

Virtual Mobility – International Teamwork as Everyday Teaching Practice

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Hands on VCL
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Agenda

1. Virtual Mobility & Virtual Exchange
2. Design Dimension for Quality Assurance
3. Recommendations for Action



1. Virtual Mobility & Virtual Exchange

Collaborative online learning settings using affordable, flexible technologies...

- Enable students to take part in an intercultural exchange which is integrated into their regular studies without having to invest additional time or money (Tawileh, 2016)
- Opening new opportunities for students who are economically or socially excluded from physical mobility, which is traditionally necessary to gain international and intercultural experience (Otto, 2018)

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, 2019)

→ Focus on cooperation between higher education institutions and the recognition of achievements

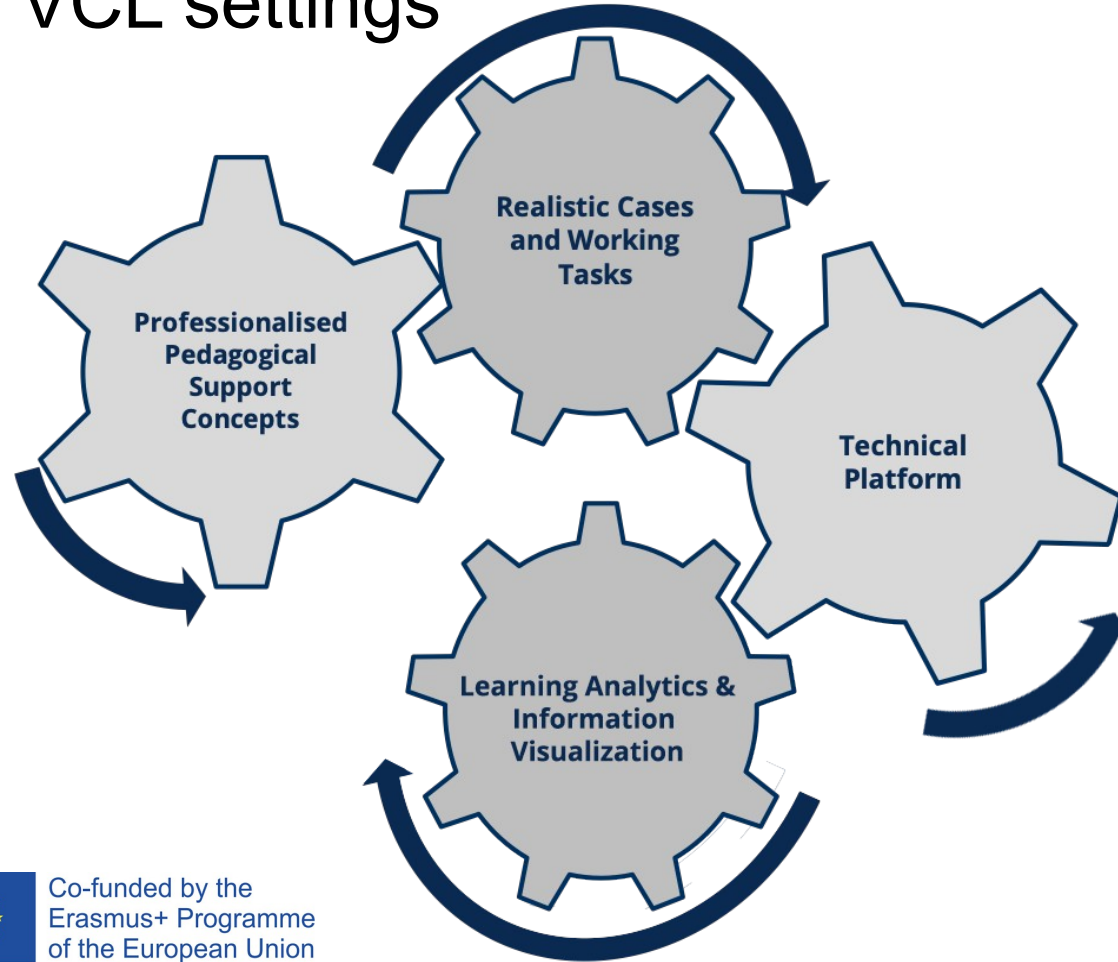
Virtual Exchange

- Interaction and communication of geographically separated participant
- Focus on exchange, competence building and interaction in small groups are in the foreground



2. Design Dimension for Quality Assurance

- Four main design dimensions, as “pivotal points” to ensure quality in our VCL settings



2. Design Dimension for Quality Assurance

Professionalized pedagogical support

Split-Tutor-Concept – Two dimensions of tutorial tasks

(Kerres, Nübel & Grabe, 2005, p. 340)

Specialized Support

- Clarification of content issues
- Assistance with comprehension problems, ambiguities, misunderstandings
- References to literature and tips for working techniques and methods
- Guidance for learning tasks, hints for processing learning tasks
- Feedback on learning tasks and on the method

Personal and Group-Related Support

- (Support in the) organization of learning activities
- Feedback on the learning behavior of the individual/group
- Support in conflicts
- Support in case of learning problems of the individual/group

► Fulfilment of the two dimensions depending on the learning objective

2. Design Dimension for Quality Assurance

Professionalized pedagogical support

Enhanced Support Concept

Specialized Support

- Clarification of content issues
- Assistance with comprehension problems, ambiguities, misunderstandings
- References to literature and tips for working techniques and methods
- Guidance for learning tasks, hints for processing learning tasks
- Feedback on learning tasks and on the method)

Personal and Group-Related Support

- (Support in the) organization of learning activities
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Technical Support

- Support in dealing with collaboration tools (functionality, selection, technical problems)

Organizational Support

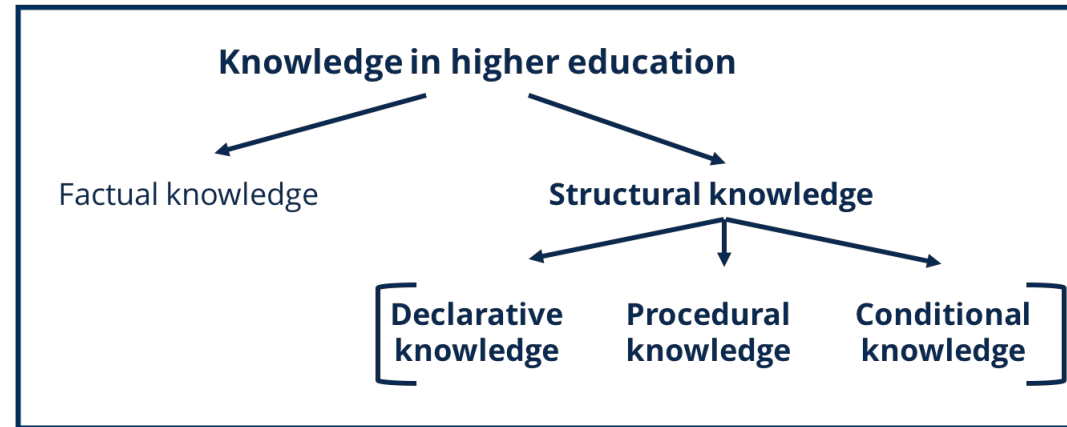
- Supervision of the timely processing of the task

Evaluation

- Support of the evaluation while using an evaluation instrument

2. Design Dimension for Quality Assurance

Realistic cases and working tasks



Knowledge in higher education. Adapted from (Dubs, 1995)

Learning objectives - the participants learn...

- to analyse the complex setting of tasks
- to divide partial tasks among individual group members
- to identify and/or investigate relevant information for the development of a solution
- to compile different possible solutions in the team
- to make a common decision in the group for solutions
- to present and defend the chosen solutions



2. Design Dimension for Quality Assurance

Necessary characteristics of cases and working tasks

Realistic cases and working tasks

Realistic	• Provide vocation-oriented knowledge • Close connection to possible corporate problems as well as future job tasks • Characterized by open solutions that need in-depth explanation, tasks should focus on gaining new practical usable knowledge through discussion and exchange
Collaborative	• Tasks have to be solved in groups and need a multi-perspective input • Learners learn from each other • Active virtual communication is a must
Self-organized	• Self- determined scheduling and distribution of roles and tasks • Learning supporters accompany learners instead of leading them



2. Design Dimension for Quality Assurance

Technical requirements of the platform

- Communication:
 - *Asynchronous tools*: Offering structured and documented group discussions
 - *Synchronous tools*: Enabling real-time discussions and virtual group meetings, which are required for instant communication, ad-hoc agreements and urgent decisions, realised by text and voice/video chat and conferencing tools
- Work on tasks and deliverables:
 - *Groupware*: Giving the opportunity to work collaboratively on a document or structured web page, which allow to document the history of changes
 - *Shared file Storage*: Offering a shared platform to host, organise and access files, which can be accessed location-independent by all group members
- Coordination:
 - *Personal coordination tools*: Allowing users to build personal networks with group members and display personal skills, professional experiences and study background as well as more informal details like hobbies
 - *Task coordination tools*: Offering possibilities to plan, assign and display assignments as well as their progress



2. Design Dimension for Quality Assurance

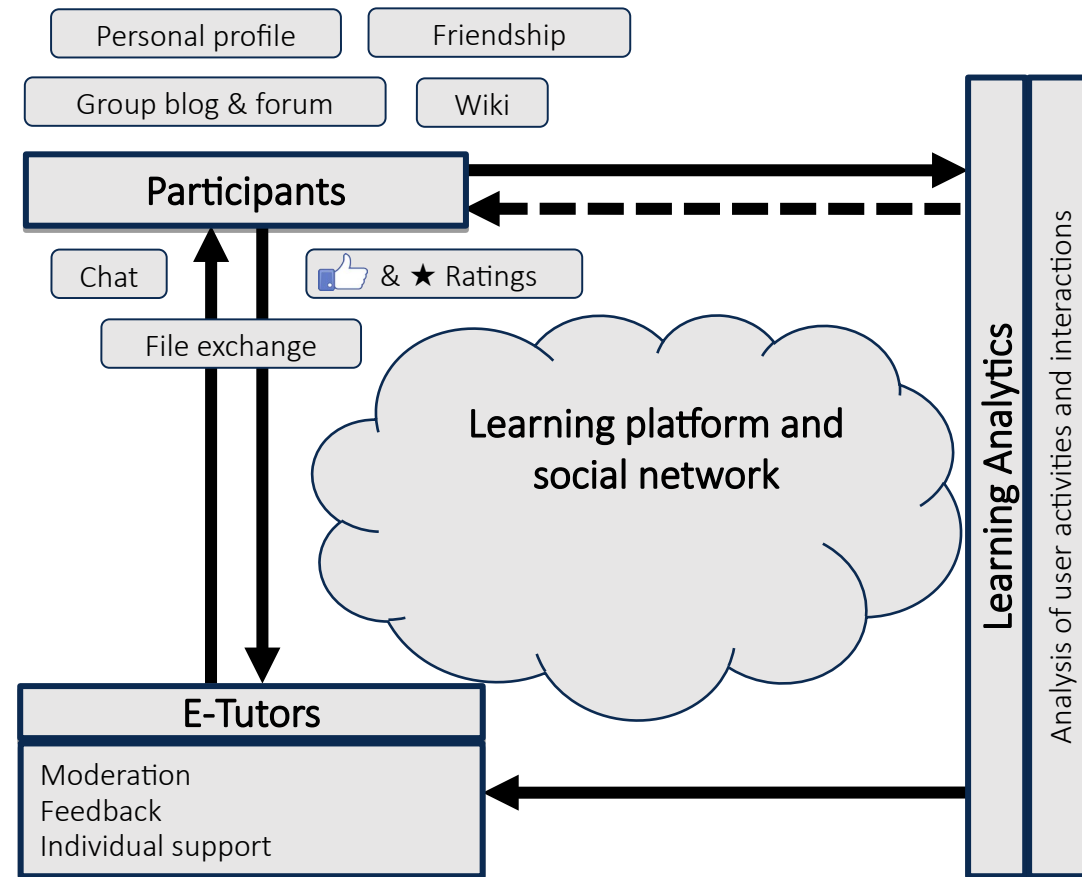
Technical requirements of the platform

- Gateways to facilitate e-tutorial support through Social Learning Analytics (SLA)
 - Focus on the semi-automated analysis of social behaviour and recurring interaction patterns that characterise effective learning and collaboration processes, by systematically measuring data output and learners' traces (Shum and Ferguson, 2012)
 - Need multiple and continuous insights into learning processes to enable personalised learning support and direct feedback on learners' progress
 - Include data of direct interactions - especially dialogues and indirect interactions when learners leave traces of their online activity
 - User-generated data traces, which are relevant to learning objectives, must be identified, recorded, aggregated and visualised (Lenk, 2018)



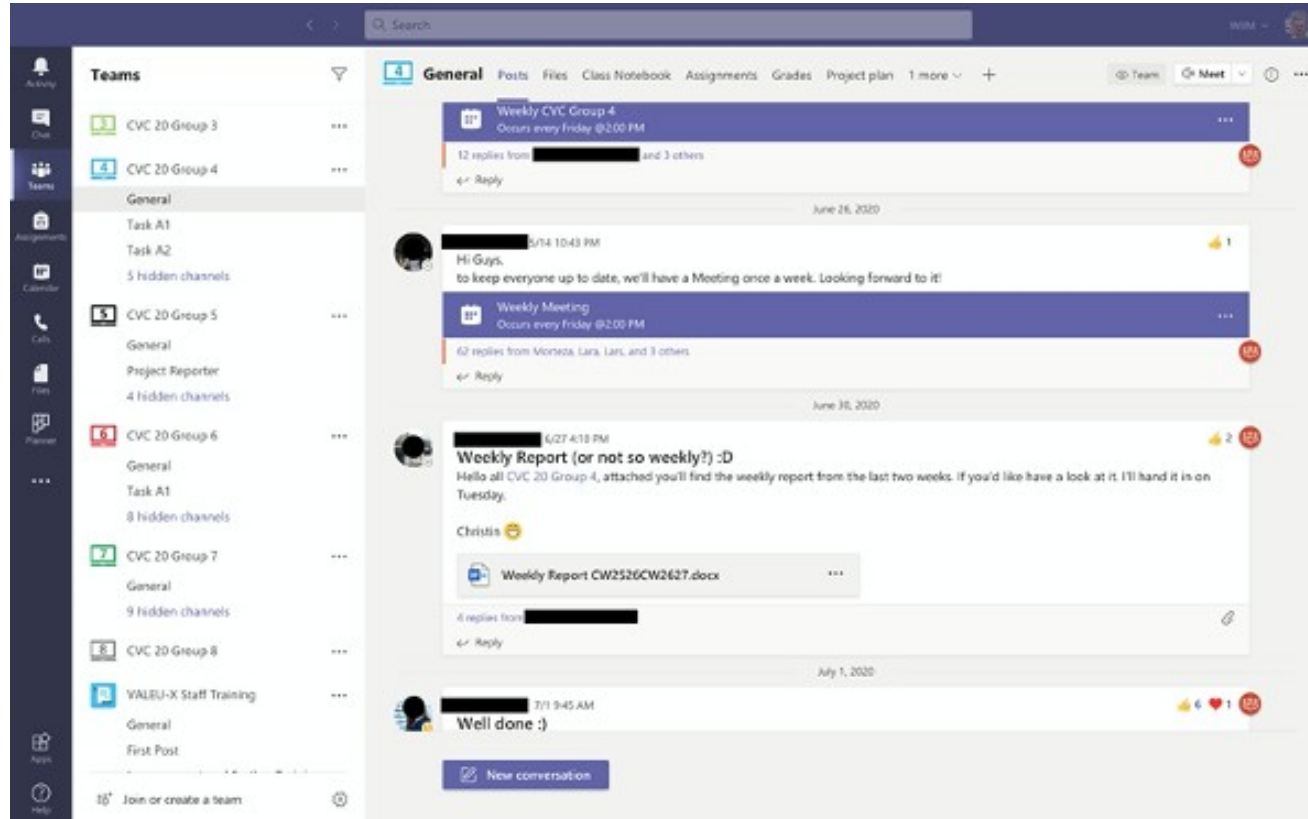
2. Design Dimension for Quality Assurance

Technical requirements of the platform



2. Design Dimension for Quality Assurance

Technical requirements of the platform



2. Design Dimension for Quality Assurance

Learning Analytics and Information Visualisation

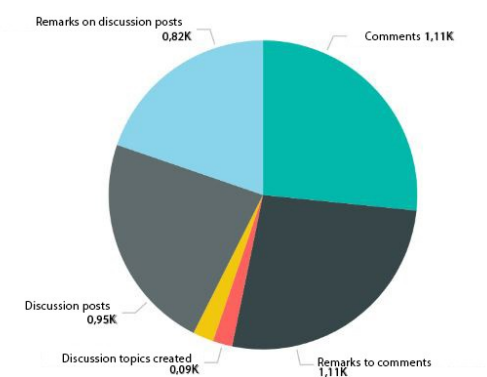
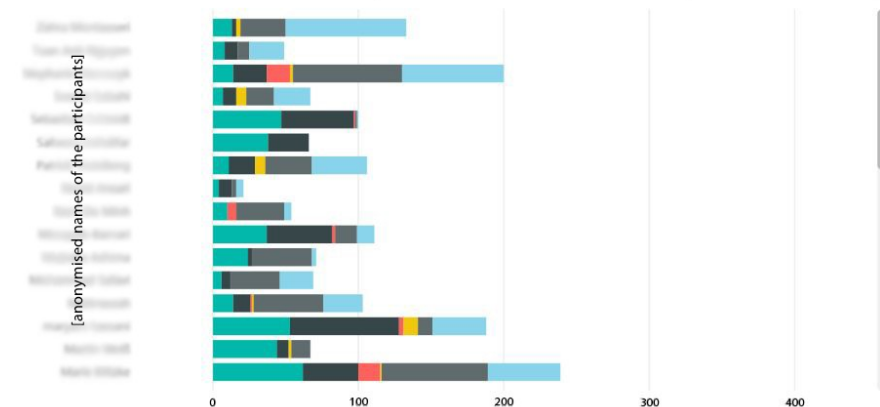
Dashboard for discussion



Discussions and comments:

Name	Communication index	Comments	Remarks to comments	Discussion topics created	Remarks on discussion topics	Discussion posts	Remarks on discussion posts
Wen: student modules	7,71	30	43	0	0	1	0
Wen: student	9,51	13	0	0	0	22	5
Wen: student	24,96	16	0	2	1	68	22
Wen: student	18,72	21	8	0	8	43	46
Wen: student	14,72	11	0	0	0	41	3
Wen: student	7,40	21	3	0	1	10	10
Wen: student	5,14	1	0	0	8	16	4
Wen: student	5,57	8	3	0	1	13	3
Wen: student	13,40	5	16	1	1	36	44
Wen: student	9,95	38	90	0	1	0	3
Wen: student	36,23	120	106	0	0	1	2
Total	13,38	16	9	0	1	20,5	20,5

● Comments ● Remarks to comments ● Discussion topics created ● Remarks on discussion t. ● Discussion posts ● Remarks on discussion posts



3. Recommendations for Action

M	O	V	E	-	I	T
Mobility preparation	Obligatory feedback	Virtual collaboration platform	Encouragement and support		Intercultural exchange	Teaching transfer

Mobility preparation: Intensive organisational preparation is essential; Ensuring ECTS recognition is crucial, otherwise the motivation will vary → increased potential for conflicts

Obligatory feedback: Especially at the beginning feedback for students is crucial; Multi-perspective feedback should be encouraged (teachers, e-tutors, practical recommendations by industry experts); Peer-feedback within the groups should be encouraged; Peer reviews between the groups are advised

Virtual collaboration platform: Enable synchronous, asynchronous, transparent communication & document editing; Mobile access is recommended; As user-friendly as possible; Industry-standard tools may help to gain media competences

Encouragement & support: Accompanied –but not guided– by e-tutors & experts; Qualification program recommended; Constant contact between teachers, e-tutors & experts

Intercultural exchange: As heterogeneous groups as possible; Language skills are necessary; include additional time for informal & intercultural exchange

Teaching transfer: Potential to transfer knowledge & didactic concepts between participating institutions; Realistic design of the case studies allows students to transfer experiences into future professional practice



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»Wissen schafft Brücken.«



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