

A large, stylized geometric graphic on the right side of the cover. It consists of a white diamond shape pointing downwards, set against a dark grey background. The diamond is partially overlaid by two bright green triangular shapes that point towards each other, creating a sense of depth and movement.

Virtual mobility course “Open Educational Resources” piloting report

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Layout

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EXECUTIVE SUMMARY

The *Open Educational Resources (OER)* pilot was a 3ECTS course delivered by 10 teachers from 6 countries. 18 students from 7 universities participated in the pilot. Vytautas Magnus University coordinated virtual mobility course design and virtual mobility implementation. This report provides detailed information on curriculum, scope of the pilot, and pilot outcomes.

VIRTUAL MOBILITY PILOT

“OPEN EDUCATIONAL RESOURCES”

Learning outcomes

The following learning outcomes were defined by the international group of teachers for virtual mobility course curriculum:

Having successfully completed the course, the participants will be able to:

- define OER, list their categories and compare types and models of OER,
- characterize the quality and explain the purpose of use of selected OER,
- analyze the issues of OER development and use in education,
- design use or reuse of OER and construct next steps in OER development.

Curriculum was designed on the basis of these learning outcomes distributing responsibilities among all participating teachers from different EU institutions.

Target groups piloted

There were 3 target groups selected for pilot (e-learning centre staff members, teachers and trainers, and students of different levels of study programs), because the topic of the curriculum was considered as transversal on. Course designers and teachers agreed that though the topic of the course has great potential to be very popular among the audience, the teachers agreed that they should limit the number of registered participants per institution, allowing only 5 places per institution. After the registration was completed, the following numbers of participants started the course as per target group:

- E-learning centre staff – 9 learners
- Teachers and trainers – 10 teachers
- Students (Bachelor, Master, PhD regular and Erasmus students) – 9 learners

Duration, typology and activities



The virtual mobility pilot lasted for 5 weeks, from November 6th until December 4th, 2013. There were 5 synchronous virtual meetings organized during the pilot. All teachers agreed to have the same time for synchronous meetings, i.e. Wednesday (each week) at 10:00 – 12:00 CET.

Each synchronous meeting was supposed to be composed of two parts, topic presentation and assignment presentation, as well as international student group home work presentation. All in all, international learner groups had to perform 3 assignments/ tasks working in international groups. All course participants were divided into international groups before the course started in order to ensure that each group is multi-cultural, multi-institutional, representing at least three different countries, in order to set equal challenges for each participant and group.

The 3 ECTS course was divided into the following topics on the basis of learning outcomes and assignment distribution per whole duration:

LEARNING OUTCOME	RESPONSIBLE INSTITUTION	WEEK	SYNCHRONOUS ACTIVITIES AND RESOURCES	ASSIGNMENTS/ TASKS FOR PARTICIPANTS
<p>1. INTRODUCTION TO THE PILOT AND FIRST TOPIC DATE - NOVEMBER 6, 2013 TIME – 10:00 – 12:00 CET TOOLS – ADOBE CONNECT – https://ac.vdu.lt/p7hr2kovvoc/</p>				
CURRICULUM FOR WEEK 1				
DEFINE OER, LIST THEIR CATEGORIES AND COMPARE TYPES AND MODELS OF OER	UNIVERSITY OF GRANADA	WEEK 1 NOVEMBER 6 – 13, 2013	PRESENTATION ON OER, THEIR CATEGORIES, TYPES AND MODELS.	<u>ACTIVITY 1.</u> IDENTIFY OER REPOSITORIES AND PREPARE A GROUP PRESENTATION ON CLASSIFICATION OF REPOSITORIES IDENTIFIED. SHARE EXPERIENCE AND INSIGHTS ON OER IDENTIFICATION (LINGUISTIC, CULTURAL, SUBJECT AND OTHER ISSUES). RESULTS PRESENTED ON SYNCHRONOUS VIDEO CONFERENCE IN WEEK 2
<p>2. SECOND SYNCHRONOUS MEETING. TASK PRESENTATION AND TOPIC/ TEACHING INSTITUTION CHANGE DATE - NOVEMBER 13, 2013 TIME – 9:30 – 11:30 CET TOOLS – ADOBE CONNECT – https://ac.vdu.lt/p7ztvng5znq/</p>				
Curriculum for week 2				
CHARACTERIZE THE QUALITY AND EXPLAIN THE PURPOSE OF USE OF SELECTED OER	EFQUEL	WEEK 2 NOVEMBER 13 – 20	PRESENTATION ON THE QUALITY AND PURPOSE OF USE OF OER	<u>ACTIVITY 2.</u> EACH GROUP SHOULD: 1. USE OER REPOSITORIES IDENTIFIED IN TASK 1 2. DESCRIBE THE INITIATIVES SUPPORTING THE REPOSITORIES, AND ADD THEM TO THE OEP BEST PRACTICE DATABASE (HTTP://WWW.OER-QUALITY.ORG/CLEARINGHOUSE/BROWSE/) 3. DISCUSS THE QUALITY OF OER/OEP BY GOING THROUGH THE OER ROADMAP FOR LEARNERS (HTTP://WWW.OER-

				<p>QUALITY.ORG/PUBLICATIONS/GUIDE/ROADMAP/LEARNERS/), AND FILL IT IN BASED ON AT LEAST ONE REAL-LIFE CONTEXT FROM YOUR INSTITUTIONS. (HTTP://WWW.OER-QUALITY.ORG/MATURITY/SUBMIT-AN-ASSESSMENT/)</p> <p>(FOR THE DISCUSSION, YOU CAN USE COLLABORATIVE TOOLS ARE ALREADY SUGGESTED FOR YOU IN MOODLE ENVIRONMENT, BUT YOU CAN CHOOSE OTHER ONES IF YOU LIKE)</p> <p>4. PREPARE A GROUP PRESENTATION SUMMARISING THE OEP ROADMAP FOR LEARNERS AS YOU DECIDED TO FILL IT IN.</p> <p>5. PRESENT YOUR RESULTS DURING INTERNATIONAL VIDEO CONFERENCE ON NOVEMBER 20 AT 10 CET.</p> <p>YOUR PPT FILE (1 PER GROUP) SHOULD BE UPLOADED TO THIS ASSIGNMENT. 30% OF YOUR GRADE WILL BE ASSIGNED TO THE BEST PRACTICE DESCRIPTION, AND 70% TO THE PRESENTATION. RESULTS PRESENTED ON SYNCHRONOUS VIDEO CONFERENCE IN WEEK 3</p>
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3. THIRD SYNCHRONOUS MEETING. TASK PRESENTATION AND TOPIC/ TEACHING INSTITUTION CHANGE

DATE - NOVEMBER 20, 2013

TIME – 10:00 – 12:00 CET

TOOLS – ADOBE CONNECT –[HTTPS://AC.VDU.LT/P5VMAoJCOH8/](https://ac.vdu.lt/P5VMAoJCOH8/)

CURRICULUM FOR WEEK 3-4

ANALYZE ISSUES OF OER DEVELOPMENT AND USE IN EDUCATION, AND CATEGORIZE ISSUES AND CHALLENGES OF OER DEVELOPMENT AND USE IN EDUCATION	UNIVERSITY OF JYVASKYLA VYTAUTAS MAGNUS UNIVERSITY , UNIVERSITY OF PAVIA	WEEK 3 – 4 NOVEMBER 20 – DECEMBER 4	PRESENTATION ON THE CHALLENGES OF OER DEVELOPMENT AND USE	<p>ACTIVITY 3</p> <p>INTERNATIONAL GROUP MEMBERS SHOULD ORGANISE FOCUS GROUP OR INTERVIEW PEOPLE IN THEIR HOME INSTITUTIONS (TEACHERS, E-LEARNING STAFF MEMBERS, THE STUDENTS, STAKEHOLDERS, ETC. – UP TO 5-10 PEOPLE) TO PROVIDE ANSWERS TO THE QUESTIONS TO THEIR GROUP MEMBERS, AND THEN THEY ALL HAVE TO PROVIDE THE SUMMARY OF RESPONSES (QUALITATIVE DATA MIGHT BE PROVIDED AS EVIDENCE) AND GROUP RESULTS IN INTERNATIONAL SETTINGS (LITHUANIA, SPAIN, ITALY AND PORTUGAL). RECOMMENDATIONS AS CONCLUSIONS TO THE DISCUSSION AND QUALITATIVE SURVEY SHOULD COME UP AFTER THE GROUP RESULTS ARE PRESENTED.</p> <p>CONFERENCE IN WEEK 5.</p>
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4. FOURTH SYNCHRONOUS MEETING. TASK DEVELOPMENT AND LEARNER SUPPORT SESSION. PREPARATION FOR THE FINAL SYNCHRONOUS MEETING.

DATE - NOVEMBER 27, 2013

TIME – 10:00 – 12:00 CET

TOOLS – ADOBE CONNECT –[HTTPS://AC.VDU.LT/P1L2IDOKH8L/](https://ac.vdu.lt/P1L2IDOKH8L/)



1. FIFTH SYNCHRONOUS MEETING. TASK PRESENTATION, REFLECTIONS AND FEEDBACK FROM PARTICIPANTS. DATE – DECEMBER 4, 2013 TIME – 10:00 – 12:00 CET TOOLS – ADOBE CONNECT – HTTPS://AC.VDU.LT/P4W66NDC2FX/				
WRAPPING UP: WHAT HAVE WE LEARNT? ARE WE READY TO (RE)USE OER?	UNIVERSITY OF JYVASKYLA VYTAUTAS MAGNUS UNIVERSITY, UNIVERSITY OF PAVIA	WEEK 5 DECEMBER 4	WRAPPING UP SESSION AND PRESENTATIONS OF PARTICIPATING GROUP WORK + DISCUSSION VIA VIDEO CONFERENCE.	CERTIFICATIONS. ASSESSMENT, REFLECTIONS AND FEEDBACK

Pilot participating institutions

The pilot setting was multicultural. There were 10 teachers from 6 countries and 18 learners for 5 countries, representing different levels of study programs:

Institution (country code)	No. of teachers (country of teachers' affiliated institution country)	No. of learners	Learners' country of origin
• Vytautas Magnus University (LT)	3 (Lithuanian)	6	- 4 Lithuanian - 2 Spanish
• University of Granada (ES)	3 (Spanish)	3	- 3 Spanish
• EFQUEL (BE)	2 (German and Maltese)	-	-
• Jyväskylä University (FI)	1 (Finnish)	-	-
• University of Pavia (IT)	1 (Italian)	3	- 5 Italian
• University of Florence (IT)		2	
• University of Porto (PT)		3	- 3 Portuguese
• University of Trento (IT)		1	- 1 Chinese
Total: 8 institutions, 6 countries	10 teachers	18 learners	

Piloting site and scope

The course curriculum was designed using existing infrastructure for virtual mobility at partner institutions. Moodle virtual learning environment and Adobe Connect software were used for curriculum design and virtual mobility exchange organization. The curriculum was designed and agreed to be open under creative commons licence at virtual mobility platform at <http://www.teacamp.eu/moodle2/>.



Virtual synchronous meetings were recorded. The records are available at:

- <https://ac.vdu.lt/p7hr2kovvoc/> - November 6, 2013 (10-12 CET, including introductory part from VMU and K.U.Leuven, and week 1 presentation by UGR),
- <https://ac.vdu.lt/p7ztvng5znq/> - November 13, 2013 (10-12 CET, group work presentations and week 2 presentation by EFQUEL),
- <https://ac.vdu.lt/p5vmaojcoh8/> - November 20, 2013 (10-12 CET, group work presentations and week 3 presentation by VMU and UPavia);
- <https://ac.vdu.lt/p12idokh8/> - November 27, 2013 (10-12 CET, facilitation and moderation of international group work progress by VMU);
- <https://ac.vdu.lt/p4w66ndc2fx/> - December 4, 2013 (10 – 12 CET, wrapping up video conference, reflections from participants).

Learner feedback on the pilot

There were 18 learners in the pilot and they were asked to fill in 2 questionnaires: 1) in the beginning of the pilot (pre-pilot questionnaire), and 2) at the end of the pilot (post-pilot questionnaire). 13 learners provided their answers to the pre-pilot questionnaire and 10 learners – to the post-pilot questionnaire, representing all participating countries except Portugal. The majority of the respondents indicated that this was a new experience for them, only 2 participants had prior virtual mobility experience (see more details in the Annex 1 to this report).

The aim of pre-pilot questionnaire was to identify the main reasons for participation in the virtual mobility course and their initial expectations. Most students indicated that their main interest was in the OER topic, but also virtual learning and working in intercultural teams. The main challenges expected by participants were working in international groups and the English language. Among other difficulties that were listed by respondents, challenging technological solutions was one of them, and the time.

The main benefits of virtual mobility course that learners were expecting were the following: new knowledge, experience and improvement of digital competence. The skills they wanted to improve were related to understanding OER, (re)using and sharing OER, group work and the English language. Most of the learners (92%) agreed that virtual mobility can represent a considerable alternative or a complementary element to physical mobility. The main ideas how virtual mobility can be spread between students were mentioned as raising awareness, promoting such kind of courses, integrating them into regular programs, and recognizing this kind of experience. (detailed answers of respondents are provided in Annex 1 to this report).

The aim of the post-pilot (feedback) questionnaire was to indicate how the participants liked the pilot, what was important, useful, clear and what was not, what they learnt and what difficulties and challenges were encountered. As all learners were divided into 4 **international groups**, course activities were designed to be international group activities. The cooperation among group members was rather successful (8 indicated as good, 1 as very good) and none of the students were working alone. Respondents indicated that the English language (n=7), lack of virtual skills (n=9) and intercultural communication difficulties (n=10) have **not** influenced the success of group cooperation.

Participants of the course had different **feelings** during the pilot, but most often they felt concentrated, happy/optimistic, and curious/inquisitive. Also 9 out of 10 never were bored, 8 stressed never being frightened, and 7 contributed never being lonely nor angry; however 9 of them indicated that they felt worried, disappointed, or confused.

All survey respondents (n=10) confirmed that there were **enough tools for communication and collaboration** while preparing assignments and for presentation of assignment results. Most of them agreed that email (n=10), video



conferencing tools (n=9) and reviewing lecture records (n=9) were **important** tools for communication and collaboration during the exchange. Among the most popular methods of learning organization during the pilot, information presentation, individual and group work, exploration, search for and analysis of new resources and discussions were indicated as important. Oral feedback during the final synchronous meeting, as well as post – pilot questionnaire responses indicated that some students wanted more feedback on their assignments. In general, the learning content was assessed as understandable, equally distributed during the course, and consistent.

Learners were also asked about their **competence development** in the survey. 7 out of 10 learners stated that the course **learning outcomes** were clearly stated and most of them (9 out of 10) improved competences related to learning outcomes strongly or adequately. Most of the indicated virtual mobility competences were also improved adequately:

- intercultural competence - minimally by 2, adequately by 8 and strongly by 1 learner;
- English language – minimally by 2, adequately by 6, and strongly by 2 learners;
- personal and social competences – minimally by 3, adequately by 5 and strongly by 2 learners;
- and digital was improved minimally by 1, adequately by 6, strongly by 2 learners and not improved by one.

Using the space in open question answers, respondents also indicated that they developed **additional competences**: OER related competences, personal and social competences, trust in other people and critical, reflection skills. After the course, most of the learners indicated that their attitude towards virtual mobility has changed and it is now positive (n=9). 1 learner stated that he/she sees more negative aspects of VM experience now. 9 out of 10 learners participating in the survey would like to participate in virtual mobility exchange in the future. (All answers of students who filled in post-pilot questionnaire are presented in the Annex 2).

Success Factors of the Pilot Action

Some of the success factors are summarized from the participants' comments, others are added by pilot organizers:

- There was a strong leadership and coordination that enabled the organization and successful finalization of the pilot (participants' point of view)
- Motivation of the participants: there were real challenges for student groups which had some passive students (lurkers), however groups managed to focus on the task, were highly motivated and dedicated (organizers' point of view)
- Thorough preparation, coordination and planning of the pilot, coherent information for the participants was prepared and distributed – all planned well in advance (from the teachers' point of view)
- Attractive topic was selected as most learners were interested in learning about OER (learners' point of view)
- Prior experience and dedicated collaborators who communicated, participated and supported the pilot from the very beginning till the end, our consortium partners and associated partners (organizers' point of view)

Main Outputs, Outcomes and Impact

The pilot was successfully completed by the same number of participants – 18. No drop – outs were identified.



However, not all participants contributed equally to group assignments and presentations. Therefore, all groups were addressed by the pilot organizers in order to differentiate certification according to contribution of each individual. The common decision was accepted and approved by all teachers and learners to differentiate the certificate on the basis of learning outcomes achieved and participation. Three participants received certificates for “participation”, and the rest participants received certificates with the learning outcomes listed as achieved.

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The course is accessible at <http://www.teacamp.eu/moodle2> as OER itself.

Besides these outcomes, the following experience can be described in terms of success factors influencing virtual mobility implementation:

Factors that had influence on pilot	Possible solutions
<ul style="list-style-type: none"> • There was interest provided by 10 teachers, however only half of them were really active during 5-week course, and learners felt their lack of time/attention dedicated for the course (see unsolved problems identified), as well as feedback to their group work results. This was one of the most critical remark from the learners. 	<ul style="list-style-type: none"> • Discuss clear roles of participating teachers and reach either oral or written agreement on these roles • If experts are invited (without asking them to tutor students), divide teachers into 2 groups, clarify their roles and present clear information on these roles to participants.
<ul style="list-style-type: none"> • The duration of the pilot was rather short (intense) and the engaged learners wanted more topics and more practical tasks • Time was also indicated as one of the challenges and there were less active participants in the last task than in the first one 	<ul style="list-style-type: none"> • it can be presumed that if the course is of longer duration, there might be more dropouts/passive students at the end, but also more experience and time for getting participants to know each other, improve intercultural competence, and strengthen their connections is necessary
<ul style="list-style-type: none"> • International learner groups were planned to be composed of 5 students. However, immediate solutions were found during the very first online synchronous meeting, which required changes in group composition. As 2 students did not show up, one group composition was different, having only 3 members in the group. 	<ul style="list-style-type: none"> • Recommendation can be drawn not to compose smaller groups than having 4-5 members in the group, in order to maintain internationalization and intercultural communication characteristics.

More details on pilot implementation feedback are provided in the Annexes of this report.

Problems unsolved

Only 5 teachers (from 3 institutions) out of 10 filled in post – pilot questionnaire even after 2 months after the pilot was over. So there were too little data to make any generalizations on the feedback from teacher side. This shows that not all teachers are really interested in this experience and their professional practice in virtual mobility.

Another problem identified at later stages during the pilots that there were two types of participating teachers: 1) teachers, who gave the lectures, provided assignment and tutored students, as well as gave feedback to the assignment results; 2) consultants or experts who only gave lectures and never showed up. The latter type of participants triggered overall learning and teaching process, because their role was not clear neither to the rest team



of the teachers, nor to the students. This problem is highlighted in student feedback (oral in session recordings, as well as in the written post – pilot survey responses).

Suggestions for other pilots

- plan the VM pilot coherently discussing curriculum designing and VM organization with peer institutions and teachers,
- clarify all the roles of all participants in advance in a written form somewhere in curriculum or planning documents,
- prepare and implement technical testing sessions – with students and with teachers,
- provide as much information (not only on the subject but also on organizational issues) for the learners, including information on the course description, time of the synchronous meetings, deadlines for tasks and activities, technical requirements for virtual, synchronous meetings, contacts for responsible persons (especially local IT), members and contacts of international learners' groups (if applicable), etc.
- agree on the best suitable time for all participating countries for synchronous meetings,
- assess the time scale for the pilot – the longer the course, the more participants dropout can be predicted, but more intercultural exchange and better connections are achieved,
- try to select really motivated participants, explaining them that more engagement results in richer experience o all learners, if learners are just interested to see, but not participate, this will be annoying for others,
- there has to be a local tutor or coordinator, and preferably the teacher in the course, as this leads to better involvement of participating learners,
- organize group activities, but also try more engaging activities that address the topic from different national perspectives,
- if the pilot is longer in time scale, provide time and activities to get to know each other and the country.