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)
OpenVM project partners

[Logos of project partners]
Open Virtual Mobility
Erasmus+ Strategic Partnership (2017 - 2020)
Project website: [http://www.openvirtualmobility.eu](http://www.openvirtualmobility.eu)
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

Host University

Learn online at Host

Home University

Get credits at Home

Organisational initiative

Individual initiative

Open Virtual Mobility | www.openvirtualmobility.eu | @openVM_erasmus
Open Virtual Mobility
Applying “open” & “virtual” to different educational formats

- campus
- programs
- modules
- networks
- seminars
- internships
- lectures
- summer schools
- labs
Forms of virtual mobility (VM spectrum)

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

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

- informal
  - no agreement and no recognition of credits
    - e.g. InterCult, TalkTech
What are the key skills for Open Virtual Mobility?

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)

**为啥学习？**
- Bring a high level of self-regulation competency to the online collaboration aspect
- Set one's own learning objectives
- Organize content and schedules

**Media and Digital Literacy**
- Being proficient in using online learning technologies
  - 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

**Interactive and collaborative learning in an authentic international environment**
- Collaborating with peers from different disciplines
  - Exchange knowledge with peers from different disciplines
  - Interact and collaborate with peers from different disciplines
- Collaborating with peers within the context of an International learning experience
  - Experience different learning methodologies
  - Have a learning experience different from learning offline and in own country
  - Collaborate in the open digital contexts
- Interacting with authentic International resources in a foreign language
  - Interact with libraries and databases, in other countries in a foreign language
  - Access to and use of authentic resources in a foreign language

**Gaining cultural knowledge**
- Gain knowledge about the culture they visit
- Get to know other cultural-based perspectives of education

**Understanding cultural perspectives**
- Improve understanding of intercultural issues at general and disciplinary level
- Get a feeling of how learning (or teaching) is like in a different country

**Interacting skills and attitude**
- Be open-minded with peers or teachers at other institutions
- Be tolerant of others
- Be open-minded
- Be not afraid of interacting with languages, other institutions, foreign language

**Enhancing own cultural identity**
- Gain knowledge about own culture
- Become self-aware of their own cultural identity

**Enhancing cultural understanding**
- Gain international, intercultural experiences
- Experience different cultural settings (in all its facets) through online courses
- Exposure to different working and cultural backgrounds

**Demonstrating cultural understanding**
- 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

**Applying intercultural awareness in culturally challenging circumstances**
- 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 interacting with people from other cultures
### MEDIA AND DIGITAL LEARNING

<table>
<thead>
<tr>
<th>Skill and sub-skills</th>
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| Demonstrating learner control | - Bring a high level of self-regulation competency to the online collaboration aspect  
- Set one’s own learning objectives  
- Organize content and schedules |
| Being proficient in using online learning technologies | - 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 |
| Being proficient in assessing quality in courses and resources found online | - Proficiency in assessing course and CER quality |

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<thead>
<tr>
<th>Preliminary Design Guidelines</th>
<th>Argumentation and Examples</th>
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<tr>
<td>Use independent project work to elicit learner control</td>
<td>Giving learners the responsibility over the topic and direction of their project work creates an opportunity to develop learner control.</td>
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<td>Give free choice in the use of technology</td>
<td>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</td>
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### Mapping OpenVM skills to competency framework (Beuth University, OU NL)

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<thead>
<tr>
<th>Skill or Competence</th>
<th>ID</th>
<th>Name (en)</th>
<th>Description (en)</th>
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<tr>
<td><strong>Intercultural skills and attitude</strong></td>
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<td>Intercultural skills and attitude</td>
<td>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.</td>
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| **Gaining cultural knowledge** | 2 | Gaining cultural knowledge | - Gaining knowledge about the culture they “visit”  
- Getting to know other cultural-based perspectives of education  
- Improving understanding of intercultural issues at general and disciplinary level  
- Getting a feeling of how learning (or teaching) is like in a different country |
| **Understanding cultural perspectives** | 3 | Understanding cultural perspectives | - Gaining knowledge about own culture  
- Become self-aware of their own cultural identity |
| **Enhancing own cultural identity** | 4 | Enhancing own cultural identity | - Gaining international, intercultural experiences  
- Experiencing different cultural settings (in all its facets) through online courses  
- Exposure to different working and cultural backgrounds |
| **Enhancing cultural understanding** | 5 | Enhancing cultural understanding | - 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 |
<p>| <strong>Demonstrating cultural understanding</strong> | 6 | Demonstrating cultural understanding | |</p>
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Launch of the OpenVM Learning Hub in 2019

Link https://hub.openvirtualmobility.eu/
Open Virtual Mobility

OpenVM MOOCs in the Learning Hub
hub.openvirtualmobility.eu/

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

Calendar

Upcoming events
Mini-MOOC structure (Uni Roma Tre)

SubMOOC Intercultural Competences / beginner level
SubMOOC Intercultural Competences / intermediate level
SubMOOC Intercultural Competences / advanced level
SubMOOC Digital Skills / beginner level

Up to 12 SubMOOCs

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

Video  Text  Discuss  Quiz
Open Virtual Mobility

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

START

Teacher

Who am I?

Student

Do I know what VM is? no

Introductory SMS

Do I know what VM is? no
Welcome to the MOOC - Media and Digital Literacy!

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

Kati (student)
+ likes creative work
+ speaks good English
+ has many Instagram followers
+ wants to get ready for 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 competence, (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 Nearbimob for collecting blogs and other links of interest
11.2 Does not apply
11.3 Facebook and Twitter

Sub MOOC 1
START

Introduction

Video 1

Text 1

Show Hint

Test 1

i = 0;
hint(0) = null;

//The first hint is null

hint();

fail

request(hint(i));

Test types:
MCQ, FIB, T/F, Matching

Duration (weeks)
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)

- **Media & Digital Skills**
  - Basic Level
  - Intermediate Level
  - Advanced Level

- **Intercultural Skills**
  - Basic Level
  - Intermediate Level
  - Advanced Level
OPEN VIRTUAL MOBILITY ERASMUS+
ACCESSIBLE OPPORTUNITIES FOR VIRTUAL MOBILITY SKILLS IN HIGHER EDUCATION

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?In=en
Open Virtual Mobility

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

Badges

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Open mindedness, Virtual mobility, Open mindedness

TO BE ISSUED

Issued by Open Virtual Mobility Erasmus+

Open mindedness, Virtual mobility, Intercultural competence

TO BE ISSUED

Issued by Open Virtual Mobility Erasmus+

Virtual mobility, Intercultural competence, Open mindedness

TO BE ISSUED

Networked Learning

Foundation Level

TO BE ISSUED

Networked Learning

Intermediate Level

TO BE ISSUED

Networked Learning

Advanced Level

TO BE ISSUED
Welcome to the MOOC - Collaborative Learning - Foundation Level

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

This article studies a specific case of using a class blog in an Argentinian 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

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

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Example: Collaborative Learning e-assessment

Collaborative learning - Foundation Level

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

  Questions 1
  Not complete
  Marked out of 1.00
  Flag question
  Multiple choice

  Select one:
  True
  False

  Check

Questions 2
Not complete
Marked out of 1.00
Multiple choice

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

Select one:
True
False

Check

Questions 3
Not complete
Marked out of 1.00

Collaborative learning can be encouraged by moving away from teacher-centred learning
Welcome to the MOOC - Collaborative Learning - Intermediate Level

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.
Example: Collaborative Learning Credentials

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Collaborative learning, Virtual mobility
TO BE ISSUED

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Virtual mobility, Collaborative learning
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Collaborative learning, Virtual mobility
https://www.xing.com
TO BE ISSUED
Example: Collaborative Learning Credentials

https://www.openvirtualmobility.eu/open-credentials/440-open-credentials/
Thank you!

Project website: http://www.openvirtualmobility.eu/
Learning Hub: https://hub.openvirtualmobility.eu/
Twitter: https://twitter.com/openVM_erasmus

Connect with us!

TWITTER FEED: #OPENVIRTUALMOBILITY