

Open Virtual Mobility

Open Virtual Mobility Skills – Research Results & Application in the Design of Massive Open Online Courses (MOOCs)



EADTU webinar, 22 May 2019

Prof. Dr. Ilona Buchem (OpenVM Erasmus+ Coordinator)

Disclaimer: The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no. 2017-1-DE01-KA203-003494. Neither the European Commission nor the project's national funding agency DAAD are responsible for the content or liable for any losses or damage resulting of the use of these resources.



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EUROPEAN DISTANCE AND E-LEARNING NETWORK

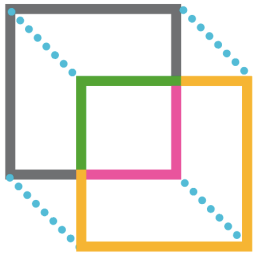


Open
Virtual
Mobility



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Open Virtual Mobility

Erasmus+ Strategic Partnership (2017 - 2020)

Project website <http://www.openvirtualmobility.eu>



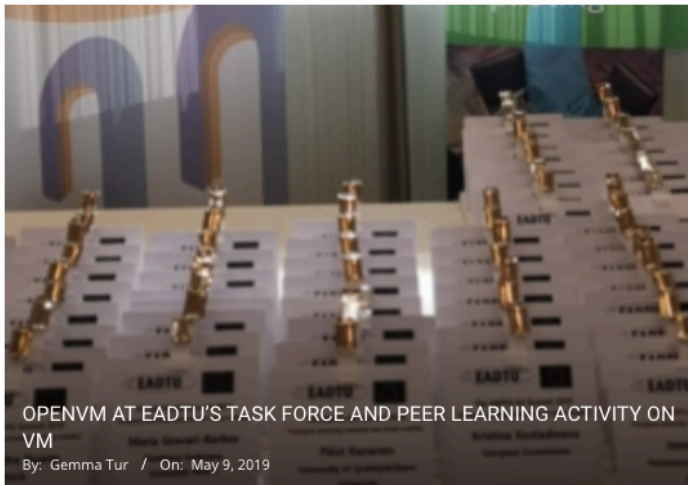
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OPEN VIRTUAL MOBILITY
ACCESSIBLE OPPORTUNITIES FOR VIRTUAL MOBILITY SKILLS IN HIGHER EDUCATION

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OPENVM AT EADTU'S TASK FORCE AND PEER LEARNING ACTIVITY ON VM
By: Gemma Tur / On: May 9, 2019



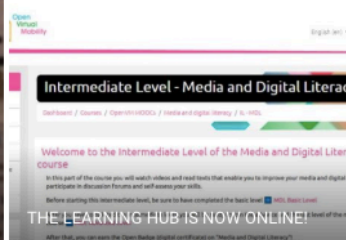
OPENVM MEETS BEUTHBONUS



IMPACT OF OPEN EDUCATION ON VIRTUAL MOBILITY AT OPEN EDUCATION WEEK 2019



OPEN EDUCATION WEEK 2019



THE LEARNING HUB IS NOW ONLINE!



03 TALK: SUSTAINABLE USE OF SEMANTIC COMPETENCY DEFINITIONS



06: VIRTUAL MOBILITY OERS & MOOC

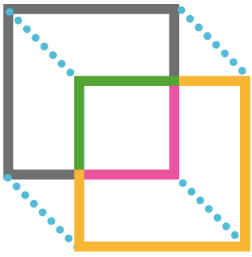


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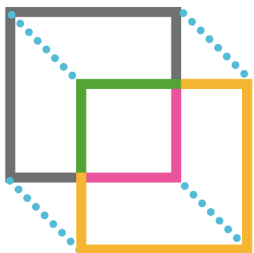


Open Virtual Mobility

Project objectives (2017 – 2020)

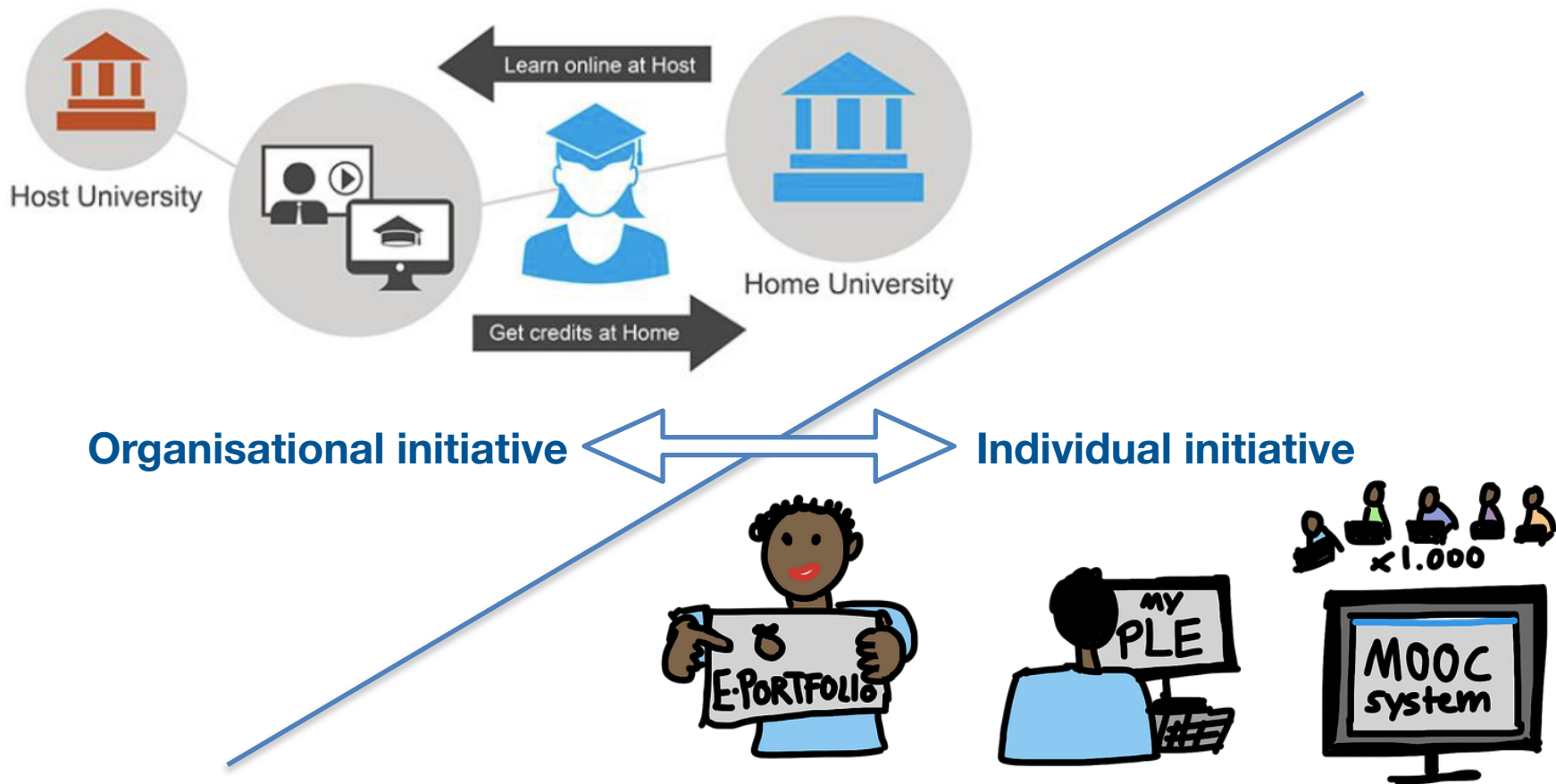
1. Enhance the uptake of Open Virtual Mobility by improving virtual mobility skills of educators and students.
2. Create a collaborative OpenVM Learning Hub for achievement, assessment and recognition of VM skills.
3. Develop a set of innovative tools and methods to enhance learning and collaboration for virtual mobility.

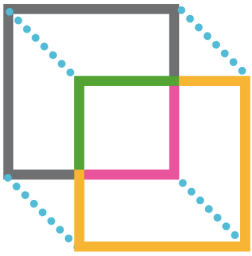




Open Virtual Mobility

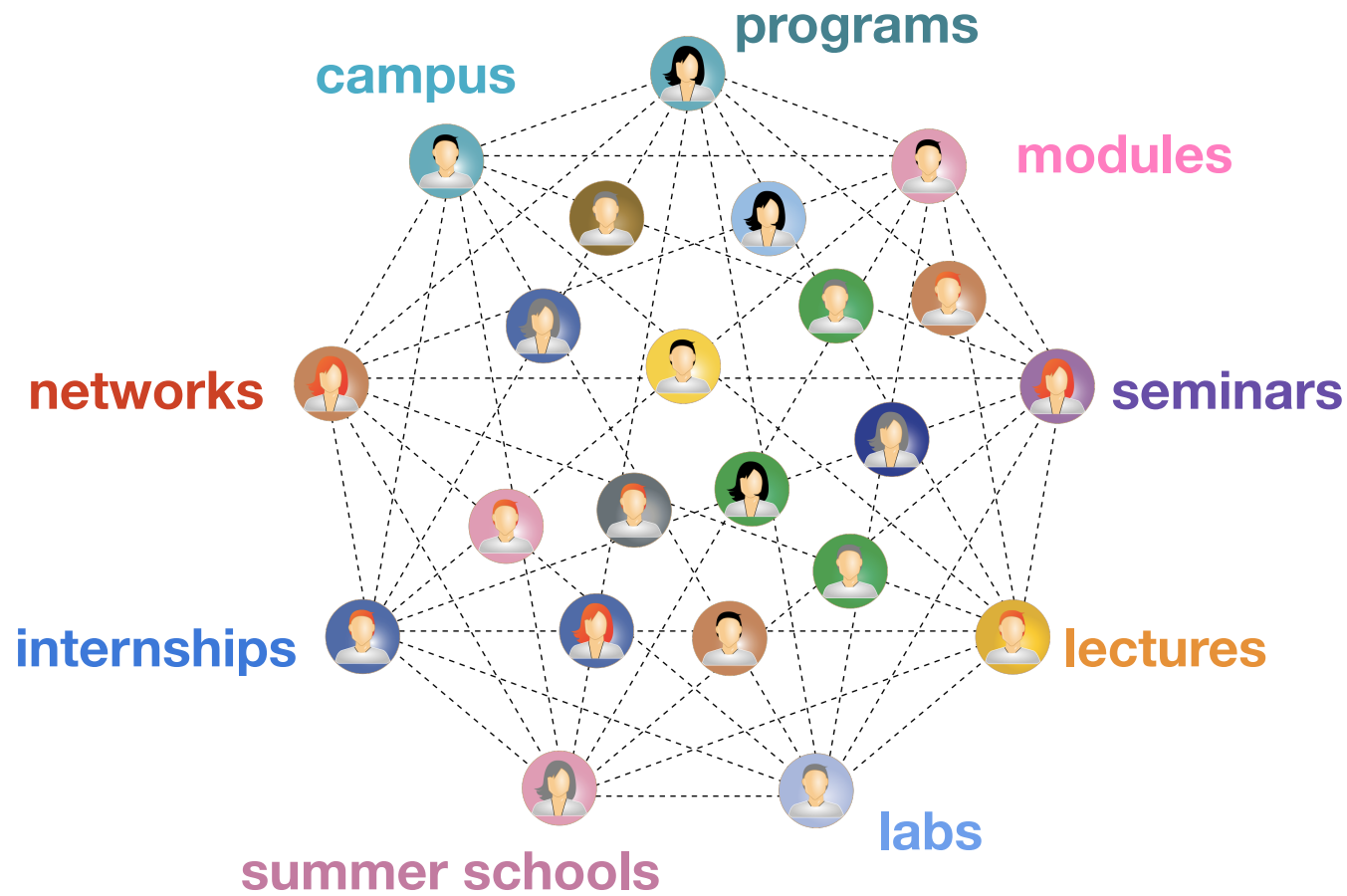
Virtual Mobility > Open Education

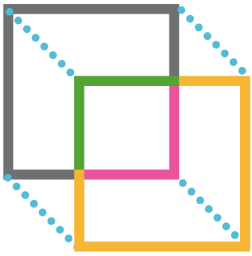




Open Virtual Mobility

Applying “open” & “virtual” to different educational formats





Open Virtual Mobility

Forms of virtual mobility (VM spectrum)

formal

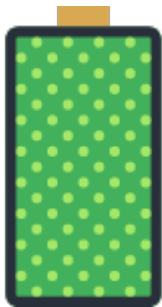
...

semi-formal

...

informal

institutional agreement
e. g. European virtual
exchange projects
(e. g. EPFL)

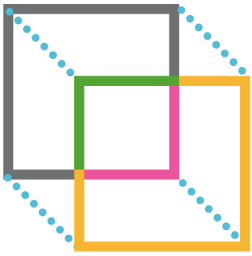


recognition of credits
e. g. earning ECTS in
MOOCs
(e. g. open HPI)



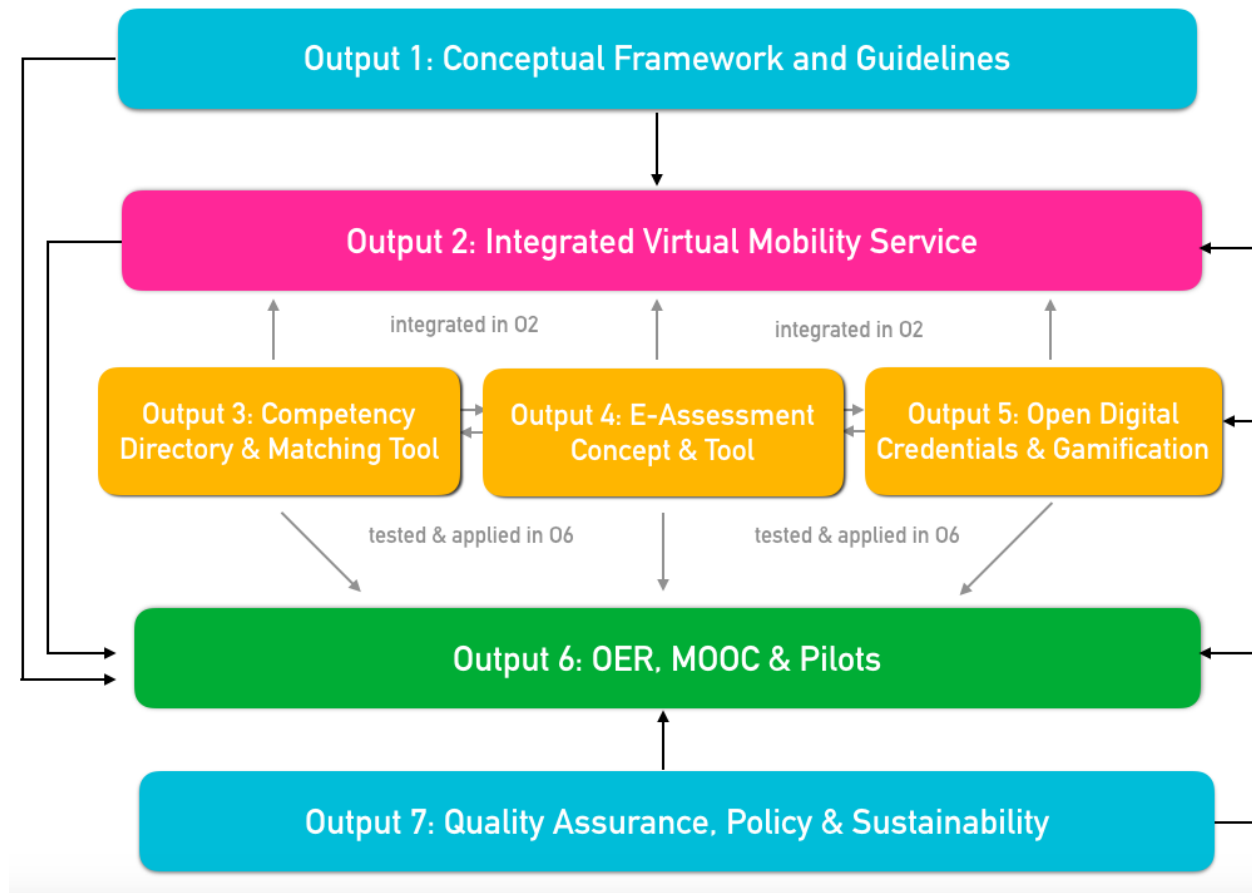
no agreement and
no recognition
of credits
e. g. InterCult, TalkTech

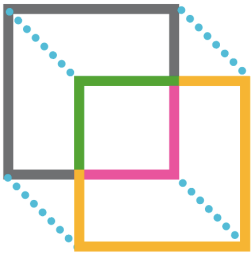




Open Virtual Mobility

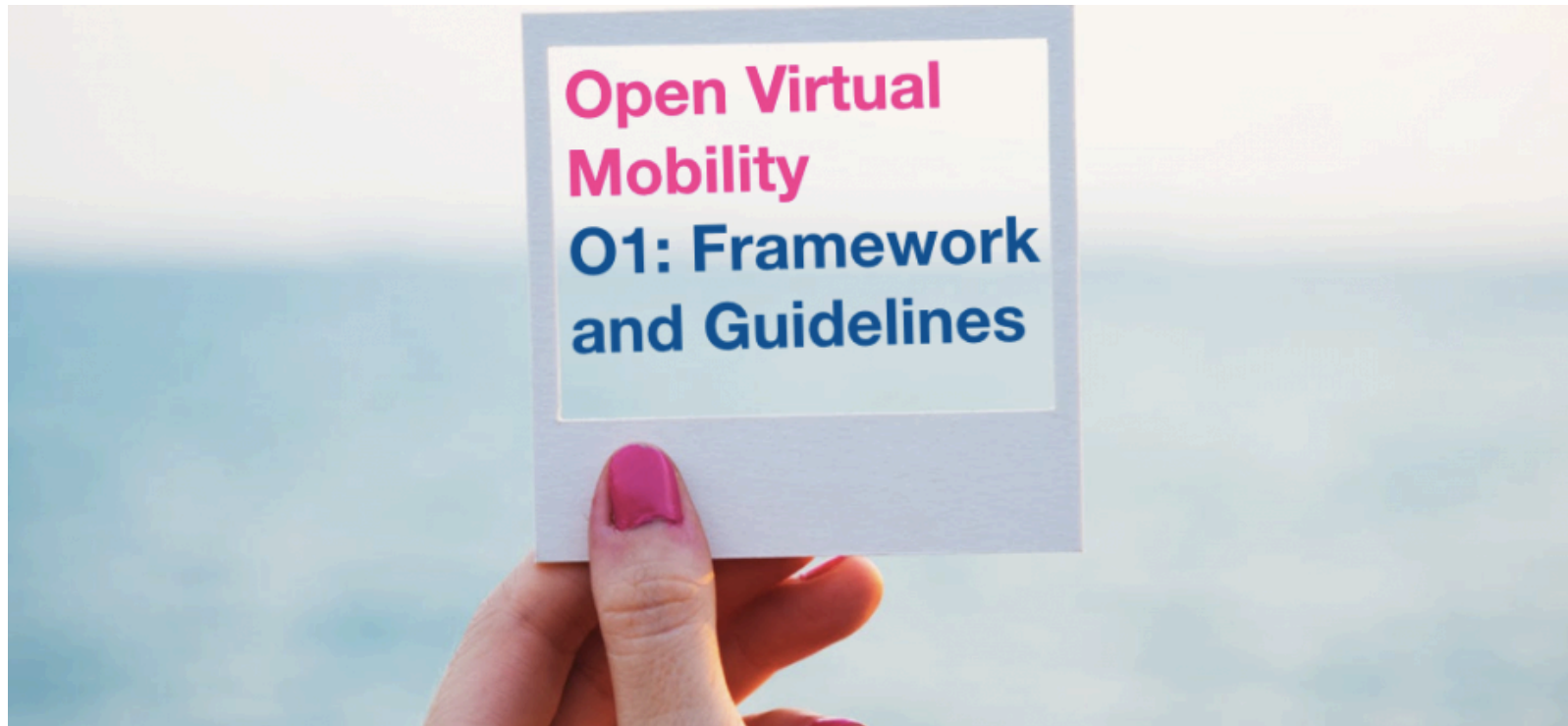
Project Outputs (O1 - O7)





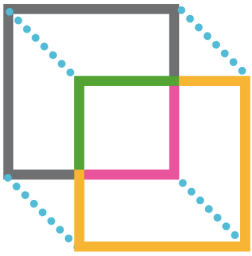
Open Virtual Mobility

What are the key skills for Open Virtual Mobility?



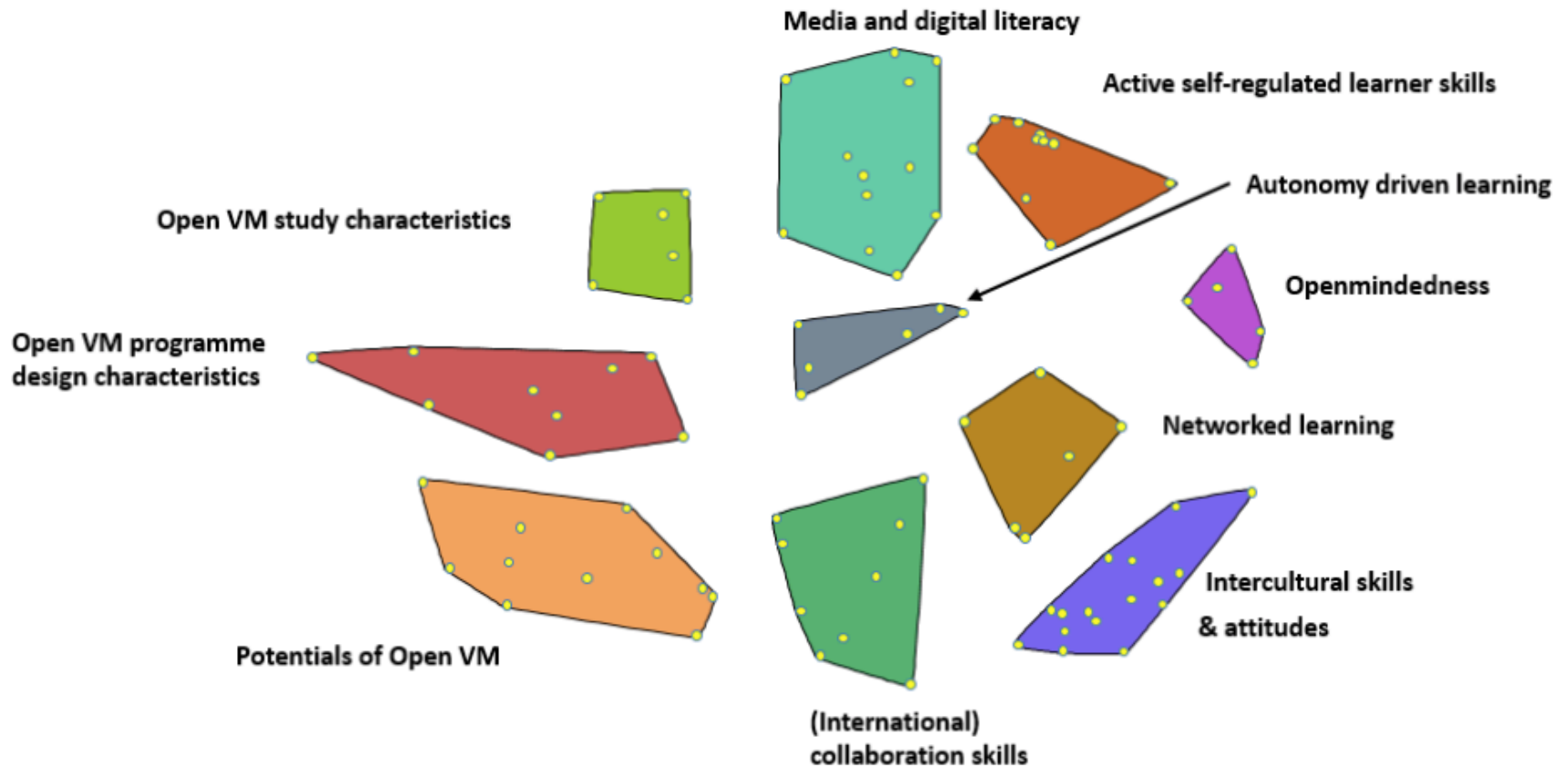
<https://www.openvirtualmobility.eu/outputs/1091-o1-conceptual-framework-and-guidelines-for-achievement-assessment-and-recognition-of-vm-skills-in-he/>

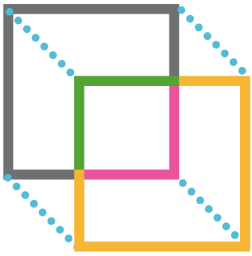




Open Virtual Mobility

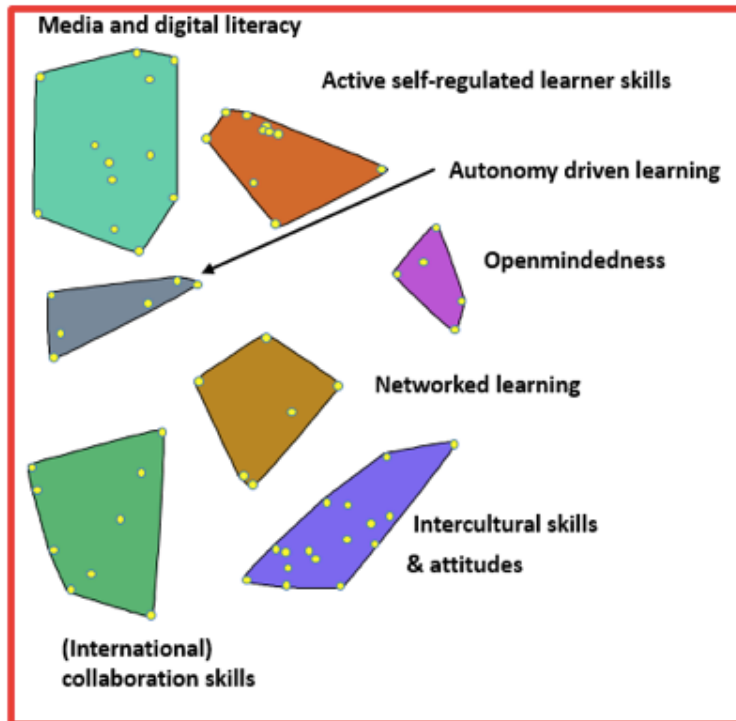
Group Concept Mapping Study (O1) - OUNL, KUL



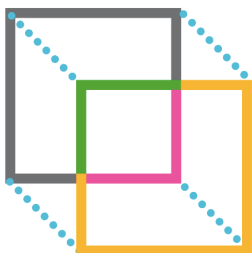


Open Virtual Mobility

OpenVM skill set of 8 skill types (OU NL)



- (1) Intercultural skills & attitudes
- (2) Networked learning
- (3) Active self-regulated learner skills
- (4) Media and digital literacy
- (5) Autonomy-driven learning
- (6) Interactive and collaborative learning in an authentic international environment
- (7) Open-mindedness
- (8) Gaining Knowledge of Virtual Mobility and Open Education



Open Virtual Mobility

OpenVM set of 8 skill types (OU NL, KUL)

Media and Digital Literacy		
Demonstrating learner control	Being proficient in using online learning technologies	Being proficient in assessing quality in courses and resources found online
<ul style="list-style-type: none"> - Bring a high level of self-regulation competency to the online collaboration aspect - Set one's own learning objectives - Organize content and schedules 	<ul style="list-style-type: none"> - Awareness of the differences between on- and offline - Proficiency in searching for new courses & resources and - Proficiency in using digital platforms - Proficiency of independent use of tools for online communication 	<ul style="list-style-type: none"> - Proficiency in assessing course and OER quality

Autonomy-driven learning	
Demonstrating self-directedness in decision-making on own learning	Demonstrating independent learning
<ul style="list-style-type: none"> - Develop learning self-regulation strategies - Develop persistence and creativity in organizing one's own study 	<ul style="list-style-type: none"> - Be able to study in a flexible way, independent of time and place - Enhance lifelong learning skills - Adapt and further develop knowledge of Open Education ICT tools - Learn in an open digital context

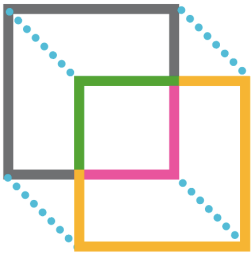
Interactive and collaborative learning in an authentic international environment			
Enhanced team work skills	Collaborating with peers from different disciplines	Collaborating with peers within the context of an international learning experience	Interacting with authentic international resources in a foreign language
<ul style="list-style-type: none"> - Enhance team work skills 	<ul style="list-style-type: none"> - Exchange knowledge with peers from different disciplines - Interact and collaborate with peers from different disciplines 	<ul style="list-style-type: none"> - Experience different learning methodologies - Have a learning experience different from learning offline and in own country - Collaborate in the open digital contexts 	<ul style="list-style-type: none"> - Interact with libraries and databases, in other countries in a foreign language - Access to and use of authentic resources in a foreign language

Active self-regulated learner skills		
Being able to self-regulate learning processes	Being able to self-reflect on learning experiences	Demonstrating ownership over own learning (attitude)
<ul style="list-style-type: none"> - Be self-responsible - Be self-disciplined - Be able to plan & organize one's own learning - Be pro-active 	<ul style="list-style-type: none"> - Be able to reflect on one's own learning process - Be communicative 	<ul style="list-style-type: none"> - Being motivated to learn - Be constructive towards the course goal. - Have both digital and cultural competences

Networked learning	
Engaging in digital networking	Dealing with complexity in networked learning
<ul style="list-style-type: none"> - Be able to use networks (being "networking savvy") for learning - Learn to work and cooperate in an international setting with the use of ICT and social platforms - Enhance international and digital competence 	<ul style="list-style-type: none"> - Cross boundaries in learning - Learn how to deal with complex situations - Learn how to deal with ambiguity

Intercultural skills and attitude		
Gaining cultural knowledge	Understanding cultural perspectives	Enhancing own cultural identity
<ul style="list-style-type: none"> - Gain knowledge about the culture they "visit" - Get to know other cultural-based perspectives of education 	<ul style="list-style-type: none"> - Improve understanding of intercultural issues at general and disciplinary level - Get a feeling of how learning (or teaching) is like in a different country 	<ul style="list-style-type: none"> - Gain knowledge about own culture - Become self-aware of their own cultural identity
Enhancing cultural understanding	Demonstrating cultural understanding	Applying intercultural awareness in culturally challenging circumstances
<ul style="list-style-type: none"> - Gain international, intercultural experiences - Experience different cultural settings (in all its facets) through online courses - Exposure to different working and cultural backgrounds 	<ul style="list-style-type: none"> - Direct interaction with peers from other cultural settings during VM activities - Exchange knowledge with peers from different cultural settings - Be able to deal with intercultural issues 	<ul style="list-style-type: none"> - Learn to reserve judgment on the people you work with, to avoid cultural misunderstandings - Become self-aware of the cultural prejudices - Can deal with intercultural issues - Feel confident in interacting with people from other cultures

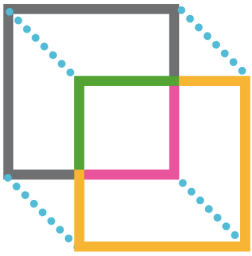
Open-Mindedness		
Being open-minded and tolerant	Demonstrating self-confidence in interaction with peers and teaching staff	Show willingness to improve proficiency in foreign languages
<ul style="list-style-type: none"> - Be open-minded - Be tolerant 	<ul style="list-style-type: none"> - Be not afraid of interacting with peers or teachers at other institutions 	<ul style="list-style-type: none"> - Be proficient in foreign languages - Be willing to further improve proficiency in foreign languages



Open Virtual Mobility

Mapping cases to 8 skill types (OU NL, KUL)

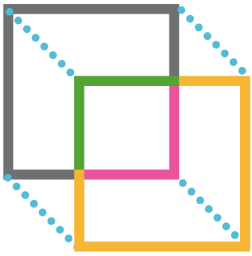
MEDIA AND DIGITAL LEARNING	
Skill and sub-skills	
<i>Demonstrating learner control</i>	<ul style="list-style-type: none"> - Bring a high level of self-regulation competency to the online collaboration aspect - Set one's own learning objectives - Organize content and schedules
<i>Being proficient in using online learning technologies</i>	<ul style="list-style-type: none"> - Awareness of the differences between on- and offline - Proficiency in searching for new courses & resources and - Proficiency in using digital platforms - Proficiency of independent use of tools for online communication
<i>Being proficient in assessing quality in courses and resources found online</i>	<ul style="list-style-type: none"> - Proficiency in assessing course and OER quality
Preliminary Design Guidelines	Argumentation and Examples
Use independent project work to elicit learner control	Giving learners the responsibility over the topic and direction of their project work creates an opportunity to develop learner control.
Give free choice in the use of technology	Letting learners decide about how they structure their online interactions, and which technologies they use for this creates scope for developing media and digital literacy skills. In particular, this approach allows students to think about learning technologies and



Open Virtual Mobility

Mapping OpenVM skills to competency framework
(Beuth University, OU NL)

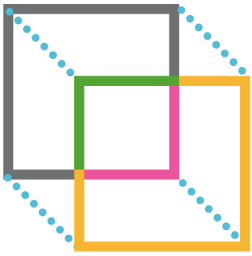
Skilltype	ID	Name (en)	Description (en)
Skill or Competence	1	Intercultural skills and attitude	Developing intercultural skills and attitude implies that the student acquires cultural knowledge and a better understanding of cultural perspectives, including understanding of own cultural identity, that the student enhances and demonstrates cultural understanding and can apply intercultural awareness in culturally challenging circumstances.
Skill or Competence	2	Gaining cultural knowledge	<ul style="list-style-type: none"> Gaining knowledge about the culture they “visit” Getting to know other cultural-based perspectives of education
Skill or Competence	3	Understanding cultural perspectives	<ul style="list-style-type: none"> Improving understanding of intercultural issues at general and disciplinary level Getting a feeling of how learning (or teaching) is like in a different country
Skill or Competence	4	Enhancing own cultural identity	<ul style="list-style-type: none"> Gaining knowledge about own culture Become self-aware of their own cultural identity
Skill or Competence	5	Enhancing cultural understanding	<ul style="list-style-type: none"> Gaining international, intercultural experiences Experiencing different cultural settings (in all its facets) through online courses Exposure to different working and cultural backgrounds
Skill or Competence	6	Demonstrating cultural understanding	<ul style="list-style-type: none"> Direct interaction with peers from other cultural settings during VM activities Exchange knowledge with peer from different cultural settings Being able to deal with intercultural issues



Open Virtual Mobility

Mapping OpenVM skills to competency framework
(Beuth University, OU NL)

source ID	Reference type	target ID
2	is essential subskill/part of	1
3	is essential subskill/part of	1
4	is essential subskill/part of	1
5	is essential subskill/part of	1
6	is essential subskill/part of	1
7	is essential subskill/part of	1
9	is essential subskill/part of	8
10	is essential subskill/part of	8
11	is essential subskill/part of	8
12	is essential subskill/part of	8
14	is essential subskill/part of	13
15	is essential subskill/part of	13
17	is essential subskill/part of	16
18	is essential subskill/part of	16
20	is essential subskill/part of	19
21	is essential subskill/part of	19
22	is essential subskill/part of	19
24	is essential subskill/part of	23
25	is essential subskill/part of	23
26	is essential subskill/part of	23
28	is essential subskill/part of	27
29	is essential subskill/part of	27



Open Virtual Mobility

Launch of the OpenVM Learning Hub in 2019

Link <https://hub.openvirtualmobility.eu/>

Open Virtual Mobility

ibuchem

.....

☐ Anmeldenamen merken

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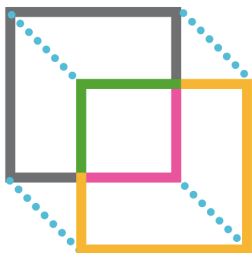
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Open Virtual Mobility

OpenVM MOOCs in the Learning Hub

hub.openvirtualmobility.eu/



English (en) [Ilona Buchem](#)

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Site home

Calendar

Private files

My courses

IS-WL

IS-FL

IS-IL

IS-AL

CL-WL

CL-FL

CL-IL

CL-AL

ADL-WL

ADL-FL

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Featured Courses

Welcome to the MOOC - Media and Digital Literacy!



This section is intended to assist participants in deciding which of the levels of the "MOOC Media and Digital Literacy" to take.

Welcome to the MOOC Intercultural skills



This section is intended to assist participants in deciding which of the levels of the "MOOC Intercultural skills" to take.

Welcome to Autonomy-driven Learning Course!



This section is intended to assist participants in deciding which of the levels of the "MOOC Autonomy-driven learning" to take.

Welcome to Active Self-regulated Learning Course!



This section is intended to assist participants in deciding which of the levels of the "MOOC Active self-regulated learning" to take.

Recently accessed courses



Active Self-regulated learning - Foundation...



Welcome to the MOOC Intercultural skills



Digitale Kompetenzen – Abschluss

Timeline



No upcoming activities due

Private files

No files available

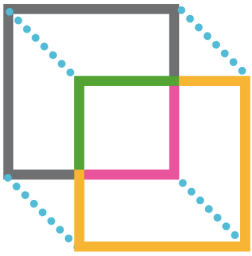
[Manage private files...](#)

Calendar

May 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Upcoming events





Open Virtual Mobility

Mini-MOOC structure (Uni Roma Tre)



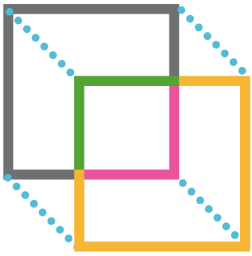
MiniMOOCs have 3 SubMOOCs about the same topic



Each SubMOOC lasts 1 week / up to 6 hours of individual study. Meaning full title, MOOC Canvas card, end-of-unit assessment

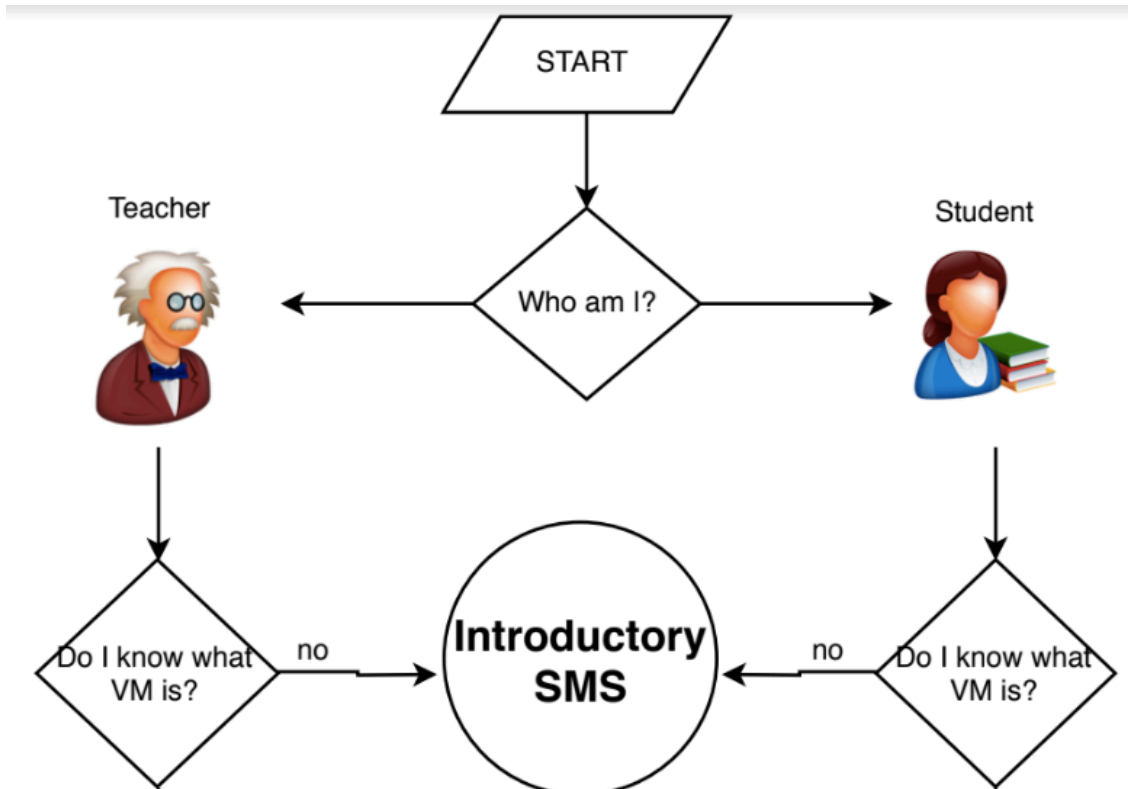
SubMOOC minimal structure

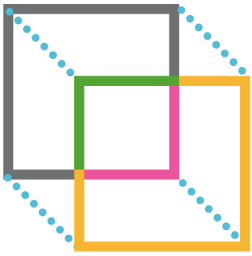




Open Virtual Mobility

Target groups: teachers and students in higher education
(Uni Roma Tre)





Open Virtual Mobility

Example implementation in Media & Digital Literacy MOOC



JC - MDL

- Participants
- Grades
- General
 - Check the level of your media and digital literacy first!
- FOUNDATION Level
- INTERMEDIATE Level
- ADVANCED Level
- Support & Discussions

Dashboard

Site home

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IS-WL

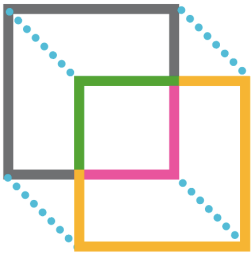
Welcome to the MOOC - Media and Digital Literacy!

[Dashboard](#) / [Courses](#) / [OpenVM MOOCs](#) / [Media and digital literacy](#) / [JC - MDL](#)

1. Welcome to the MOOC - Media and Digital Literacy!
Improve your media and digital literacy to prepare for **virtual mobility**!

Choose your learning pathway - as **TEACHER** or **STUDENT**





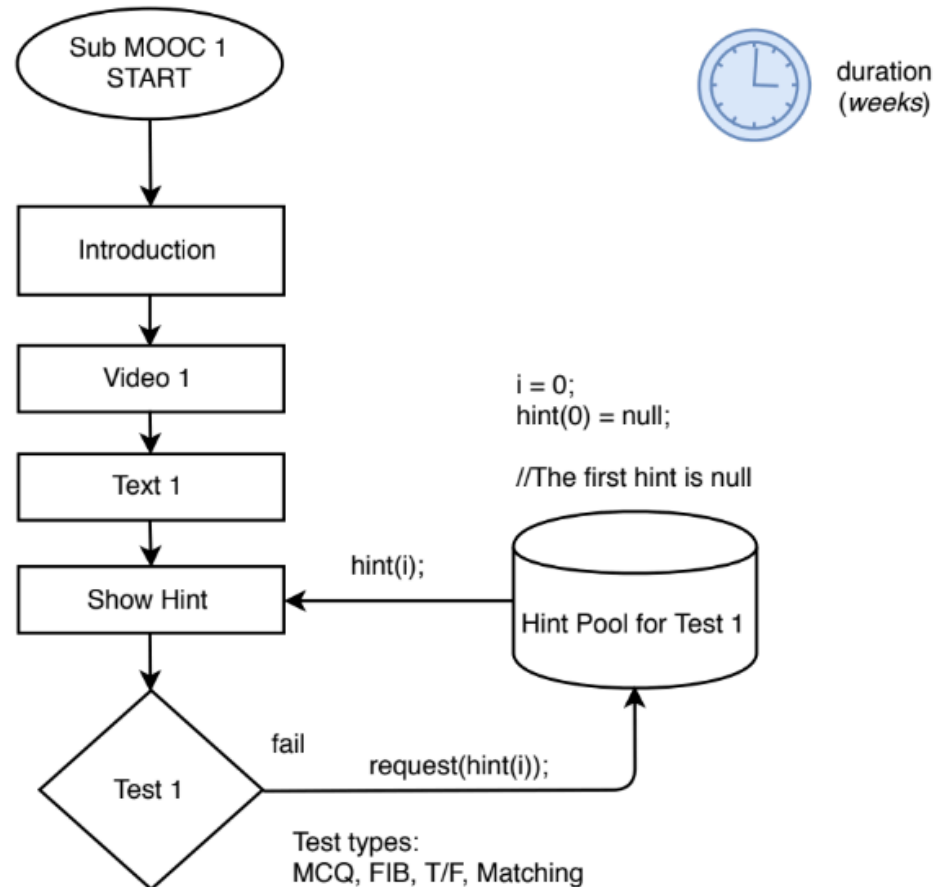
Open Virtual Mobility

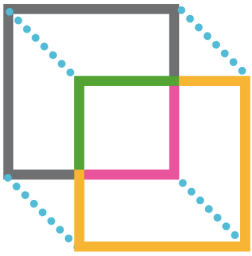
Mini-MOOC structure (authors: Uni Roma Tre)

MOOC card - MOOC CANVAS conceptual Framework

(example <https://www.it.uc3m.es/calario/MOOCCanvas/example.html>)

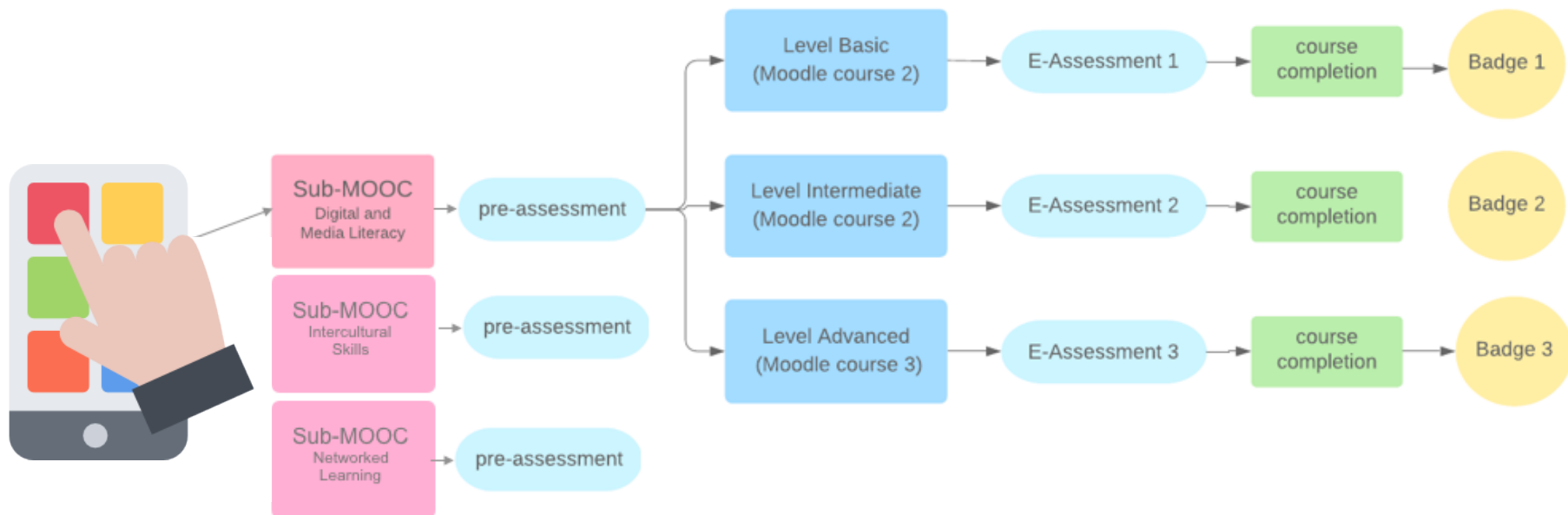
5. General Description 5.1 "Digital Education of the Future" 5.2 9 weeks 5.3 ICT and education	
6. Target Learners 6.1 Spanish Speaking Countries (Spain & Latin America) 6.2 Postgraduate Students in Education and ICT Engineering fields 6.3 Teachers, trainers and HR + any postgraduate students 6.4 Learning and practice ideas about how to apply ICT in education	
7. Pedagogical Approaches 7.1 Knowledge dissemination, case-based learning, active learning	8. Objectives and Competences 8.1 (1) HCI Theories, (2) m-Learning technologies and (3) New trend in online education 8.2 (1) ICT competences, (2) Time management, (3) Self-discipline
9. Learning Contents 9.1 3 modules, 9 lessons, 10 min.' video per lesson 9.2 videos (subtitled), PDFs, external URLs 9.3 The platform does not support video hosting	10. Assessment Activities 10.1 End-lesson multiple choice tests 10.2 End-week multiple choice tests + P2P activities 10.3 The platform supports these activities
11. Complementary Technologies 11.1 Youtube for hosting videos with subtitles and Mentormob for collecting blogs and other links of interest 11.2 Does not apply 11.3 Facebook and Twitter	

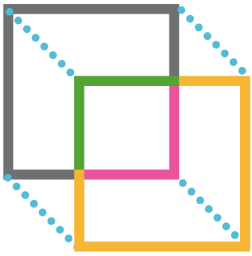




Open Virtual Mobility

Develop, assess and recognise your virtual mobility skills in the OpenVM Learning Hub hub.openvirtualmobility.eu/

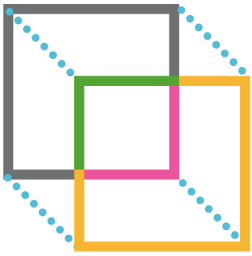




Open Virtual Mobility

Open Credentials to recognise virtual mobility skills
(Beuth University, CINECA)





Open Virtual Mobility

OpenVM Credentials in Bestr badging platform

.Bestr

EXPLORE BADGES

ORGANIZATIONS

PROJECTS

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OPEN VIRTUAL MOBILITY ERASMUS+

ACCESSIBLE OPPORTUNITIES FOR VIRTUAL MOBILITY SKILLS IN HIGHER EDUCATION

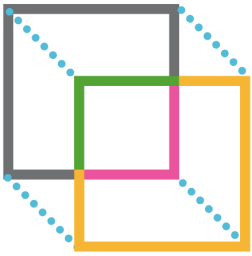


[The project](#) [Badges](#) [Outcomes of the project](#)

The project

THE OPEN VIRTUAL MOBILITY (OPENVM) ERASMUS+ PROJECT AIMS AT PROMOTING, OPENING AND SCALING-UP VIRTUAL MOBILITY IN HIGHER EDUCATION IN EUROPE THROUGH ACHIEVEMENT, ASSESSMENT AND RECOGNITION OF VIRTUAL MOBILITY SKILLS OF EDUCATORS AND STUDENTS IN LINE WITH THE BOLOGNA AND OPEN EDUCATION PRINCIPLES.

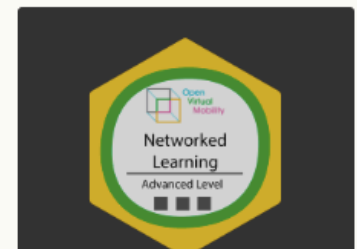
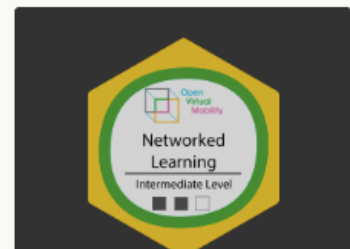
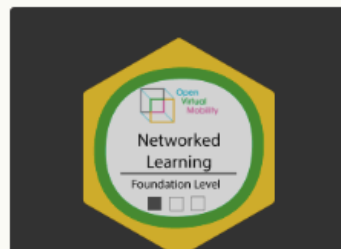
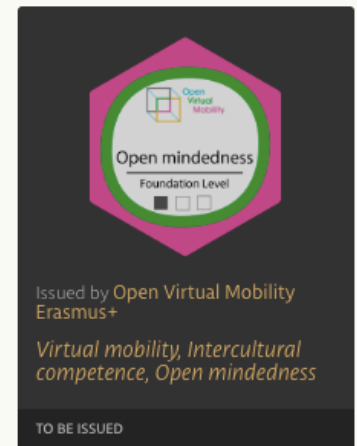
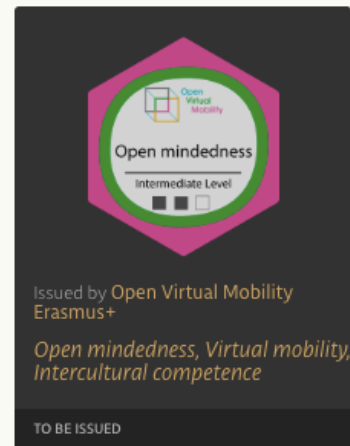
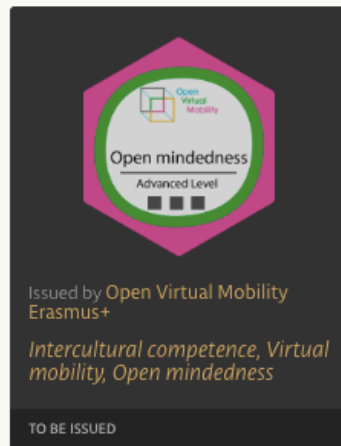
<https://bestr.it/project/show/107?ln=en>

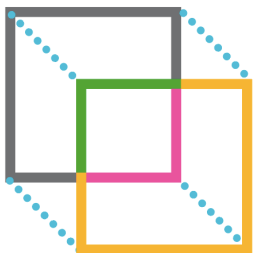


Open Virtual Mobility

OpenVM Credentials in Bestr badging platform
(CINECA, Beuth University)


Badges








Open Virtual Mobility

Example: Collaborative Learning Foundation Level



English (en)   Ilona Buchem 

CL-FL

Participants

Grades

Welcome to the MOOC - Collaborative Learning - Foundation Level

ICT and collaborative learning: a case study of a class blog

The Jigsaw method

Online Collaboration

Take the foundation level quiz!

Dashboard

Site home

Calendar

Private files


My courses

IS-WL


Collaborative learning - Foundation Level

Dashboard / My courses / CL-FL


Welcome to the MOOC - Collaborative Learning - Foundation Level


Your progress 

In this part of the course, you will watch introductory videos and read fundamental texts necessary to start developing collaborative learning skills. You will also participate in discussion forums and self-assess your skills.

After you have completed the foundation level, you will be ready to join the 


[Collaborative learning - Intermediate Level](#)



 [Discussion Forum \(Foundation Level\)](#)

VM Badges

Badge that can be earned in this course:





Users need to complete all the activities in this course, in order to earn this badge

No users have yet completed this course and claimed this badge.


More information about this badge: [here](#)

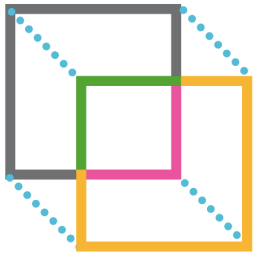
Open Virtual Mobility | www.openvirtualmobility.eu | [@openVM_erasmus](https://twitter.com/openVM_erasmus)





Erasmus+





Open Virtual Mobility

Example: Collaborative Learning Foundation Level

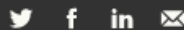


Issued by Open Virtual Mobility Erasmus+

SINCE 12 April 2019

PROJECT Open Virtual Mobility Erasmus+

TAGS: *Collaborative learning, Virtual mobility*



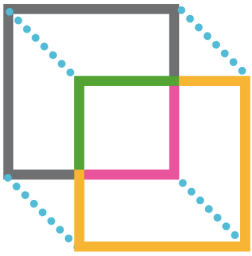
How do I get
this Badge?

FIND OUT

Interactive and collaborative learning Foundation Level

This digital credential “Interactive and collaborative learning Foundation Level” certifies that the owner has acquired basic collaborative learning skills.

Designed by the Open Virtual Mobility Erasmus+ project, the Collaborative Learning MOOC provides teachers, students and other stakeholders in higher education with the learning pathway addressing the following Collaborative learning skills relevant for successful engagement in virtual mobility:



Open Virtual Mobility

Example: Collaborative Learning Foundation Level

Skills

This digital credential certifies that the person who attended the Foundation Level Pathway in Interactive and collaborative Learning MOOC in the [OpenVM Learning Hub](#), have acquired the following skills and competences:

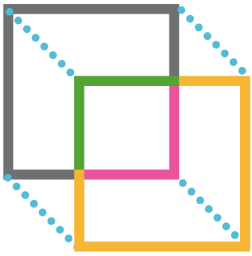
- collaborating with peers from different disciplines;
- interacting with authentic international resources in a foreign language;
- exchange knowledge with peers from different disciplines;
- access to and use of authentic resources in a foreign language.

Criteria

To earn the “Interactive and collaborative learning Foundation Level” you must have:

1. read the content and watched the videos on the concept definition, and some tools and learning strategies;
2. shared your understanding and reflections and commented your peers' posts in the discussion forum;
3. successfully passed the e-assessment.

e-assessment →



Open Virtual Mobility

Example: Collaborative Learning OERs

ICT and collaborative learning: a case study of a class blog



ICT and collaborative learning: a case study of a class blog

This article studies a specific case of using a class blog in an Argentinean university, in which didactic strategies to encourage group writing activities have been put into practice. This case study will provide an important empirical basis for reflection on collaborative learning in blog writing activities.

Read and focus on section 2 (pp. 256-258) of the text.

The Jigsaw method

OER



The Jigsaw Method

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It was designed by social psychologist **Elliot Aronson** to help weaken racial cliques in forcibly integrated schools.

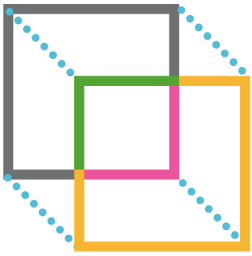
Watch this short video and write the key elements of this learning method.

Online Collaboration



Online Collaboration





Open Virtual Mobility

Example: Collaborative Learning e-assessment

The screenshot displays the Open Virtual Mobility interface. On the left is a sidebar menu with items: CL-FL, Participants, Grades, Welcome to the MOOC - Collaborative Learning - Foundation Level, ICT and collaborative learning: a case study of a class blog, The Jigsaw method, Online Collaboration, **Take the foundation level quiz!** (highlighted in pink), Dashboard, Site home, Calendar, Private files, My courses, and IS-WL. A pink arrow labeled "e-assessment" points to the "Take the foundation level quiz!" item. The main content area is titled "Collaborative learning - Foundation Level" and includes a breadcrumb trail: Dashboard / My courses / CL-FL / Take the foundation level quiz! / Foundation level quiz / Preview. Below the title, there are three questions displayed in a light blue box. Each question has a status bar on the left indicating it is "Not complete" and "Marked out of 1.00", with options to "Flag question" and "Edit question".

Collaborative learning - Foundation Level

Dashboard / My courses / CL-FL / Take the foundation level quiz! / Foundation level quiz / Preview

Question 1
Not complete
Marked out of 1.00
Flag question
Edit question

In collaborative work, fellow students solve sub-tasks individually and then assemble the partial results to create the final result

Select one:

☐ True
☐ False

Check

Question 2
Not complete
Marked out of 1.00
Flag question
Edit question

Collaborative interaction is defined by negotiation, synchronisation and interaction (p. 257)

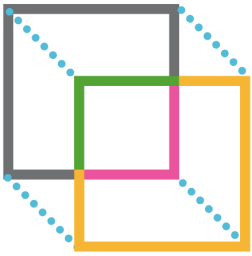
Select one:

☐ True
☐ False

Check



Question 3
Not complete
Marked out of 1.00
Flag question
Edit question





Collaborative learning can be encouraged by moving away from teacher-centred learning



Open Virtual Mobility

Example: Collaborative Learning Intermediate Level



English (en)    [Ilona Buchem](#) 

CL-IL

Participants

Grades

Welcome to the MOOC - Collaborative Learning - Intermediate Level

Creating and Collaborating: Students' and Tutors' Perceptions of an Online Group Project

Massive scale online collaboration

Collaborative teaching and interdisciplinary learning in graduate environmental studies

Using "Wattpad" to write... collaboratively!

Take the intermediate level quiz!


Dashboard

Site home

Collaborative learning - Intermediate Level

[Dashboard](#) / [My courses](#) / [CL-IL](#)


Welcome to the MOOC - Collaborative Learning - Intermediate Level


Your progress 

In this part of the MOOC, you will watch videos and read texts that enable you to improve your collaborative learning skills. You will also participate in discussion forums and self-assess your skills.

Before starting the intermediate level, you can choose to attend [the foundation level](#)


After you have completed the intermediate level, you will be ready to join the [advanced and the last level of the collaborative learning MOOC](#).



 [Discussion forum \(intermediate level\)](#)

VM Badges

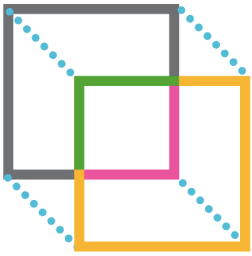
Badge that can be earned in this course:



Users need to complete all the activities in this course, in order to earn this badge

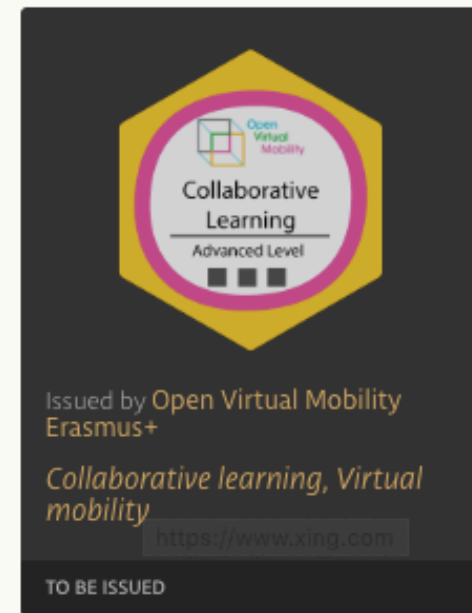
No users have yet completed this course and claimed this badge.

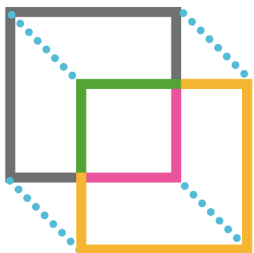
More information about this badge: [here](#)



Open Virtual Mobility

Example: Collaborative Learning Credentials





Open Virtual Mobility

Example: Collaborative Learning Credentials



OPEN VIRTUAL MOBILITY
ACCESSIBLE OPPORTUNITIES FOR VIRTUAL MOBILITY SKILLS IN HIGHER EDUCATION

[Open Virtual Mobility LEARNING HUB](#)

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by @mediendidaktik and hosted by @diando70
#virtualmobility #virtualexchange #ErasmusPlus
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<https://www.openvirtualmobility.eu/open-credentials/440-open-credentials/>



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Open Virtual Mobility

Thank you!

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