

Virtual Collaborative Learning

Erasmusdays 2020 – Webinar &
Hands on VCL
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Agenda

1. Introduction
2. Albanian Needs Report
3. VCL History
4. Current Remote Teaching Practices
5. Concrete Realization - Practical Example
6. Remote Learning during Corona



1. Introduction

Who we are



Prof. Dr. Eric Schoop

Holder of the chair WIIM



Ornela Vladi

Project lead partner &
coordinator



Mattis Altmann

Project Manager & Research
Associate

What we do

Support and solutions for ...

- complex university and company learning environments through suitable e-learning arrangements
- knowledge-oriented teamwork through collaborative social software systems.

Responsible for ...

- Project development and partnerships @ UET
- Public Finance; Risk Management & Supply Chain Management
- Didactical design of E-learning scenarios
- Project management capacity building in E-Learning and Virtual Mobility
- Improvement of group formation processes

1. Introduction

Netiquette for online event:

- Keep Microphone and Video muted, activate after the moderator picks you
- If you have a question, post it into the chat during the live session; use the “raise hand” function during Q&A Sessions
- Be precise in your explanations, avoid long stories to allow further question
- Recognize diversity, respect everyone



1. Introduction

The “Bologna Process” Objectives

The European education and training system has to encourage the personal growth of European citizens in three aspects:

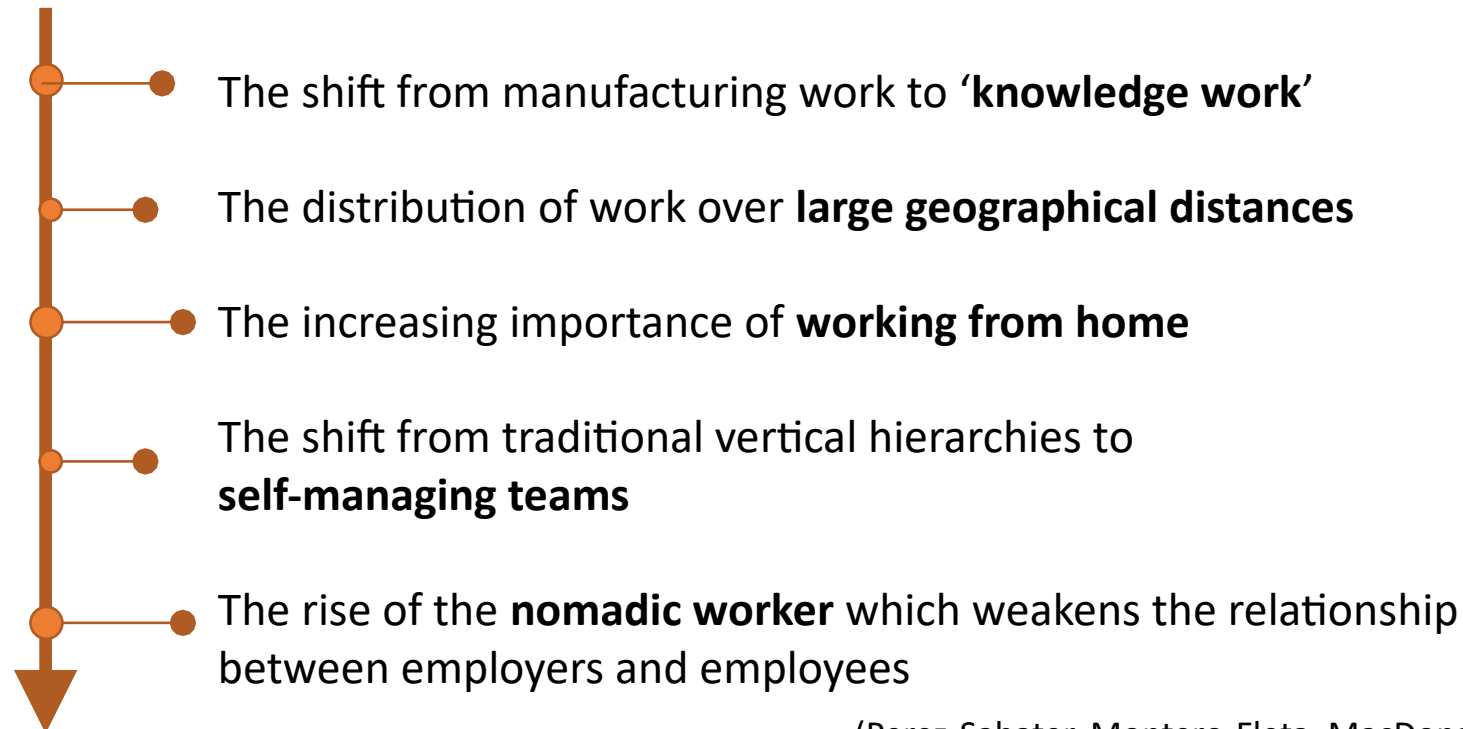
- **Skills** – currently needed technical, social and personal competencies, giving an individual a secure foundation for life and enabling him **to work together in groups with specialists from other disciplines**, intelligently using existing Information and Communication Technologies (ICT),
- **Adaptability** – the ability to learn about and **adjust to new situations**, while staying independent and respecting others, and
- **Mobility** – the skills required in today’s international and multicultural society, especially the ability to **work and communicate with others across national boundaries** and by this to adapt to the challenges of a global economy.

Source: European Council (2001): The concrete future objectives of education and training systems. 14. February 2001, Brussels, Belgium



1. Introduction

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



(Perez-Sabater, Montero-Fleta, MacDonald, & Garcia-Carbonell, 2015)

1. Introduction

Actual situation with COVID19 (own experience)

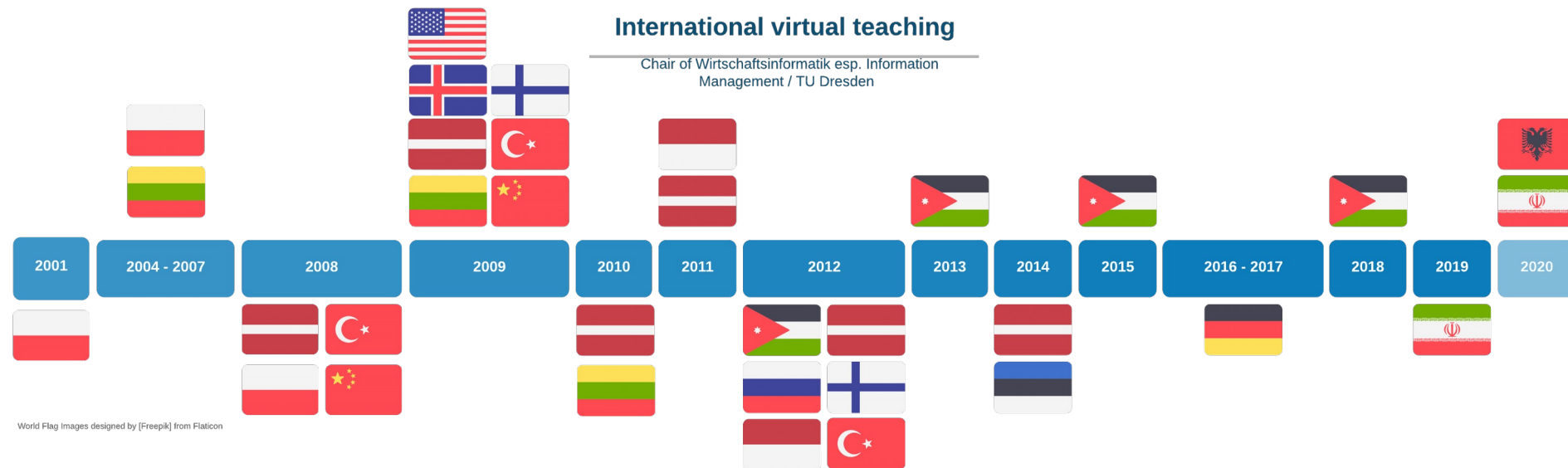
- Shut down of on-site classroom learning
- Rush into e-Learning
- Home office and new tools, sometimes shaky internet connections
- Students and Teachers had to get used to many different approaches of E-Learning
 - Students had to face different solutions of teachers
 - Teachers had didactical and technical issues due to unknown software solutions and an e-learning "rush" without sufficient preparation
 - Often traditional, content-focused and frontal instruction was just "translated" into digital content for individual, self-guided learning (without the presence of the experienced teacher or the other peer learners)
- Lack of interactivity and on-site experience (esp. for new students)



1. Introduction

Virtual Collaborative Learning (VCL)

- **Virtual** = online, using new communication channels
- **Collaborative** = in groups, benefitting from the experience of others
- **Learning** = gaining new knowledge and experience



For more details on VCL see: <https://www.daad.de/kataloge/epaper-daadkonferenzband/#18%20->

2. VCL History



Example of 2009

- Dresden, DE
- Riga, LV
- Kaunas, LT



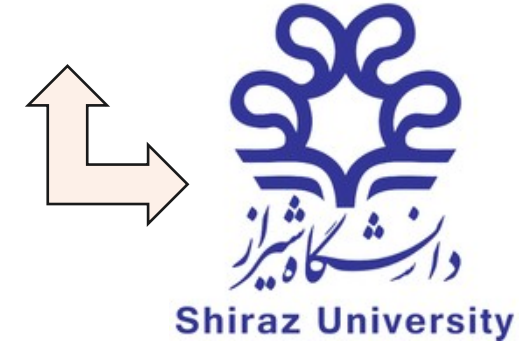
2. VCL History

International cooperation of two universities,
23 TU and 15 SU students

- Project seminar in English language
- Complemented by workshops following the Flipped Classroom approach

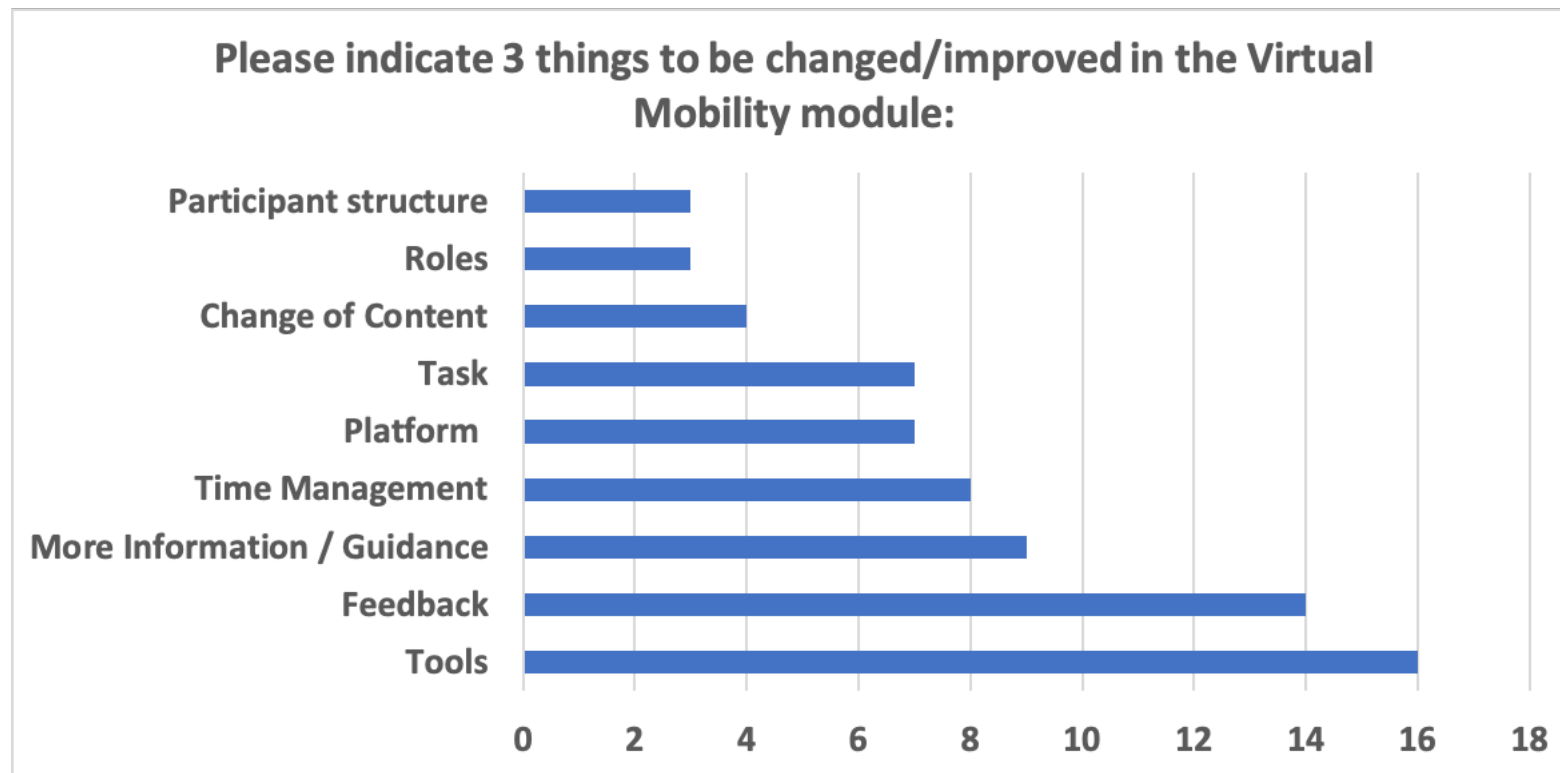
Collaboration in the Virtual Classroom 2019

The screenshot shows a user profile for a Master Student of MIS at Shiraz University. The profile includes a profile picture, a 5/5 star rating, and buttons for 'Add friend', 'Invite for chat', 'Report user', 'Send a message', and 'View activity'. The user's brief description, location (Shiraz, Iran), interests (reading books, researching around High Tech topics, listening to music), skills (MCSA, MCSE, CCNA, MikroTik, Virtualization, project management, programming), and contact information are displayed. The 'About me' section mentions the user's thesis work on metaheuristic algorithms and their experience in networking. The right sidebar shows sections for 'Tasks' (No tasks created yet), 'Bookmarks' (No bookmarks), 'Files' (No files), 'Friends' (a row of small profile pictures), and 'Group membership' (Group 7).



3. Current Remote Teaching Practice

Results from 2019 needs analysis



Adapted from: Altmann, M. (2019). Fallstudiendesign als Baustein von Virtual Mobility und internationaler Fallstudienarbeit – ein Action Research Report.. Technische Universität Dresden.

3. Current Remote Teaching Practice

The screenshot displays the Microsoft Teams interface. On the left sidebar, the 'Teams' section is expanded, showing a list of teams: 'CVC 20 E-Tutors (internal)', 'CVC 20 Official Announcements', 'CVC 20 Group 1', 'CVC 20 Group 2', 'CVC 20 Group 3', 'CVC 20 Group 4', 'CVC 20 Group 5', and 'CVC 20 Group 6'. The 'General' channel is selected for 'CVC 20 E-Tutors (internal)'. The main area shows two posts by 'Mattis Altmann'. The first post, dated 5/6 3:46 PM, is titled 'Midweek update Task A1' and contains text about task processing and hints, with two attachments: 'G1_Beobachtungsbogen_CVC SoSe 20.xlsx' and 'Feedback procedure CVC 2020.docx'. The second post, dated 5/11 6:42 PM, is titled 'Update Task A3' and contains text about task A2 starting on Wednesday, with one attachment: 'Pitch1-Timeslots CVC 2020.pdf'. The interface includes a top navigation bar with tabs for 'General', 'Posts', 'Files', 'Class Notebook', 'Assignments', and 'Grades'. A bottom bar contains icons for various communication tools like chat, calls, and files.

3. Current Remote Teaching Practice

Success at the CVC 2020 Kick Off LiveEvent in MS Teams

Collaboration in the Virtual Classroom – 3 countries and 4 stakeholders in one seminar

Research & Project Focus

Your Mission

Digital Transformation

Community Management

Knowledge Management

Schedule

Assignment	Date
Kick-off	29.04.2020
Task 0 Team building	30.04.2020 – 05.05.2020*
Task 1 Ontology	06.05.2020 – 12.05.2020*
Task 2 Brainstorming	13.05.2020 – 19.05.2020*
Pitch 1	20.05.2020
Break	21.05.2020 – 25.05.2020
Task 3 Peer review	27.05.2020 – 02.06.2020*
Task 4 Dilemma	03.06.2020 – 09.06.2020*
Task 5 C/T	10.06.2020 – 16.06.2020*
Imam Sadeq (Break)	17.06.2020

*Latest submission: 20:00 (German time) or 22:30 (Iranian time)

This year the knowledge partnership between TU Dresden and Shiraz University has gone into the second round. In addition to the existing partnership between the two universities, industry experts from Iran and observers from the Erasmus+ project are also participating this year. The participants were integrated directly into the kick-off event via a Microsoft Teams Event and showed lively participation

[\[more...\]](#)

Half-time: Collaboration in the Virtual Classroom

International students present their collaboratively developed solutions

OUR SOLUTION

The Holographic Solar Module

Professur für Wirtschaftsinformatik insb. Informationsmanagement

Collaboration in the Virtual Classroom

Pitch presentation -

20 May 2020

After the launch of the seminar „Collaboration in the virtual Classroom“ the attending groups presented their ideas for green energy solutions regarding the gas and oil industry in the Middle East. The first round of pitches showed a great variety of proposed solutions that were developed in multinational teams with Students from Shiraz University and TU Dresden as well as Iranian industry experts. Together they experienced real collaboration to solve authentic problems in situative learning scenarios. This demands powerful tool support – like provided with the Microsoft 365 suite including MS Teams as a fully integrated collaboration solution. The Students experienced not just communication in a webinar [\[more...\]](#)

4. Concrete Realization - Example



The Case/Cover Story

- German company specialized in **international**, digital **education and training**
- Creation, implementation and maintenance of company-specific **e-Learning offers**
- Supports customers during the complex challenges of **digital qualification**

Values:

- Creativity, innovation and diversity
- Change of perspective for a holistic capture of reality
- Open-mindedness and respect for all cultures, habits and customs

Vision:

„Being a global leader in providing effective customized digital learning services means providing clients with an ubiquitous, demand-based knowledge base and subsequently giving the employees the tools to find the best solution for the problem.“



4. Concrete Realization - Example

Problem situation:

- Lack of skilled labours in Germany
- Investments in Iran are promising, as young Iranians have a good level of education and a high amount of qualified but unbound workforce
- Skilled labours from abroad, qualified through VCL should solve the shortage

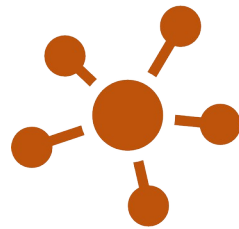
Requirements:

- The need for a draft concept of a pure online binational MBA program between Germany and Iran
- Knowledge about digital learning environments and cultural characteristics between Germany and Iran

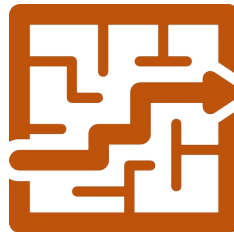
Work assignments:



1. Group Agreement



2. Common ontology



3. Educational Journey



4. Cultural dimensions



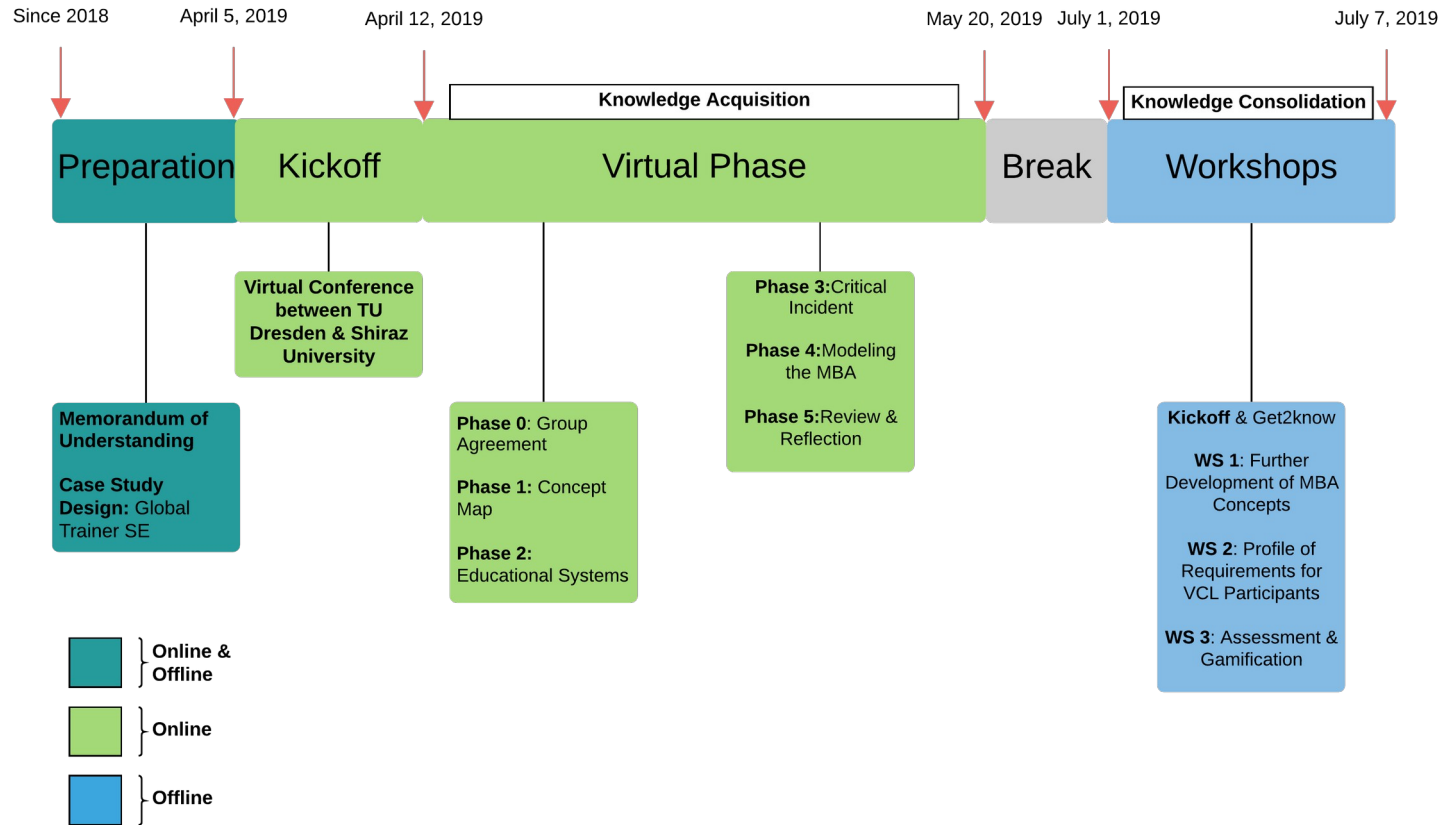
5. MBA draft



6. Review & revise

4. Concrete Realization - Example

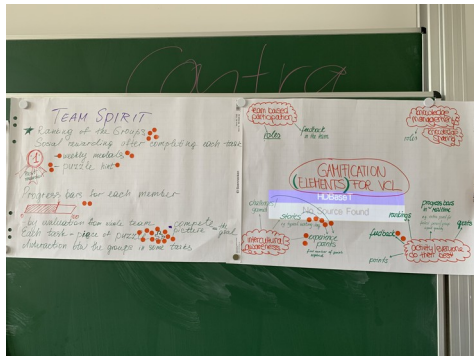
Schedule: Collaboration in the Virtual Classroom 2019



4. Concrete Realization - Example

On-site Workshops at TU-Dresden 30.06.2019 – 09.07.2019

- funded by DAAD “Collaborative educational modules to promote virtual student mobility” as Study Internships for Groups of Foreign Students in Germany



For additional information and updates see: <https://lswiim.wordpress.com/>

5. Remote Learning During Corona

Effects and experiences during the Crisis from the perspective of an international, virtual seminar:

- Project seminar was held as planned
- All presentations took place virtually via MS-Teams
- Some students stated that the completely digital semester is more time-consuming, and they had to reduce the number of courses they attended
- Students had no software issues – were familiar and used a variety of tools to express their solutions
- The module is designed as a project - no exam issues
- Students are today prepared with the skills for tomorrow's working environment



Sources

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Contact LS WIIM

Find us on:

Blog: <https://lswiim.wordpress.com>

Web: <https://tu-dresden.de/bu/wirtschaft/winf/wiim>

Find VALEU-X on:

Web: <https://valeu-x.eu>

Linkedin: <https://www.linkedin.com/in/valeu-x-project-b25a241ab/>



»Wissen schafft Brücken.«



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https://www.xing.com/profile/Anna_Leichsenring2/cv

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