ECTS).

Weaknesses

Number of students not fixed (difficult financing).

Only VM analysed.

Difficult to compensate social events, if studies are without physical mobility.

Language barriers.

ENIC/NARIC network not involved in the recognition of study results.

Opportunities

To organise activities (VM) for different students (from different universities) together.

To involve external evaluation using national quality assurance agencies.

To plan different approaches for different number of participating students.

Combination of VM and physical mobility, using cooperation inside administration of units, responsible for different kind of mobility.

To build common approach to e-learning for own and outside students.

VLS should be open for all students (own and guest).

Special care for information gathering and processing should be strengthen.

Free choice of different subjects.

Examination committees could be used (instead of personal decisions of professors).

ENQA, CEEN and other quality assurance agencies could be involved in the recognition of results.

Threats

For small groups not enough financial resources.

Changes in regulations could be refused by national authorities.

Not enough resources to solve linguistic tasks.

Not recognized study results (ECTS).

RESEARCH VIRTUAL MOBILITY

Strengths

Synergy of virtual and physical mobility.

Special care about the publishing of results of research.

Publications in English.

International level of publications.

Criteria for the “evidence of success” planned.

Criteria for quality based on national quality assurance system.

Weaknesses

Too much bureaucratic bodies (CCB, LEO) .

Direct link with academic career is not established.

Financial support for VM not clear.

Good personal cooperation between researchers from different universities necessary to start the VM. Monitoring tools not clear.

Opportunities

Cooperation of universities could be used to evaluate the results of VM.

Different set of criteria should be used for VM and physical mobility.

VM should be developed as other independent model for cooperation, complementary to physical mobility.

Evaluation should be concentrated to the final results (outcomes), including social results, improved understanding of common aims and tasks.

Less attention could be paid to quantitative data (hours of work).

Threats

National quality assurance agencies are not prepared for proper evaluation and recognition of VM.

Equivalence of VM and could be difficult to recognize (and it is not necessary).

LEARNING EVALUATION SCENARIO

Strengths

Not existing real financial constraints (only computer and internet connection necessary).

Information prepared in English is ready for use for almost everybody.

Improvement of English language skills is supported.

Planned evaluation of big piece of learning material (8 ECTS) gives good possibilities to achieve interesting results.

Different tools (from different countries) used.

Self evaluation combined with inter personal evaluation, evaluation between groups and external evaluation (essay writing).

Synergy of evaluations made by students and teacher (after students).

Weaknesses

Not included physical mobility together with VM.

Financing necessary for physical mobility.

The same criteria as for physical mobility are planned, without specific needs of VM.

Only English language used.

Weak interest and support for the interaction between teachers.

Planned content of students work (description of an European country) put many constraints to the activities of VM.

Too many different tools described without priorities and proposals for use.

Technical (IT) problems could arise.

Opportunities

Use of languages other than English.

Choice of countries for investigation could be planned regarding the interests and needs of students.

Description of different („wider”) problems, linked with international cooperation and culture can be used.

Additional (paid) support from IT specialists could be planned.

Special form (questionnaire) and advices for self and internal (individual and group) evaluation should be prepared.

Exchange of evaluation results between teachers (and students) should be added.

Combination of individual and group evaluations are possible.

Threats

Use of primitive („spoiled”) English.

Problems with sensitive personal information.

Difficulties to compare evaluation results, obtained by different methodologies.