

Open Virtual Mobility
OpenVM Competence Framework (EN)

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Open VM Learner Competence Framework (EN)

Based on a Group Concept Mapping study, the OpenVM Competence Framework was constructed building on the answers of 49 experts in Virtual Mobility and Open Education. The Framework, a detailed account of the methodology applied and study results as well as Open VM competence descriptions as handouts, with translated versions in NL, FR, DE, RO, IT, ES, is available at.

<https://www.openvirtualmobility.eu/topics/outputs/o1-framework-and-guidelines>.

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.

<i>Gaining cultural knowledge</i>	Gaining knowledge about the culture they "visit"
	Getting to know other cultural-based perspectives of education
<i>Understanding cultural perspectives</i>	Improving understanding of intercultural issues at general and disciplinary level
	Getting a feeling of how learning (or teaching) is like in a different country
<i>Enhancing own cultural identity</i>	Gaining knowledge about own culture
	Become self-aware of their own cultural identity
<i>Enhancing cultural understanding</i>	Gaining international, intercultural experiences
	Experiencing different cultural settings (in all its facets) through online courses
	Exposure to different working and cultural backgrounds
<i>Demonstrating cultural understanding</i>	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
<i>Applying intercultural awareness in culturally challenging circumstances</i>	Learning to reserve judgment on the people you work with, to avoid cultural misunderstandings
	Becoming self-aware of the cultural prejudices
	Can deal with intercultural issues
	Feeling confident in interacting with people from other cultures

Interactive and collaborative learning in an authentic international

Interactive and collaborative learning in an authentic international environment implies that the student develops team work skills, collaborates with peers across disciplines and contexts, acquiring new international learning experiences and interacting with authentic international tools, systems and resources in a foreign language

Having enhanced team work skills

Enhancing team work skills

Collaborating with peers from different disciplines

Exchanging knowledge with peers from different disciplines

Interacting and collaborating with peers from different disciplines

Collaborating with peers within the context of an international learning experience

Experiencing different learning methodologies

Having a learning experience different from learning offline and in own country

Collaborating in the open digital contexts

Interacting with authentic international resources in a foreign language

Interacting with libraries and databases, in other countries in a foreign language

Access to and use of authentic resources in a foreign language

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autonomy-driven learning</p>	<p>Being able to learn in an autonomy-driven way implies that the student self directs, and regulates own learning process, independently chooses in what mode or context to study, what tools to (learn to) use and how to organize the learning process.</p>	<p><i>Demonstrating self-directedness in decision-making on own learning</i></p>	<p>Developing learning self-regulation strategies</p>
			<p>Developing persistence and creativity in organizing one's own study</p>
		<p><i>Demonstrating independent learning</i></p>	<p>Being able to study in a flexible way, independent of time and place</p>
			<p>Enhancing lifelong learning skills</p>
			<p>Adapting and further developing knowledge of Open Education ICT tools</p>
			<p>Learning in an open digital context</p>

Networked Learning

Being able to learn in networked way (= engage in networked learning) implies that the student is able to use digital networks in/for learning and communication in international contexts or environments and is able to tackle complex, ambiguous and ill-defined issues and situations in (emerging or existing) social networks.

Engaging in digital networking

Being able to use networks (being “networking savvy”) for learning

Learning to work and cooperate in an international setting with the use of ICT and social platforms

Enhancing international and digital competence

Dealing with complexity in networked learning

Crossing boundaries in learning

Learning how to deal with complex situations

Learning how to deal with ambiguity

Media and Digital Literacy

Media and Digital Literacy implies that the student is able to use resources effectively to learn, can assess the quality of resources and demonstrates “learner control”.

Demonstrating learner control

Bringing a high level of self-regulation competency to the online collaboration aspect

Setting one’s own learning objectives

Organizing 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

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 OER quality

Active Self-Regulated Learning

Being an active self-regulated learner implies that the student is able to self-regulate own learning process, can reflect on learning experience and one's own progress and can demonstrate that he/she has the agency of one's own learning.

Being able to self-regulate learning processes

Being self-responsible

Being self-disciplined

Being able to plan and organize one's own learning

Being pro-active

Being able to self-reflect on learning experiences

Being able to reflect on one's own learning process

Being communicative

Demonstrating ownership over own learning (attitude)

Being motivated to learn

Being constructive towards the course goal

Has both digital and cultural competences

Open-Mindedness	<p>Open-Mindedness implies that the student is tolerant to others, has an open attitude towards others, demonstrates willingness to improve knowledge (of foreign languages) and demonstrates self-confidence in interaction with peers and teachers</p>	<p><i>Being open-minded and tolerant</i></p>	Being open-minded
			Being tolerant
		<p><i>Demonstrating self-confidence in interaction with peers and teaching staff</i></p>	Being not afraid of interacting with peers or teachers at other institutions
		<p><i>Show willingness to improve proficiency in foreign languages</i></p>	Being proficient in foreign languages
			Willing to further improve proficiency in foreign languages

Gaining Knowledge of Virtual Mobility and Open Education	<p>Gaining Knowledge of Virtual Mobility and Open Education implies that the student displays a higher level of understanding of the work forms, contexts and collaboration modes that the student engages with during a Virtual Mobility activity, an Open Education activity or an OpenVM activity.</p>	<i>Understanding Virtual Mobility</i>	Demonstrate understanding of Virtual Mobility models
			Improving understanding of opportunities created by Virtual Mobility context
		<i>Understanding Open Education</i>	Demonstrate understanding of Open Education models
			Improving understanding of opportunities created by Open Education context