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Virtual Albanian European Universities eXchange

Staff Trainings in Albania

Workpackage 2.5

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TU Dresden

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Warm Welcome!





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Virtual Collaborative Learning

Hands on Case Design



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Brief Introduction to VALEU-X

- **Erasmus+ programme:** Capacity Building in Higher Education
- Joint project in Albania – Duration: 24 months, 15.01.2020 – 14.01.2022
- 1 year extension granted due to COVID19 until 14.01.2023

Online: www.valeu-x.eu

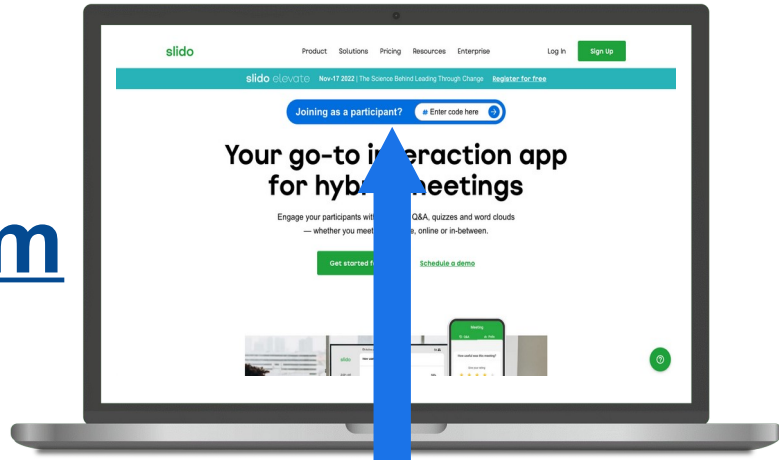


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Use by laptop

1. Search the Internet for: **www.slido.com**



2. Enter the Event Code!



3. Wait until the presenter starts

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Use by Smartphone



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slido

Join at

slido.com

#warmup

1. Event Code (Laptop)

2. QR-Code (Phone)

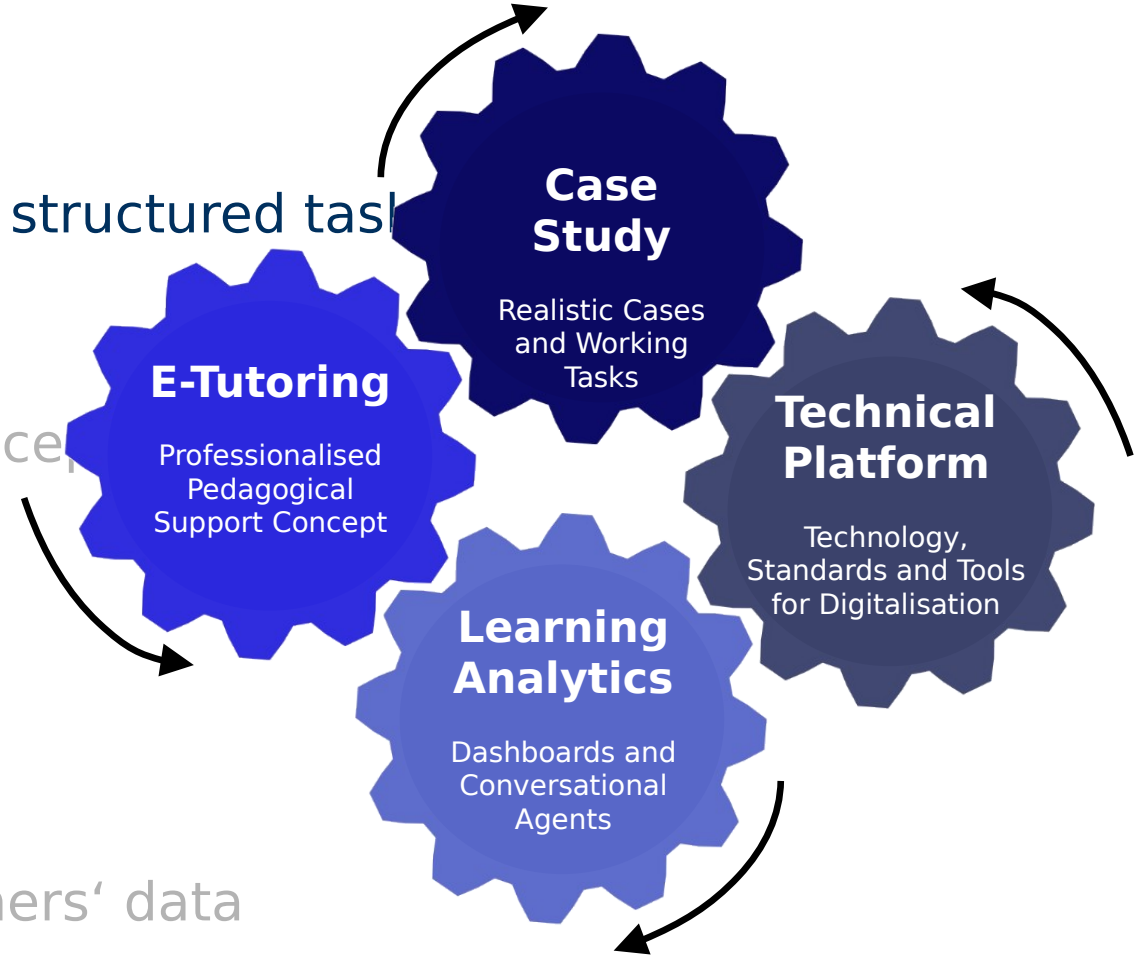


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Virtual Collaborative Learning

- **Case study design**
  - Situated learning with realistic cases and structured tasl
- **E-Tutoring**
  - Professionalised pedagogical support concep
- **Technical Platform**
  - Tools to collaboratively work together
- **Learning Analytics**
  - Supporting formative feedback with learners‘ data



Schoop, Clauss, & Safavi (2020)

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Exemplary VCL Module

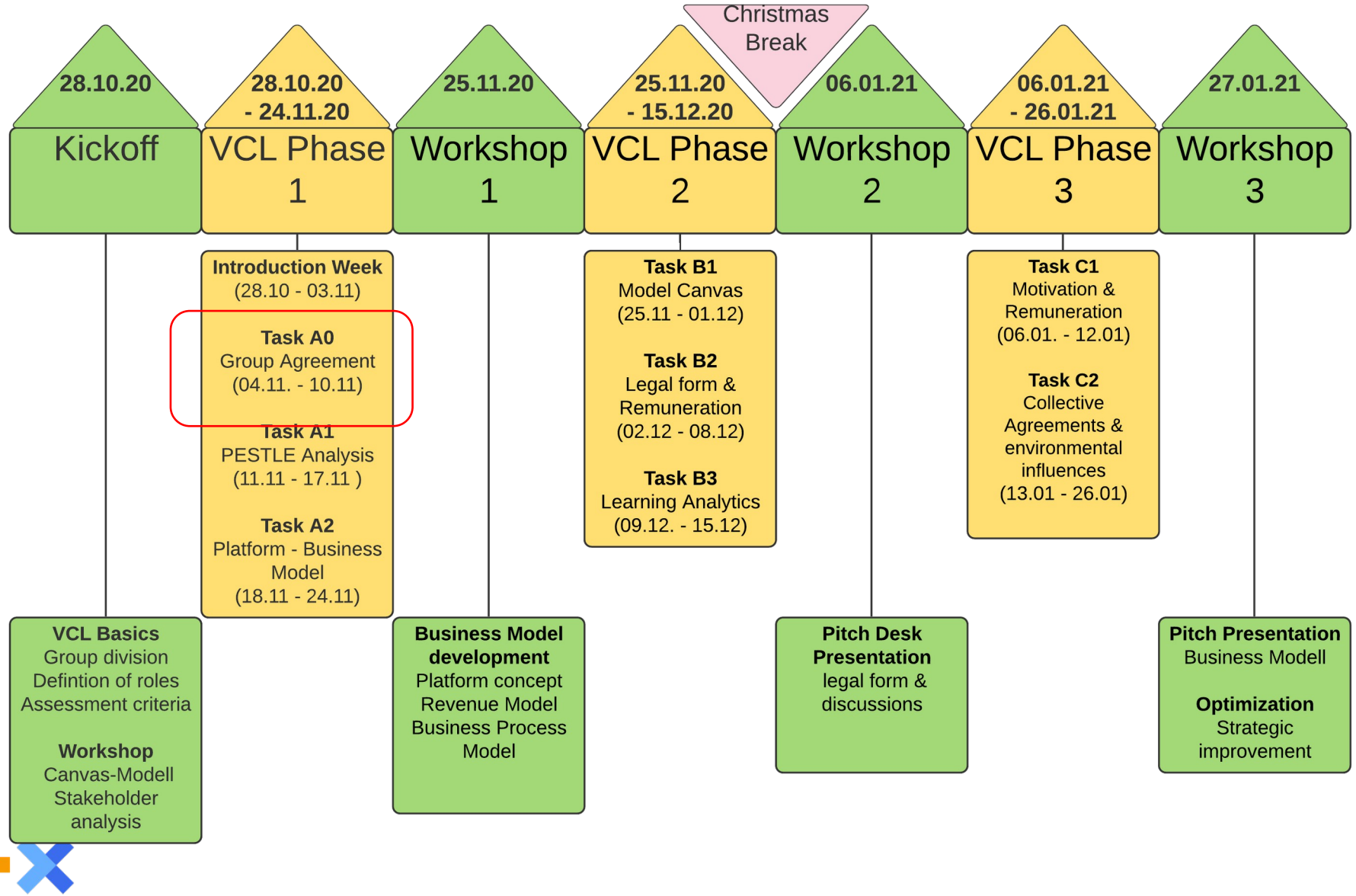
- **The Learning Objectives:**
- Formation of own competencies in the area of teamwork, conflict management, collaboration and communication.
- Professional competencies in the area of business models, digitalization and human resources.

- **The Mission:**
- Develop a start-up business idea with focus on the field of ecotourism in Albania
- Be creative and think outside the box, including a platform business model
- Work out a financial plan, including the usage of the prize money to bring your start-up to life
- Pitch your idea on the 15th of June 2022 for 10 minutes and be prepared to answer questions for 5 min afterward



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Exemplary VCL Module – Tasks



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VCL Phase 1 – Onboarding

- Task A1.1 – Group Agreement
- Finding a common working ground
- Setting up principles and goals for the team

- Task A1.2 – Get to know MS Teams
- Exploration of possibilities on the platform

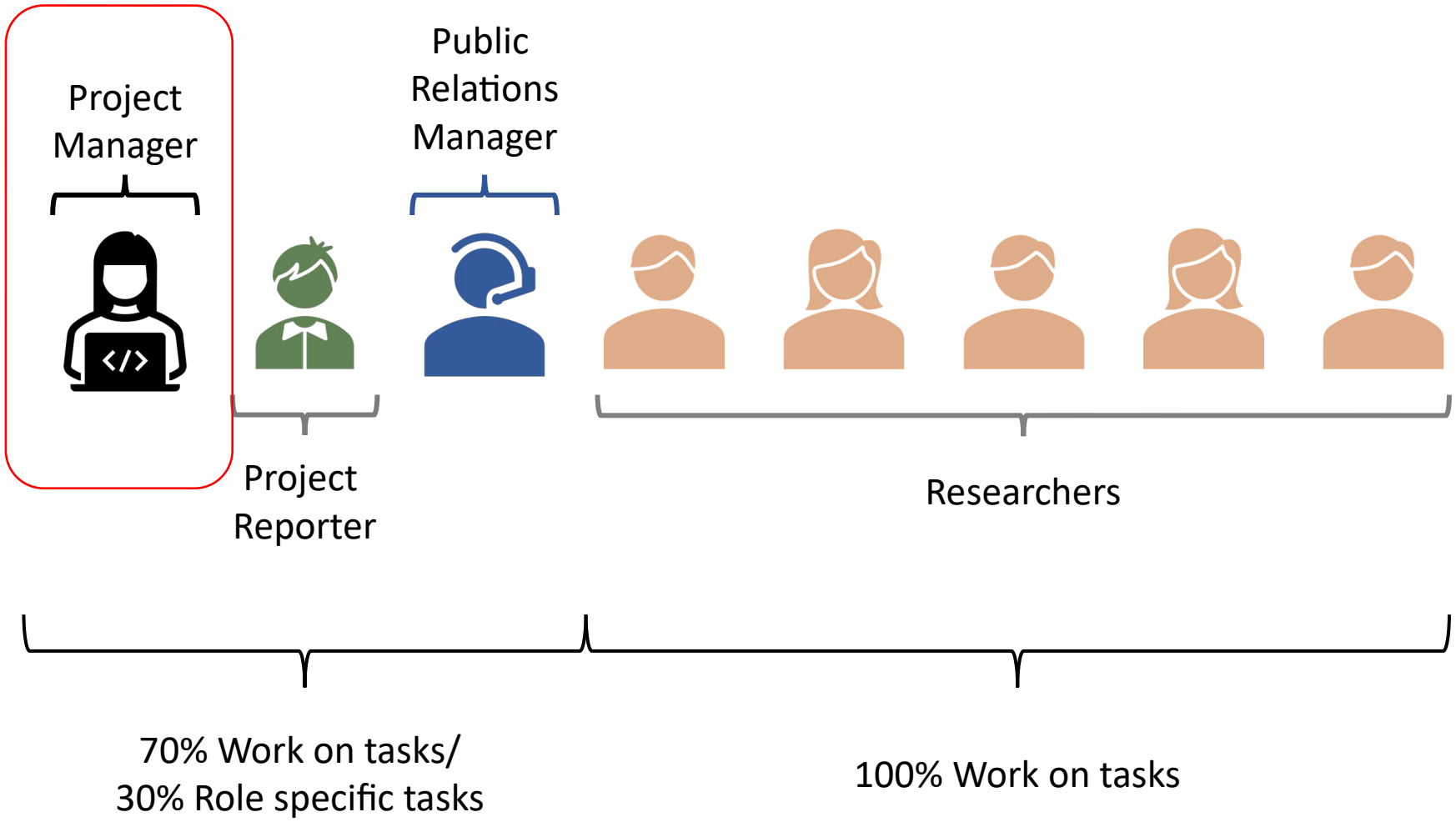
- Task A1.3 - Meet your E-Tutor Tandem
- Introduction of team and team
- Setting up expectations of the upcoming phasis



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VCL - Roles



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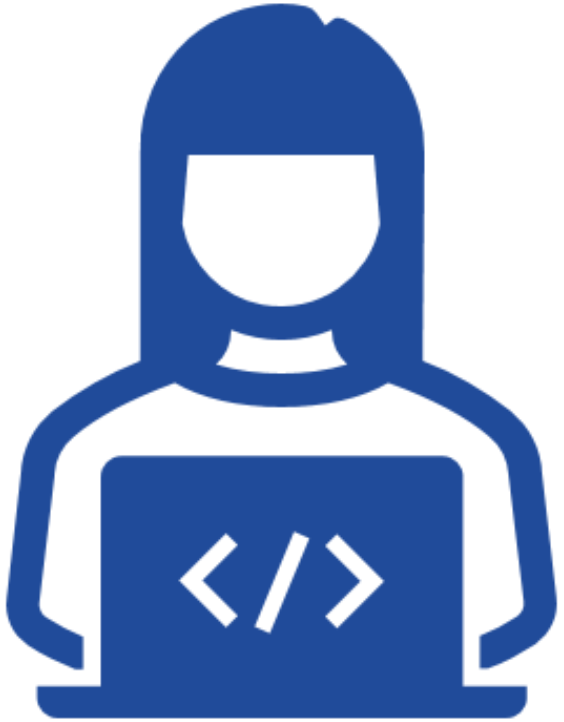
VCL – Role: Project Manager

Project Manager Tasks:

- Creation of weekly project plans
- Selection of a suiting programme for creating project plan
- Assignment of the tasks
- Planning of team meetings
- Contact person for E-Tutors and experts
- Approximately 70% work share

Assessment:

- 70% content related 30% role related



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VCL – The Mission

Students from 8 different institutions	Different study programes involved	Aim at 100 - 120 participating students	6 – 8 Members per team
Kick-Off in the first week of May	Duration of 6 weeks filled with complex tasks	Intercultural and interdisciplinay tasks	International E-Tutor Tandems/ Tripels

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(Illustration: Freepik from www.Flaticon.com)

Questions?

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Knowledge reflection

Check your knowledge gained during the presentation

- Join Slido.com
- Enter your name
- Wait for the quiz to start

… will you be the winner?



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Workshop - Task

- Form groups of 4-6 people and sit yourself at one of the tables with the prepared material (pens and papers)
- This group will be your team for both of the workshop tasks



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Workshop – Task

- Your team and you are academics/ professors in the sector of Higher Education.
- You have already agreed to offer together a VCL next semester.
- But you need to set up a new case design for the partnership.
- You already know, that you will partner up with the WIIM chair of TU Dresden for a joint VCL.

→Therefore, you scheduled a brainstorming meeting to tackle the following critical questions.

→Decide about every question and stick to the narrow time frame.



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Workshop – questions to tackle

1. Which institutions are involved and in which position during the VCL? [3 min]
2. From which fields are the students? [2 min]
3. How many students should/ have to attend from each institution? [3 min]
4. How long is the VCL supposed to go on for? 1 Month, 2 Months, a whole semester? [5 min]
5. What should be the theme of the VCL? A Start-Up competition, a project in a company, project from the state etc. [8 min]
6. What would be a good cover story for the theme? [4 min]
7. How many students should form a team? [4 min]
8. Which team roles are necessary? [6 min]
9. Into which task blocks can the topic be divided? [15 min]
10. What could be an approximate agenda for the VCL? [10 min]

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Workshop – team roles

- For the upcoming brainstorming session, you decided to introduce **roles** to generate a **more productive environment**.
- Every **role should be taken by only one person**. Keep in mind, that there is no hierarchy within the team and everyone is responsible for a productive outcome.
- Start your group work by **assigning these roles**.



Time-Keeper
Responsible, that the time sticks roughly to the time limits per question



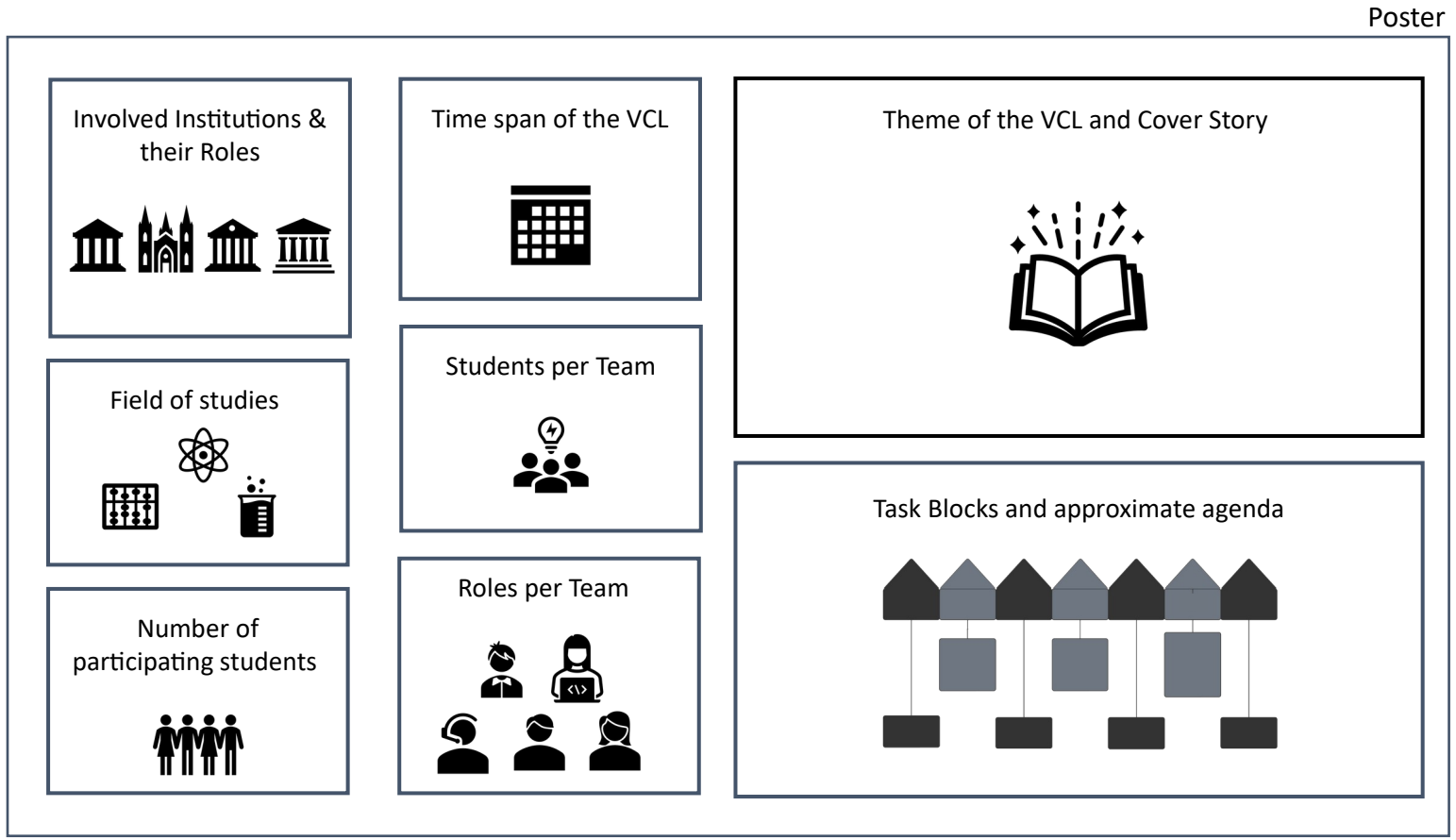
Presenter
Will present the outcomes of the team in the end of the workshop



Exemplary Academic
Choose the theme/ subject for the VCL from this person, which suits to the profile of the WIIM chair

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Poster Design



Presentation of results

1. Present your results in a 5 minutes presentation in front of the plenum
2. Try to focus on the most iconic elements
3. Tell about the greatest hurdle you have faced during the session and how you have solved it
4. Be prepared for comments and questions from the audience



Hands on



30-45 min – Group Work

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Break until 11:50



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Thank you for your active participation !!

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Virtual Collaborative Learning

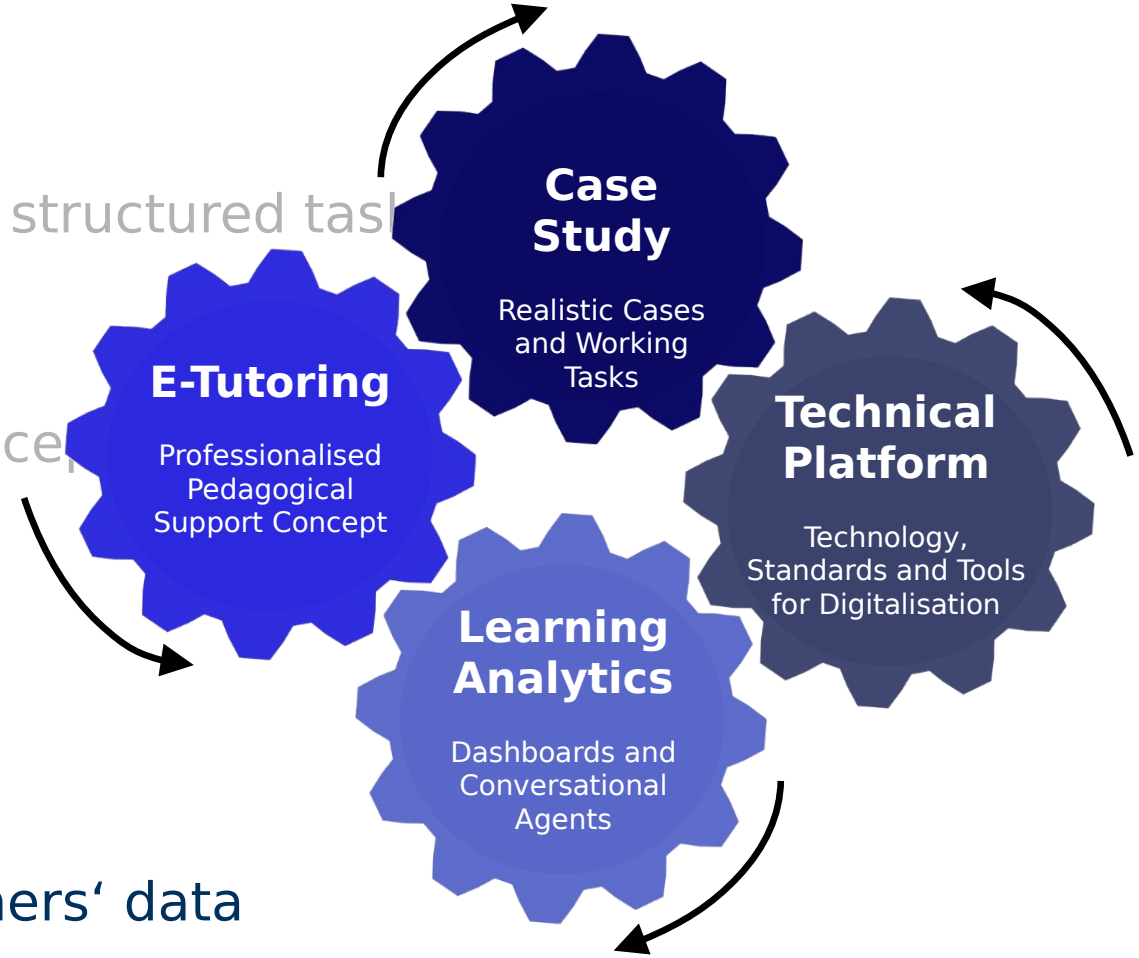
Technical Platform & (Social) Learning Analytics



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Background - VCL Design Dimensions

- **Case study design**
  - Situated learning with realistic cases and structured tasks
- **E-Tutoring**
  - Professionalised pedagogical support concept
- **Technical Platform**
  - Tools to collaboratively work together
- **Learning Analytics**
  - Supporting formative feedback with learners‘ data



Schoop, Clauss, & Safavi (2020)

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Background – The Need of Virtual

"Universities: think about what jobs your students can get if they follow your courses." (Coyne, 2008)

- The shift from manufacturing work to '**knowledge work**'
- The distribution of work over **large geographical distances**
- The increasing importance of **working from home**
- The rise of the **nomadic worker** which weakens the relationship between employers and employees
- The shift from traditional vertical hierarchies to **self-managing teams**



Perez-Sabater et al. (2015)

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Background – The Need of Virtual

- Foster international exchange by bringing local and abroad students together to an affordable price
- Social media allows active participation in virtual group learning processes, which significantly increases learning success compared to passive reception
- Modern ICT enables more flexible, interactive, attractive and user-friendly collaborative virtual exchange settings

Davies and Merchant (2009)

- International virtual collaborations can be summarised under the term virtual mobility

"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"

van Schaik (2018)

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Background – The Need of Virtual

How much experience do you have with virtual exchange modules/ virtual mobility?

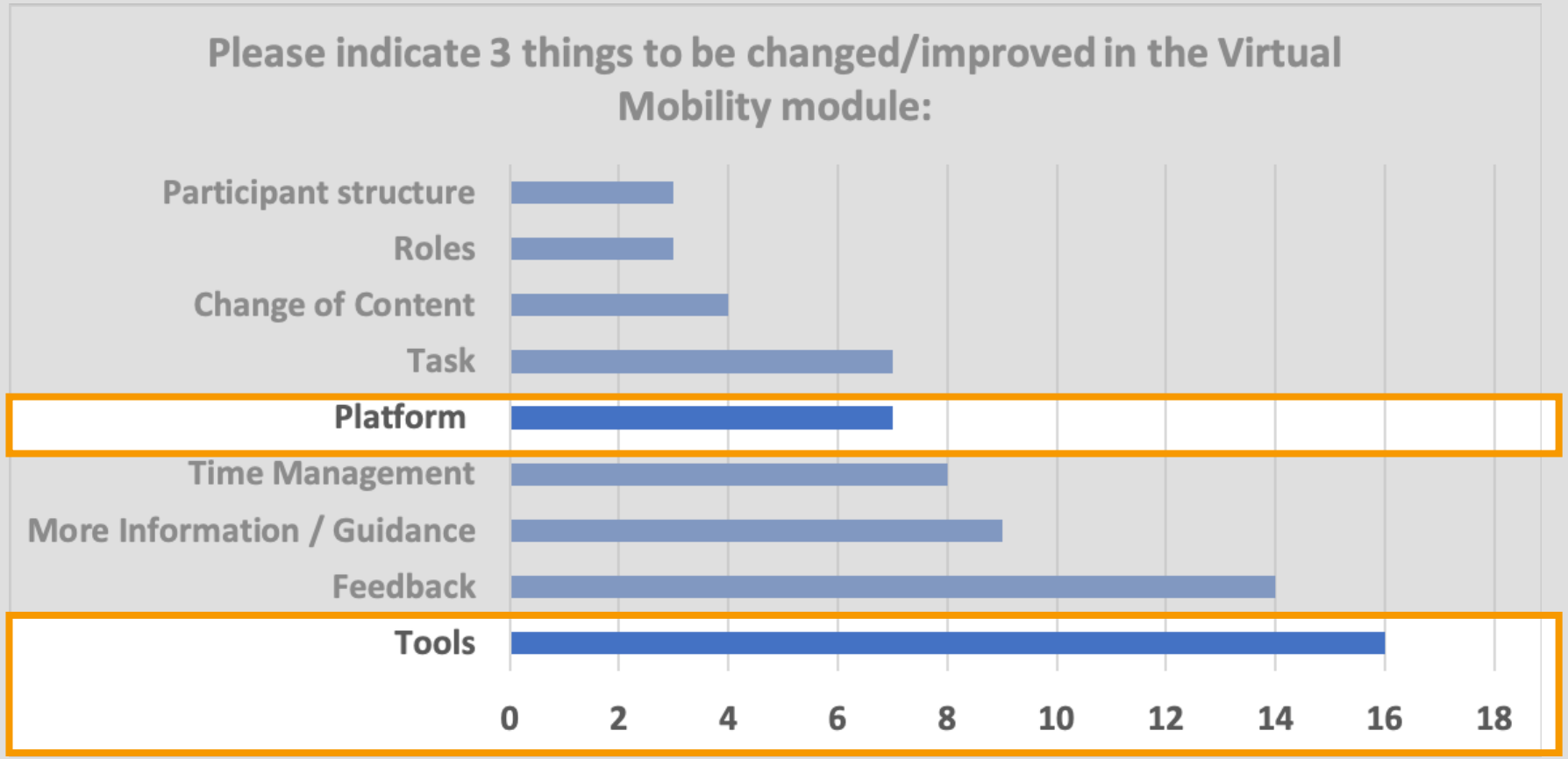
Vote at slido.com with **#1069370**

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Technical Platform

Improvement demands of virtual mobility modules:



Altmann (2019)

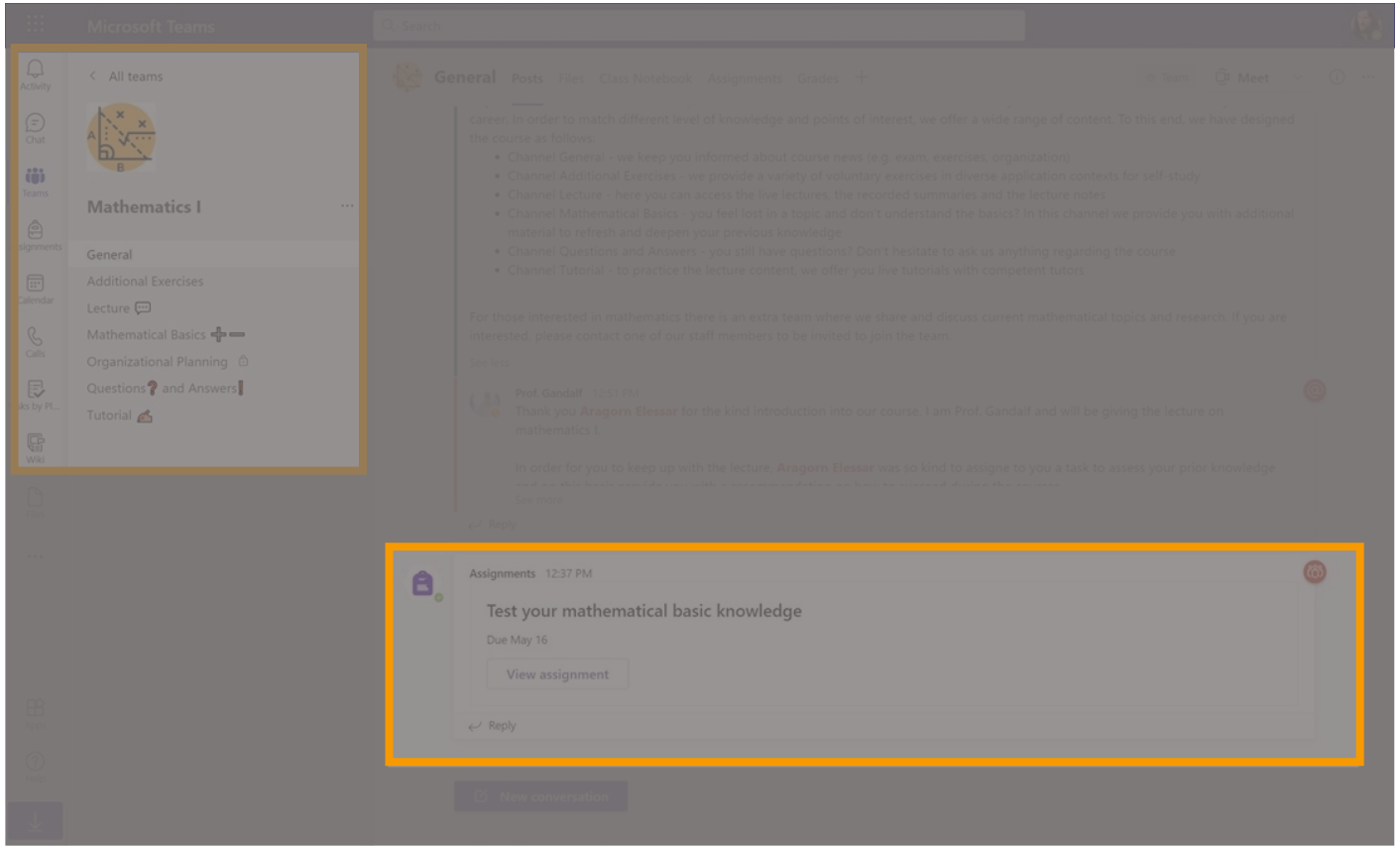
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Technical Platform

Useful technical functions

- **Course Structure** (Groups, Teams, Channels, Tabs, Enrollment)
- **Time/ Task Management** (Tasks, Calendar, Kanban Board)
- **Data Management** (Data Filing, Sharing, and Editing)
- **Communication** (Text, Audio, Video, Screen Sharing)
- Mobile Accessibility



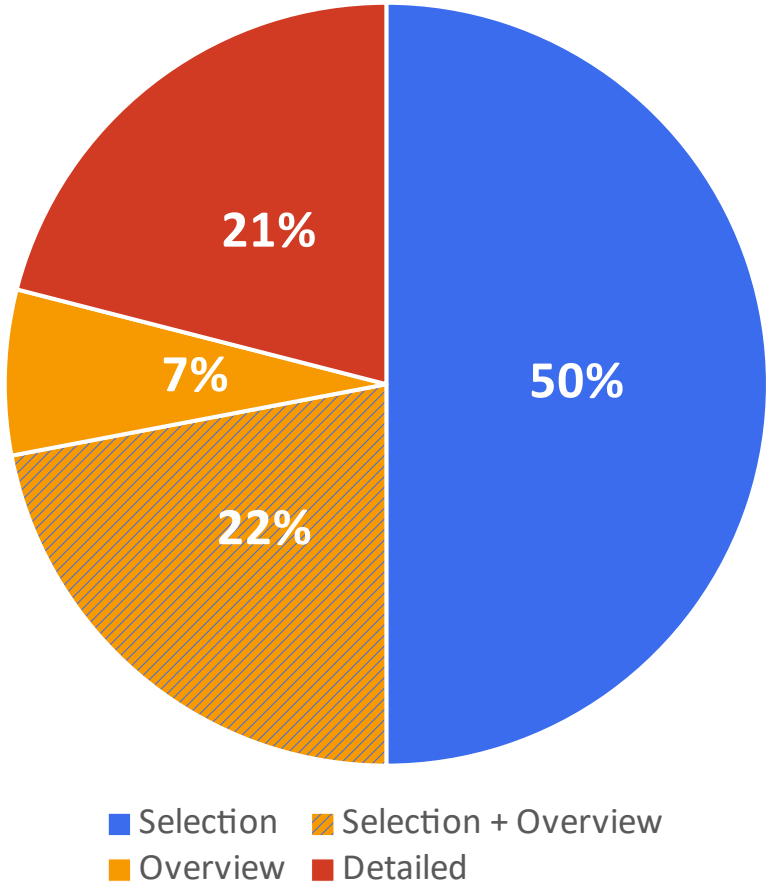
Consider and enable ease of use

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Technical Platform

Study on Technical Platform

Onboarding Element	Respondent relevance
Platform functions	93%
Structure of platform	73%
Application examples	47%
Added value of the platform	30%
Configuration	30%
Time for exploration	17%
Data privacy	13%

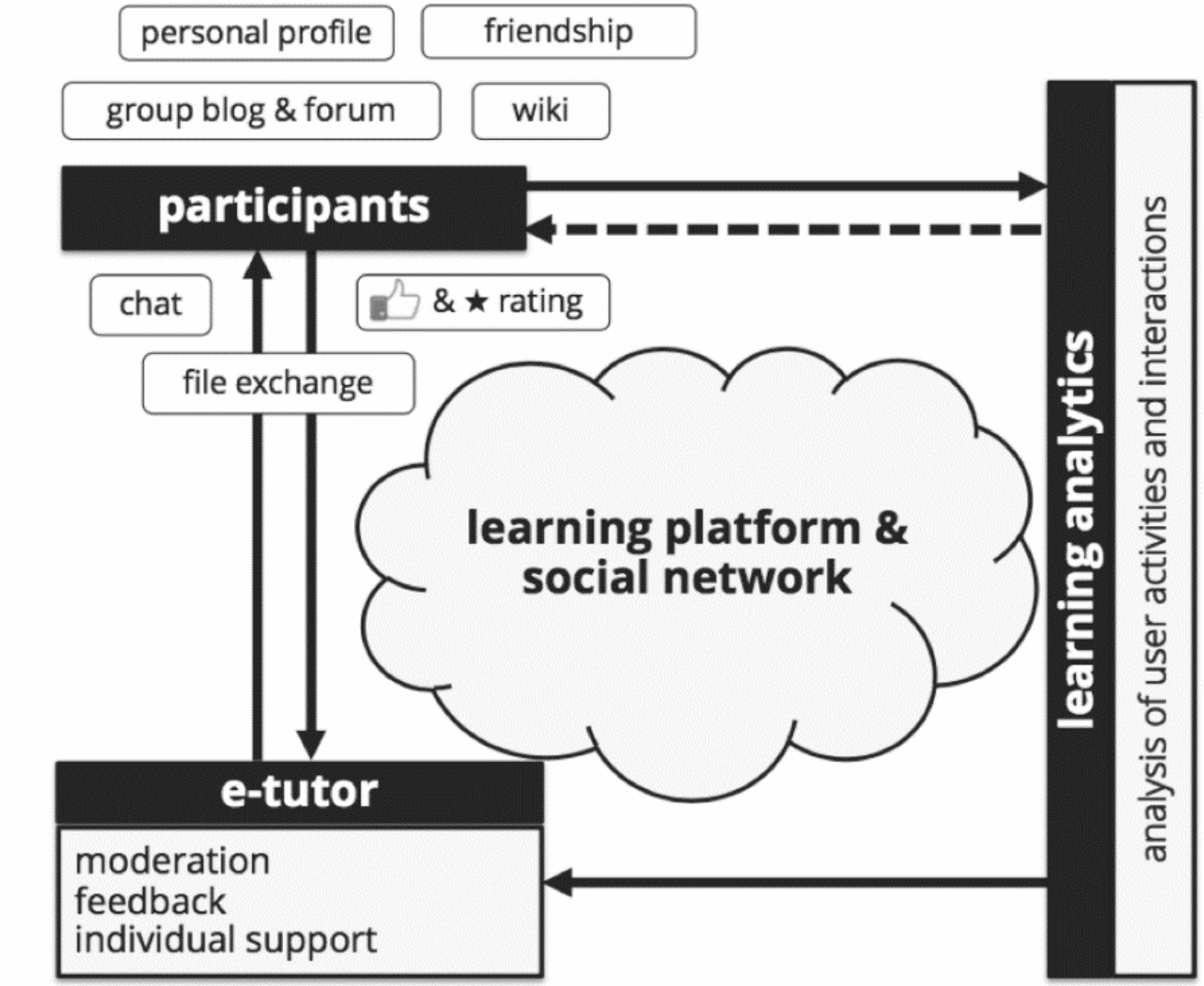


Lenk et al. (2020)

Content delivery preferences depend on experience level

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Technical Platform



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(Social) Learning Analytics

- Formative evaluation are often depended on the subjective, “soft” interpretation of observing e-tutors and supervisors

  → standardized observation sheet to support and objectify their evaluation
- Evaluation requires professional qualification for e-tutors and supervisors and previous experience Resource intensive process, e-tutors current span for simultaneous monitoring is four groups at maximum Lenk (2018)

→**Learning processes and learning outcomes should be enhanced by “hard”, fixed, automatically measurable, quantitative indicators**

*“Learning analytics is the **measurement, collection, analysis and reporting of data about learners** and their contexts, for purposes of **understanding and optimizing learning** and the environments in which it occurs.”*

SoLAR (Society for Learning Analytics Research)

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(Social) Learning Analytics

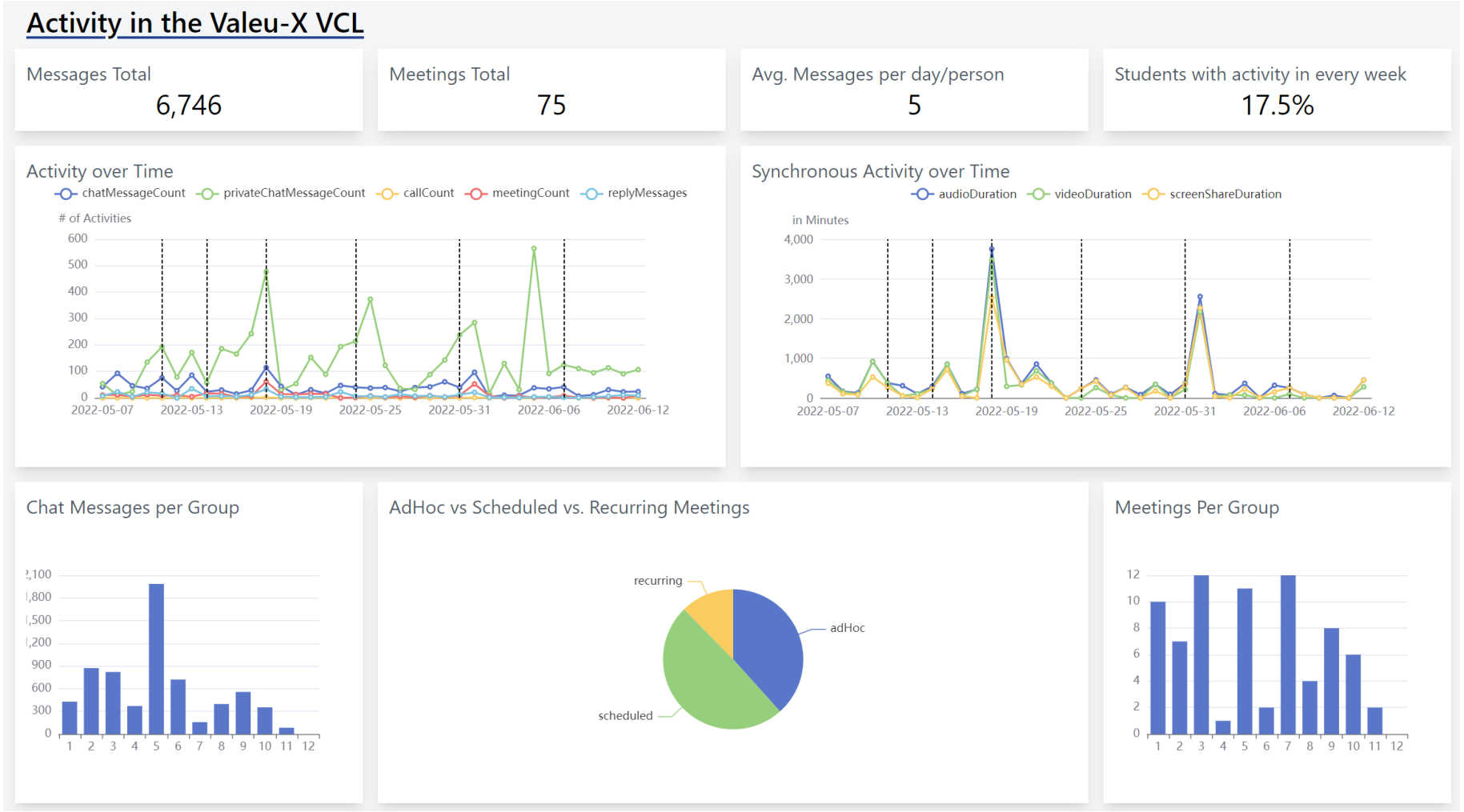
Objectives	Recognizing difficulties (e.g., inactivity, conflict) at an early stage
	Reducing workload of e-tutors and supervisors
	Enabling improvement through measurement
	Increase Objectiveness of formative evaluation
	Establish comparability

In the virtual room **meaningful data on users**' activities, their interactions with learning content as well as interactions among each other **must be identified, recorded, processed and made available** in an understandable form

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(Social) Learning Analytics - Dashboards



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Knowledge Reflection



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Workshop in Groups



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Workshop – Students’ Technical Onboarding

Design a **technical onboarding concept** for your designed VCL.

Discuss and consider the following factors:

- Combination of different **teaching methods** e.g.:
  - synchronous and asynchronous
  - self-study, guided/ tutor and lecturer
  - Mandatory and optional
- Different teaching **materials**
- Grade relevant & central **functions**
- Different **levels of knowledge**
- When are the accounts available (centralized by university, course specific)

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Present your results



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Workshop – Setting up the Technical platform

How could a **structure within the technical platform for your VCL course** look like? Why do you think this structure is appropriate and where could be downsides? (your result must **not** (but can) build on a real platform)

Possible topics to think and discuss about:

- How to arrange students groups & group workspace? (e.g., what is standardized and flexible)
- How to contact single students, groups and the whole class? (e.g., announcements)
- How to assign tasks and share task results within the platform?

Use Elements and Functions like:

- Groups/ Teams
- Channels
- Tools (Wiki, Directories, Dashboards, …)
- Directories/ Tabs
- Tasks/ Calendar/ Kanban Board
- Massages/ Threads/ Video Calls
- Data Filing (Structure)/ Data Linking
- Course Enrollment

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Workshop - (Social) Learning Analytics

What **potentials and risks/ challenges** do you see for the use of (social) learning analytics? How can risks / challenges be addressed to prevent them in advance?

Think and discuss about **how and what elements of SLA could be beatifical** for educators and learners?

- What information could be interesting for teachers and for learners on a dashboard?
- Which information (metrics) would support you during feedback and evaluation of the groups?
- How can metrics be presented within the platform to the students and the educators?

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Thank you

… and be ready for the next Virtual Mobility experience

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