Different paths of technology enhanced learning integration into a higher education institution

Assoc. prof. dr. Airina Volungevičienė
Director of Innovative Studies Institute at Vytautas Magnus University
EDEN President
The changing landscape in Europe

• The most influential technological innovations in Europe in recent decades:
  – Open Educational Resources
  – Open Educational Practices
  – Virtual Mobility and international virtual exchange
  – Massive Open Online Courses
  – Open Science, open data
  – Learning analytics
  – Personalization and flexibility of learning
  – Recognition of open learning
The privilege of an OPEN ORGANIZATION

- Open management
- Transparency
- Participation and responsiveness
- Involvement and leadership
- Open professional collaboration and sharing
- Community development
- Meeting the values of digital and networked society
The need for open education organizations

- We need to prepare young people for the open world through:
  - Open education (through OER, OEP and open course)
  - ICT (as a huge and important driver of openness)
  - ICT as a solution to the important social and economics crises that we are facing

- Technology diminishes isolation and opens collaboration – *there is no policy nor any other force that can prevent this*
Challenges of integration of openness in education organization

- The level of openness in management?
- The level of transparency?
  - Does the level matter?
  - What are the factors affecting successful open collaboration?
- The risk of the leadership or ownership of the leaders?
- To share – or – to give away?
- Values of digital and networked society vs traditional values?
Opening up education through innovations

- Opening up is directly linked with technology integration
- Opening up is directly linked with flexibility, inclusiveness, accessibility, and socially responsible and responsive education
- Open (and virtual) universities (12 of them being members of EDEN) are great contributors and mentors towards opening up
Reflection
A Changing Landscape: The immediate uptake of massive open digital learning

DEVELOPMENTS

• Very rapid success and hyper of MOOCs, the impact in the media has drawn the attention of institutional leadership which led to *mainstreaming online learning provision*

• The *consolidation of a network society* which is becoming ever more digital, global, mobile, ubiquitous

1. Online forms of education provision are no longer being seen as a curiosity or a niche market, but a central part of any HE institutional offer
2. Massive open learning emerged and resulted in disruption and transformation of education
3. HE meets the challenges of industrialization, demography, and globalization, direct impact of lifelong learning service provision needs
4. Diversification of target groups in HE makes considerable impact upon institution sustainability models

Institutions have to identify and apply scalable sustainability models
MOOCs as a Disruptor or a Continuation of the Open and Online Learning Legacy?

- Innovations radically changing the landscape of higher education

- Education is opening up through:
  - Open Educational Resources
  - Open Access
  - Open Science
  - Open Society
  - Open Educational Practices
  - MOOCs

... and why not MOOCs?

Will it be really massive?
DEVELOPMENTS

- negative side effects
- inadequate theoretical frameworks and established practices
- Innovations are introduced episodically
- Confusion exists in terms of concepts and phenomena
- Sudden and disruptive development, as well as segmented integration of innovation in an organization often lose the desired effect and anticipated impact
- Such instances demonstrate irresponsible decisions, bring negative effect to strategic planning and may generate wrong feedback to European discussions on best practices
STATE OF THE ART

a need for solid research to develop new practice models built upon appropriate foundations which take into account the basic principles of open education and take the most out of the new networked social environments

IMPORTANT ACTIONS

Higher education institutions need to open up their organization, methods and services in order to be able to cope with the challenges of an open educational culture
TEL concept

- **TEL concept** has significantly changed existing dominant practices, introduced innovations and continues to change the landscape of learning services at education institutions.

- A broader concept of TEL has emerged implying the value of judgment of improved learning services for students and new, innovative scenarios in learning and teaching.

- MOOCs – is a form of TEL!

**STATE OF THE ART**

*MOOCs have not invented neither TEL nor online learning but the other way around.*

**IMPORTANT ACTIONS**

*New providers of TEL should try to base their approaches on the legacy of already existing research and best practices in order to keep the current high quality standards of practice.*
TEL integration into a HE organization

Open and flexible education should happen through TEL curriculum integration in an organization:

- **responsively** (responding to the needs of all stakeholders of education services) and
- **responsible** (based on the quality assurance framework and identifying and forecasting concrete positive impact indicators upon education institution activities)
- **on all (seven) areas of organization activities** (*next slide*)
- **identifying pre-conditions** existing on the national and regional levels of the organization
- **establishing a case study** to identify strategic actions necessary for integration of the innovation
- **identification and measuring TEL impact** upon the areas of organization activities
TEL integration into an organization

Airina Volungeviciene, Margarita Tereseviciene, Alan Tait (2014)
Innovative Studies Institute (ISI)

Innovative Studies Institute was established in 2000 named by Distance study center and reorganized in 2012 to Innovative Studies Institute. It is an university unit working with different faculties on curriculum re-development for distance and virtual studies.

The goal of the Institute is to develop distance studies at Vytautas Magnus University in agreement with strategic goals of the system of Education in Lithuania, and in the context of Lithuanian distance and e-learning network.

The Institute is a member of:

- Lithuanian distance and e-learning network (LieDM) association
- European Distance and eLearning Network (EDEN)
- International Council for Distance Education (ICDE)
http://studyonline.lt/en
Strategy and management

- To implement university strategic goals to achieve digitally competent organization by:
  - mainstreaming traditional studies in the online format
  - to support teachers in digitalisation of curricular
  - to train teachers to enable them to use VLE and video conferences in study process
  - to implement open university mission to reach larger groups of Lithuanian society in the country and worldwide
  - to introduce study innovations (OER, VM, and others) into study process
  - to support Lithuanian education institutions in TEL design and implementation
IT infrastructure at VMU

VMU systems administrated by ISI

- Virtual learning environment – Moodle
- Video conferencing – Adobe Connect, Cisco
- Online support system for students
- Online support system for teachers
- Survey tool – LimeSurvey
Virtual learning environment – Moodle

- 2004 - 2010 we have been using BlackBoard VLE
- 2009 – migration for BlackBoard to Moodle VLE (version 1.5)
- 2011 – Moodle updated to version 1.9
- 2012 – Moodle updated to version 2.2, new design created
- 2013 – Moodle updated to version 2.4
- 2014 – Moodle updated to version 2.7
- 2015 – Moodle updated to version 2.9
- 2016 – Moodle updated to version 3.1, new mobile friendly design created
Moodle platform 2012 – 2015
Moodle platform 2016

https://moodle.vdu.lt
Moodle platform [http://moodle.vdu.lt](http://moodle.vdu.lt)

- **Current version:** 3.1.1
- Updated every year (in July) to the latest version
- First Class system for user authentication
- Users enrolment synchronization with VMU students information system (STUDIS) using web-services
- VMU Moodle is fully translated into two languages: Lithuanian and English including main content (using Multi-language content filter)
  - Course categories
  - Course titles
  - Course descriptions
VMU Virtual Learning Environment

My courses

**IRK3020 BUSINESS ITALIAN**
Teacher: Emiliana Gerofalo
Teacher: Stefane Maria Lanza
This course is intended for students well acquainted with the Italian grammar and extended vocabulary (covered in courses of Italian language and culture I-IV). Its aim is to develop students' ability to express themselves in business Italian both orally and in a written form, to use and systematically analyse business Italian and its separate phenomena (terms, expressions, and other lexical and functional peculiarities) and their content. The course covers the following topics: organizational communications, correspondence, marketing, political systems, government forms, official documents, etc. This course also intends to help students to acquire public speaking and presentation skills required for their performance in business and politics.
Created on: 2015-02-02

**SODNQ201 Social Welfare**
Teacher: Agita Kupcevičeu
Teacher: Jonas Rutkus
Teacher: Dalia Sofskiene
The aim of the course is to provide students with understanding of development of social welfare, motives, institutions and their remedies. It is an introductory course, which seeks to give theoretical understanding of social welfare institution. Students gain knowledge about historical development, main roles of social welfare institution, its ideologies and social theories, important for development of social welfare.
Created on: 2020-06-04

**ISK0311_RS Spanish A1**
Teacher: Rima Sataleikauskene

**IRK3021 Survey of Italian Literature II**
Teacher: Novella di Nanni
During the lectures, the main development tendencies in Italian literature from the 19th century up to the end of the 20th are discussed. Students get acquainted with the major authors, their literary production and the tendencies of literary genres and trends in this period. The mainstream themes characteristic to the single authors are analyzed as well as stylistic and linguistic aspects. In addition, the polemic issues related in particular to the literary Italian language and to the influential historical periods and literary trends are discussed.
Created on: 2017-02-24

**IRK3006_SB Teaching Methods of Italian as a Foreign Language**
Teacher: Stefane Bonfil
This course is specifically designed for students well acquainted with the Italian grammar and extended vocabulary covered in the courses of Italian Language and Culture I-IV. Its aim is to prepare advanced students to the practice of teaching Italian as a foreign language. This course focuses on different methodologies of teaching Italian as a foreign language, basic documents on language policy developed by the Council of the European Union; much attention is given to the development of practical skills of language teaching and self-study. This course also intends to help students develop their personal teaching skills and methodology.
Moodle usage statistics
The most popular Moodle activities tools

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</table>
Video conferences (Cisco, Adobe Connect)
Course growth at VMU distance learning environment

2320 courses, 748 teachers, 7090 students (data: 2017-02-22)

About 85% all university course are in VMU Moodle
Learning progress bar

http://moodle.liedm.net/course/view.php?id=17
Activity reminder

Course calendar - month activity view. Course calendar sends reminder to student email.

http://moodle2.vdu.lt/course/view.php?id=552
For practicing

http://moodle2.vdu.lt/course/view.php?id=552
For discussing, experimenting, practising and creating.

Student group work presentation
Bachelor study online program „Education and Information Technologies“

Implemented by 4 universities

Lead by VMU
VMU in Cooperation with IBE-UNESCO
Master study program „Management of Education“

VMU to Launch Program in Cooperation with IBE-UNESCO
2016 November 28

The International Bureau of Education (IBE-UNESCO) launched the first postgraduate Certificate in Curriculum Design and Development for Central-East Europe Central Asia together with VMU in Lithuania on 28 November. This will be followed by UNESCO IBE’s first postgraduate Diploma for the Arab States in the United Arab Emirates (UAE) on 4 December.

These build on the success of the curriculum accredited Qualifications (Diploma and Master’s) launched in 2010 in partnership with universities in Africa (AFR) and Latin America (LAC) and rolled out to over 63 countries. The Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance has made significant contributions to fund the programs. These qualifications are tailor-made training opportunities to enhance the capacity of all professionals involved in achieving Sustainable Development Goal 4 and the Education 2030 framework: “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”
Users from 130 countries visited VMU Moodle in 2011 – 2016
The most popular foreign countries in 2011 – 2016
Support system for teachers: Course request from Moodle

Course request

- Details of the course you are requesting
  - Course full name
  - Course code
  - Course category: Innovative Studies Institute
  - Summary

- Additional information about the course for administrator
  - Faculty:
  - Study degree:
  - Field of study:
  - Semester:
  - Teachers who teach together:
Support system for teachers: portal with support information

- 24/7 question about online study module
- Moodle user manual (text and video)
- Documents and regulations for organization of online studies
- All information about virtual mobility
- Our suggestions for other web 2.0 tools for communication and collaboration
- OER

http://studyonline.lt
Support system for students: 24/7 for student
Support system for students: 24/7 for student

Moodle
Quality assurance

Documents and regulations

Documents and regulations for organization of online studies at Vytautas Magnus University

1. Regulation for Organization of Online Studies at Vytautas Magnus University (in LT)
2. Quality Assessment Methodology for modules adapted to online studies (in LT)
3. Documents for quality assessment and accreditation of modules adapted to online studies:
   a. Application from study department (template, in LT);
   b. Template for the description of module, adapted to online studies (in LT);
   c. Assessment form (in LT) for online studies and virtual mobility studies (in EN).
4. Regulation for Virtual mobility organization at Vytautas Magnus University (in LT)
QUALITY ASSURANCE QUESTIONNAIRE

EVALUATION QUESTIONNAIRE FOR SUBJECT CURRICULUM ADAPTABILITY FOR VIRTUAL MOBILITY

(this questionnaire is aimed to identify quality characteristics in curriculum and to measure curriculum adaptability for virtual mobility)

Quality criteria mandatory for virtual mobility are marked in red

Study subject title:

Author(s) and institution they represent

Study program(s), department(s), university(ies)

I. GENERAL INFORMATION ON THE SUBJECT (PRESENTED IN VIRTUAL LEARNING ENVIRONMENT)

1) Presentation of the subject is available (video or another format, for marketing purposes):
   □ Yes. □ No.

2) The structure is clear and easily understandable:
   □ Yes. □ No.

3) The menu is convenient:
   □ Yes. □ No.

4) Navigation is clear and convenient
   □ Yes. □ No.

5) Design is appropriate (colours, font size, heading, illustrations)
   □ Yes. □ No. Provide your recommendations for design improvement:
INNOVATIONS and different scenarios
Open Educational Resources (OER)

Open educational resources

**community/**
Community training and awareness raising.

**oer development and adaptation**
Open Education Resources repositories.

**projects.**
Project activities presentation.

**open courses**
Open for self-learning courses for all members of society.

**research**
Open available studies / articles

**training material**
Free educational content.
From OER development and adaptation

Adapted Open Educational Resources
To Open Educational Practices

<table>
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<tr>
<th>Version</th>
<th>Developed OERs (theory or practice/activities)</th>
<th>Adapted OERs (from partners or internet) (theory or practice/activities)</th>
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<td>Translated into the national language</td>
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<td>or</td>
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<td>into the English language</td>
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<td>National</td>
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<td>5b 6b 7b 8b</td>
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48 OER in partner national and English languages (24 created and 24 adapted)
Towards Open courses

OPEN EDUCATIONAL RESOURCES (VIRTUAL MOBILITY MODE)

This 3 ECTS virtual mobility study course was implemented in Lifelong learning program Erasmus project "VMCOLAB".

Preview

INTEGRATED SOLUTION TO VIRTUAL MOBILITY BARRIERS

Courses developed during Ubicamp project. These open courses are dedicated for virtual mobility integration in organization. In these courses you will find solutions, recommendations for virtual mobility integration in institution.

Preview

OPEN PROFESSIONAL COLLABORATION FOR INNOVATION

This course is OpenPROF project results and was created by the development of online innovative curriculum designing using open educational resources.

1. Time management and online communities (EN, ES)
2. Communication in Intellectual organization (EN, LT)
3. Digital storytelling for training (EN, PT)
4. Diversity Management (EN, DE)
5. The mobility guide on-line – Planning and management with ICT support (EN, HU)
6. Personalized learning at work place (EN, LT)

Preview

VIRTUAL LEARNING IN HIGHER EDUCATION

This course was developed during TeaCamp project. It allows students to test virtual mobility sessions by participating in video conferences, preparing group work presentations, individuais tasks, use and share virtual resources with other students. This course has 6 modules:

1. Culture models
2. Collaborative online learning
3. Information Literacy
4. Learning Technologies
5. Learning Strategies
6. E-Assessment Strategies

Preview

SMART TOOLS FOR PRODUCTION MANAGEMENT

This course is MEVEL project results and allow the Metal workers undergo sector changes, taking advantage of their knowledge acquired in previous trainings and jobs. This course is consists of 5 modules:

1. Professional technical English
2. Quality and production management: cost reduction
3. Modular product architecture
   1. Visual planning
4. ICT, WEB 2.0 & SW For Metal Sector
5. Practice of provisioning for production scheduling
The idea of online non-formal learning is opening university curriculum for Lithuanian-speaking people all around the world.

http://openstudies.vdu.lt
Opening up university curriculum for society

Study program

- 1 course (4 ECTS)
- 2 course (4 ECTS)
- 3 course (6 ECTS)
- 4 course (6 ECTS)
- N course (6 ECTS)

4 years

Degree

Courses divided into smaller modules

- 1 module (2 ECTS)
- 1 module (2 ECTS)
- 1 module (2 ECTS)
- 1 module (2 ECTS)

Self paced learning

Group learning (with teacher)

Certificate
http://openstudies.vdu.lt
Requirements for teachers for open professional collaboration

- Digital competence
- Openness for idea sharing, critics and learning
- Benevolent attitude towards collaboration and innovations
Challenges for teachers creating and adapting OER

- Tools to be used for OER creation
- Tools to publish OER
- Requirements for OER editable version
- How much the OER should be adapted to become a new OER?
- How open are we - should the OER be open for commercial use?
Virtual mobility for university studies
<table>
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<tr>
<th>Author</th>
<th>Characteristics</th>
<th>Year, references</th>
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<tr>
<td>S. Kenyon G. Lyons, J. Rafferti</td>
<td>Internet based mobility, Increasing accessibility, Alternative to PHM</td>
<td>2002</td>
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<tr>
<td>H. Bejnings et al.</td>
<td>The use of ICT to obtain the same benefits as the ones that you would have with PHM but without the need to travel</td>
<td>120 p. Education aspects for VM, 2006</td>
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<td>Van den Band’Kokhuis</td>
<td>Collaborative communication, Mediated by the computer, interactive, Across the boarders (international), Time flexibility</td>
<td>1996 - 2001</td>
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<td>Volungevičienė, Teresevičienė</td>
<td>Set of ICT supported activities, institutional level, international, collaborative experiences in a context of teaching and/or learning</td>
<td>2011</td>
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<td>Van de Branden</td>
<td>Provide effective follow – up means, Possibility to stay in contact with home institution</td>
<td>2004</td>
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<td>PETRA POULOVÁ, MILOSLOVA ČERNÁ, LIBUŠE SVOBODOVÁ</td>
<td>Study efficiency, e-learning</td>
<td>2009</td>
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<td>ILSE OP DE BEECK HELENA BIJNENS CHRISTINE MICHEILSENS WIM VAN PETEGEM</td>
<td>the same benefits as one would have with physical mobility but without the need to travel&quot;, a valuable alternative for physical mobility.</td>
<td>JOURNAL OF BUSINESS AND SOCIETY, 20, 2007</td>
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Virtual (blended) mobility

“set of information and communications technology supported activities, organized at institutional level, that realize or facilitate international, collaborative experiences in a context of teaching and/or learning”

Virtual mobility: involved actors

- Higher education institutions (2+)
- Teachers in student VM (2+, organizing VM academic exchange)
- Students in VM (student groups in 2+ countries)
- Teachers in VM (professional development in 2+ institutions (research, academic teaching, socio-cultural exchange))
Scenario 1. Physical mobility
Scenario 2.
**Virtual mobility** (not to replace, but to enrich and enhance physical student mobility)
VM impact for HE institutions

- Development and exploitation of intercultural studies
- Joint study programs, quality enhancement and expertise sharing, transparency of professionalism and academic processes
- Modernisation and internationalisation of curriculum (transferrable quality standards, modular curriculum based on learning outcomes, updating pedagogical models)
- Multi-institutional instead of bilateral collaboration
- Improvement of education attractiveness and HE competitiveness
- Expanded areas of learning for students
- Additional transferrable skills and knowledge areas
- Teacher professional development
- Additional skills and experience for students

All benefits listed directly support HE institution modernisation!
VM impact for teachers

• Personal professional development:
  – Interpersonal communication, online communication, linguistic skills, ICT competences
  – teaching quality improvement, new teaching methods applied and experimented
  – new knowledge, skills and experience in multiple EU HE institutions

• Professional networking, exchange of good practices

• International, intercultural professional activities

• Transparency and recognition of teaching and professionalism

• Career opportunities

• Research enhancement – especially in teacher VM
VM benefits for students

• Upgraded transferrable skills:
  – Linguistic, interpersonal communication
  – ICT competences
  – Additional learning skills (networking, critical thinking, intercultural knowledge and skills, quality schemes)

• Curriculum and study quality enhancement

• New learning methods suggested by various HE institutions

• Transparency of learning, individual portfolio development

• Enhanced employability

• Intercultural, international experience and expertise

• Enlarged academic areas of studies

• Support for home students and LLL groups, international study accessibility for physically and socio-economically disadvantaged
Virtual mobility handbook
1. Decision making
2. **Curriculum designing**
3. VM organization and communication
4. Assessment and Feedback
5. Certification and Recognition
TeaCamp

- international virtual mobility module for virtual learning called “Virtual learning in Higher Education” (VLHE)
- the module is developed and studies organized by 13 teachers from:
  1. Vytautas Magnus University (Lithuania, coordinating institution)
  2. Innovation Centre of University of Oviedo (Spain)
  3. Jyvaskyla University (Finland)
  4. Jagellonian University (Poland)
  5. University of Aveiro (Portugal)
  6. Baltic Education Technology Institute (Lithuania, enterprise)
1. Consistency in learning outcomes

All partners – 6 institutions - reached the agreement on the following learning outcomes:

1. apply the knowledge of culture models to solve problems caused by cultural difference in Virtual Mobility
2. explain the skills needed to facilitate and manage collaborative online learning.
3. describe different technological resources for collaborative online learning.
4. analyze and evaluate information;
5. synthesize and create information;
6. define the technologies and standards used in distance education;
7. apply learning management systems based on these standards;
8. compare learning styles and learning strategies
9. identify and apply online resources in order to implement learning strategies virtually
10. design assessment strategies for virtual learning
11. use tools to support scenarios of virtual learning
**TeaCamp Curriculum content and teaching/learning scenario development (sub-modules)**

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<td>Advanced learning technologies (week 6-7)</td>
<td>Learning Strategies (week 8-9)</td>
<td>Assessment strategies (week 10-11)</td>
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**TeaCamp assessment strategy**

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<th>Collaborative online learning (CC1N, ES)</th>
<th>Information literacy (JU, PL)</th>
<th>Learning technologies (BETI, LT)</th>
<th>Learning strategies (VDU, LT)</th>
<th>Assessment strategies (UA, PT)</th>
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Title of the subject: Virtual Learning in Higher Education

Institutions (project partners):
Vytautos Magnus University (Lithuania, www.vdu.lt),
Innovation Centre of University of Oviedo (Spain, www.innova.uniovi.es), Jyvaskyla University (Finland, http://www.jyu.fi),
Baltic Education Technology Institute (Lithuania, www.beti.lt),
Jagellonian University (Poland, www.uj.edu.pl),
University of Aveiro (Portugal, www.ua.pt)

Teachers:
Margarita Tereseviciene, Airina Volungeviciene, Vytautos Magnus University (Lithuania)
Esperanza Granda Gonzalez, Maria Aquilina Fuego Gutierrez, Aquilino Juan Fuente, Innov
Philipp Holtkamp, Jan Pawlowski, Jyvaskyla University (Finland)
Gytis Cibulskis, Evaldas Karazinas, Baltic Education Technology Institute (Lithuania)
Monika Krakowska, Jagellonian University (Poland)
Nilza Costa, Diogo Casa Nova, Rita Leal, University of Aveiro (Portugal)

Target group/intended audience: students from bachelor/master study programs in education mobility (faculty members can be optional).
Forms of learning: 100% Distance Learning with synchronous and asynchronous moments

Learning Sub-modules:
- Culture models (8 hours, 2 week)
- Collaborative online groupwork (8 hours, 2 weeks)
- Information Literacy (8 hours, 2 weeks)
- Learning Strategies (8 hours, 2 weeks)
- Learning Technologies (8 hours, 2 weeks)
- E-Assessment Strategies (8 hours, 2 weeks)

Each sub-module equals to 1 ECTS (26-30 ac.hours). 8 hours are dedicated for virtual study, online communication using learning methods indicated in the course module, as well as implementing online tools.
Opening Universities for Virtual Mobility.
# Project scope (organization level)

| 1. Strategy and management | - VM implementation internal rules  
|                           | - Bilateral agreements for VM |
| 2. Curriculum designing    | - MA study program designed with OER for VM |
| 3. Teacher and academic staff training | - 3 intensive academic staff training mobilities  
|                               | - Develop OERs and VM modules |
| 4. Support system          | - University non-academic staff prepares support systems for VM implementation |
| 5. Infrastructure          | - Quality assurance procedures prepared for peer reviewing and application in the future |
| 6. Quality assurance       | - openstudies.eu portal implements marketing and communication function |
| 7. Marketing, business and communication |                     |

**Erasmus+**

- Opening
- Universities for
- Virtual
- Mobility
IO – 1 – 2 – 3. Training material for teachers and staff
IO4. VM curriculum (modules) for a MA program (interdisciplinary Education)

- The program is interdisciplinary, covering modules from the field of education, IT, management, etc.
- A unique online program version adapted for VM
- Modules can be used individually or in a set
- Each partner can implement individually or in collaboration after the end of the project
- Intellectual output licensing should be agreed in Kaunas

<table>
<thead>
<tr>
<th>Modules</th>
<th>Coordinating</th>
<th>Collaborating</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
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<td>UNIOVI, UNIPV</td>
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<td>Human computer interaction</td>
<td>UNIPV</td>
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<tr>
<td>Control of Computer Network and Services</td>
<td>University of Siauliai</td>
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</table>
Program unique features

- VM curriculum designed in collaborative way
- Curriculum online and adapted to VM – 10 modules for MA program
- 1/3 of the modules is developed as OER
- Open culture licence is used for OER
- The program modules will be offered for VM exchange and bilateral institutional agreements will be signed for VM recognition
IO – 5. ICT platform for MA program OER

http://openstudies.eu/
How VM contributes to open professional cooperation?

- Enhances internationalization of studies
- Expands geography of learning environment
- Contributes to cultural/intercultural exchange and awareness of others
- Encourages online idea and good practice sharing and collaboration
- Establishes inter-institutional trust-based relationships
- Solves the problems of time, distance and financial resources
Erasmus IP school at VMU
Testimonies

Testimony on studying at 6 HEI via virtual mobility in TeaCa…
Collaboration on the national level
LieDM association
### Membership (2010 - 2015)

<table>
<thead>
<tr>
<th></th>
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## LieDM association takes care of the following Moodle VLEs at centralised server

<table>
<thead>
<tr>
<th>Eil. Nr.</th>
<th>Organizacija</th>
<th>Nuoroda</th>
<th>Moodle versija</th>
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<tbody>
<tr>
<td>1</td>
<td>LieDM asociacijos Moodle aplinka</td>
<td><a href="http://moodle.liedm.net">http://moodle.liedm.net</a></td>
<td>Moodle 2.9.1</td>
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<td>Joniškio žemės ūkio mokyklos asmeninė Moodle aplinka</td>
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Video conference records (in hours) in 2015

http://ac.liedm.net

VAIZDO PASKAITŲ TRUKMĖ (h) per 2015 m.

2015 m. VAIZDO PASKAITŲ TRUKMĖ (h)

2014 m. VAIZDO PASKAITŲ TRUKMĖ (h)
Video conferencing records (lectures) in 2015

http://ac.liedm.net (GB)
Must be considered - if sustainable development is addressed

- Transfer of innovation should be made assessing all impact factors
- Transferring innovations “per se” can cause a lot of negative consequences – sometimes crucial – for an organization
- Open sharing/ open professional collaboration can be a solution to prevent high risk of innovation uptake
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MARGARITA TERESEVIČIENĖ


Different paths of technology enhanced learning integration into a higher education institution

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