

Technologies to Enhance Education

Current Trends and Future Perspectives

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Rector

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Chair of the Board of EDEN – Digital Learning Europe



VYTAUTAS
MAGNUS
UNIVERSITY
MCMXXII

Education 360°



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
- MOOCs and open online learning for digital networked society
- Open Science, open data
- Learning analytics
- Artificial intelligence in Education, Personalization and flexibility
- Recognition of open online learning
- Digital and Micro-Credentialization

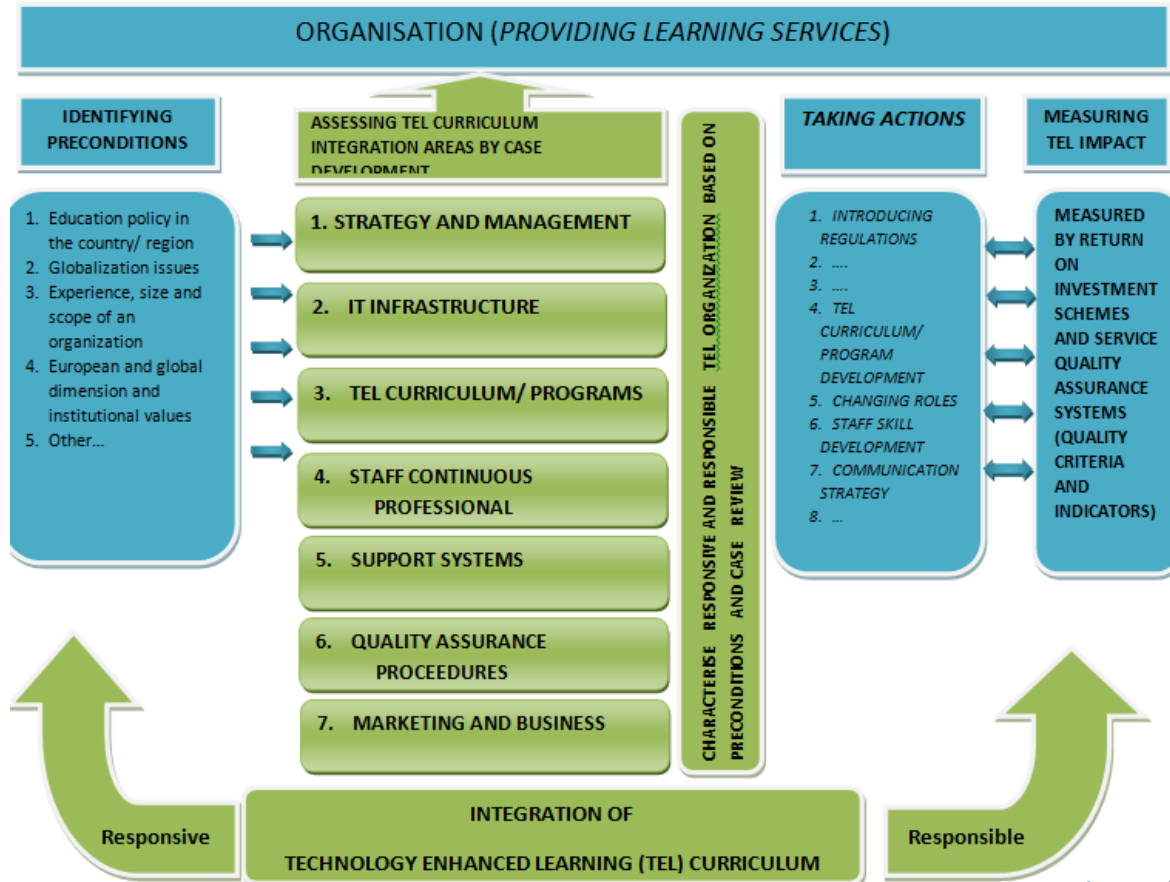
The need for open and online education



- ❖ To prepare young people to argue for the open and collaborative society through:
 - Open education (OER, OEP and open learning recognition)
 - Participation and involvement of stakeholders into the study process with the support of ICT
 - Transparent debate and co-creation of university curriculum in digital space
 - Development of their digital competences to combat social and economic inequalities
- ❖ To support university teachers with European and global knowledge – hub co-creation, through open virtual collaboration
- ❖ To advocate the autonomy and flexibility of higher education to implement its mission and open up to digital and network society

There is no policy nor any other force that can prevent this

Framework of quality assurance of online learning integration into an organization



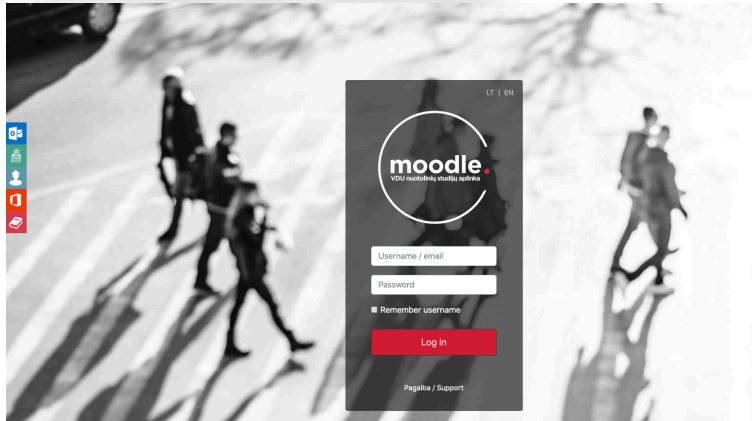
1. Strategy and management

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 Assurance Methodology for online (and blended) 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. 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)
5. Regulation for non-formal studies at Vytautas Magnus University (in LT)
 - a. Assessment form (in EN) for non-formal studies

2. Infrastructure for online studies



Video conferencing tools



3. Online courses (VMU, 2010 – 2019)

- My courses
- INF1015
- ISI1003
- ISI3003
- ISI4001
- ISI4002
- VADN0201_ONL



2017
ATESTUOTA


3-AS LYGIS

VYTAUTO DIDŽIOJO UNIVERSITETAS

| ISI1003 ...

Applied Mathematics and Statistics

40% complete



| ISI4001 ...

Artificial intelligence

93% complete



2018
ATESTUOTA

3-AS LYGIS

VYTAUTO DIDŽIOJO UNIVERSITETAS

| INF1015 ...

Information Visualization

46% complete



2020
ATESTUOTA

3-AS LYGIS

VYTAUTO DIDŽIOJO UNIVERSITETAS

| ISI4002 ...

Leadership in Education

78% complete



2018
ATESTUOTA

3-AS LYGIS

VYTAUTO DIDŽIOJO UNIVERSITETAS

| VADN0201_ONL ...

Management (online)

100% complete



2019
ATESTUOTA

3-AS LYGIS

VYTAUTO DIDŽIOJO UNIVERSITETAS

| ISI3003 ...

Technological-Andragogical Practice 2

69% complete

Show 24 ▾

Friday, 22 May

- "2 namų darbas (pateikti ... 23:55
"ISI1003 Applied Mathematics a...
- Add submission
- "Vieta pateikti webinarų (... 23:59
"ISI3003 Technological-Andrag...
- Add submission
- "Vieta pateikti skaidres, ... 23:59
"ISI3003 Technological-Andrag...
- Add submission


Show 25 ▾

Calendar

◀ May 2020 ▶

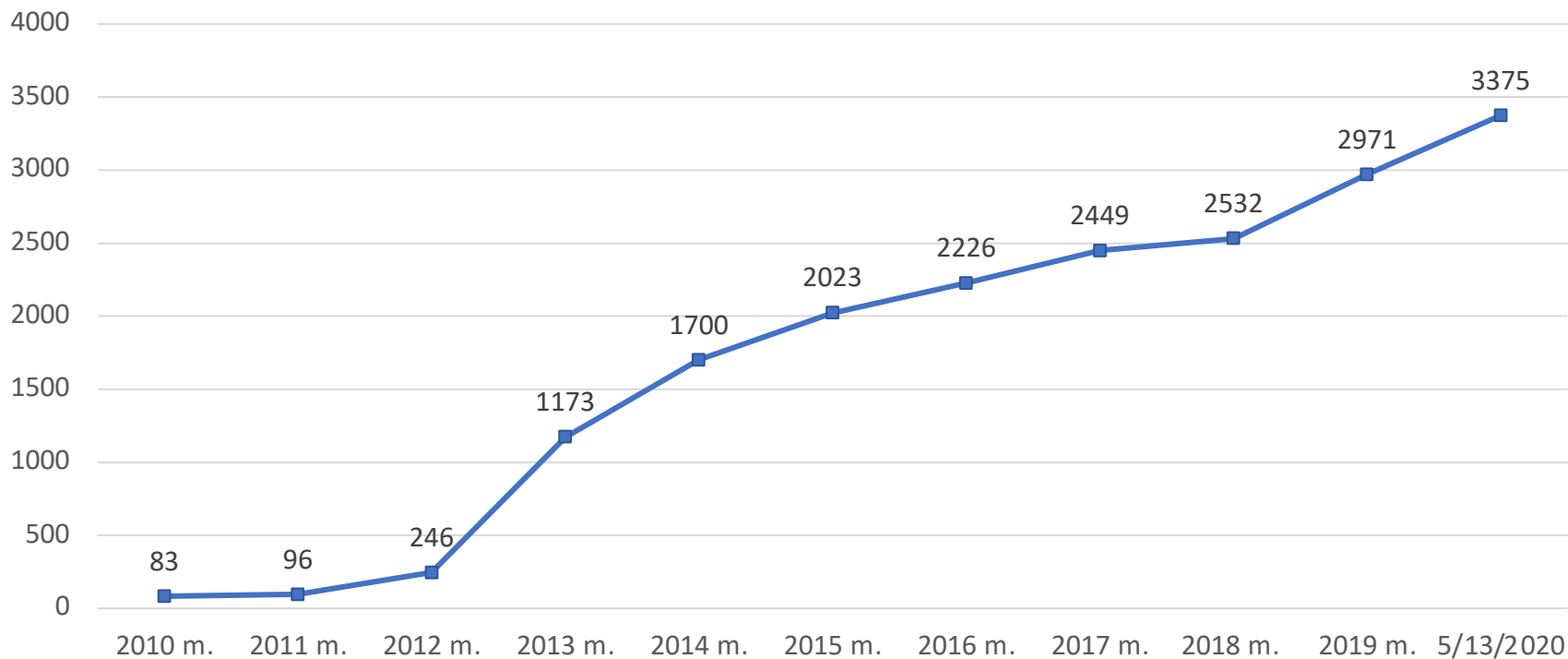
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Latest badges

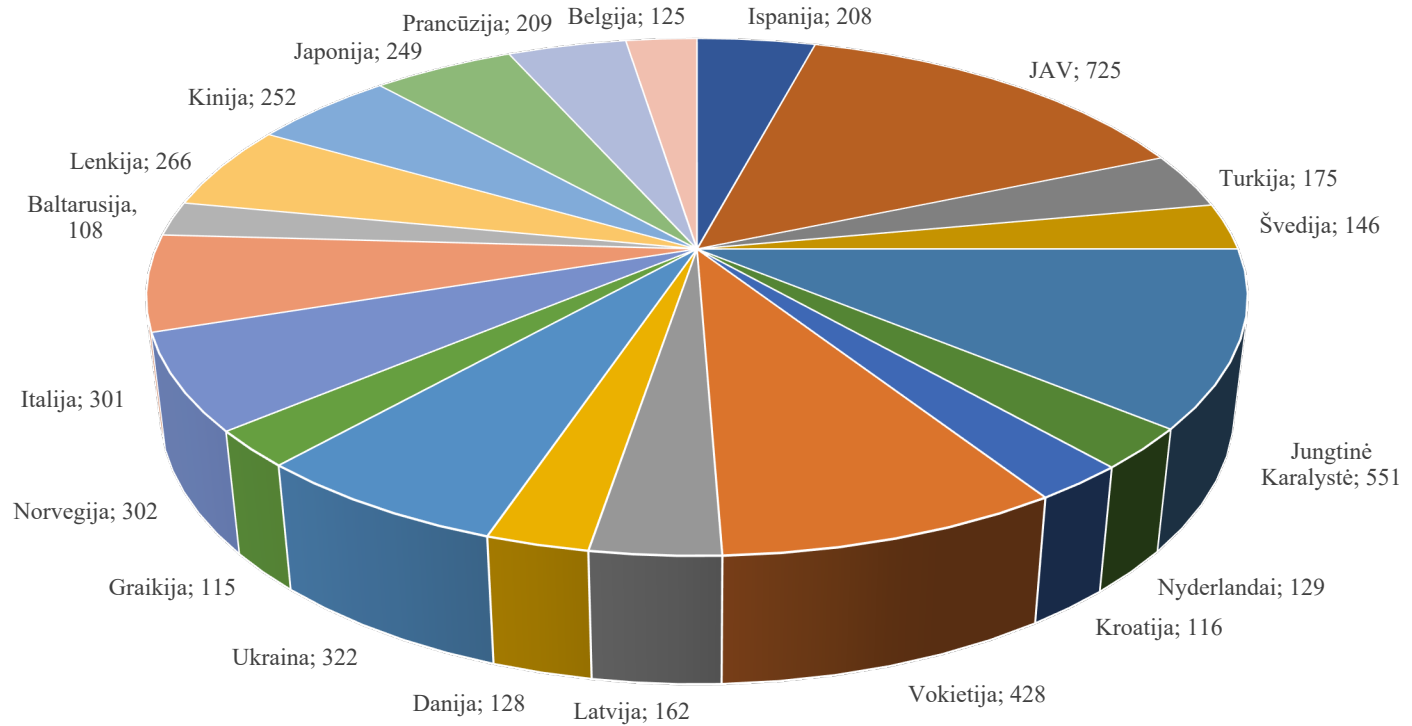


DALYKO BAIGIMAS

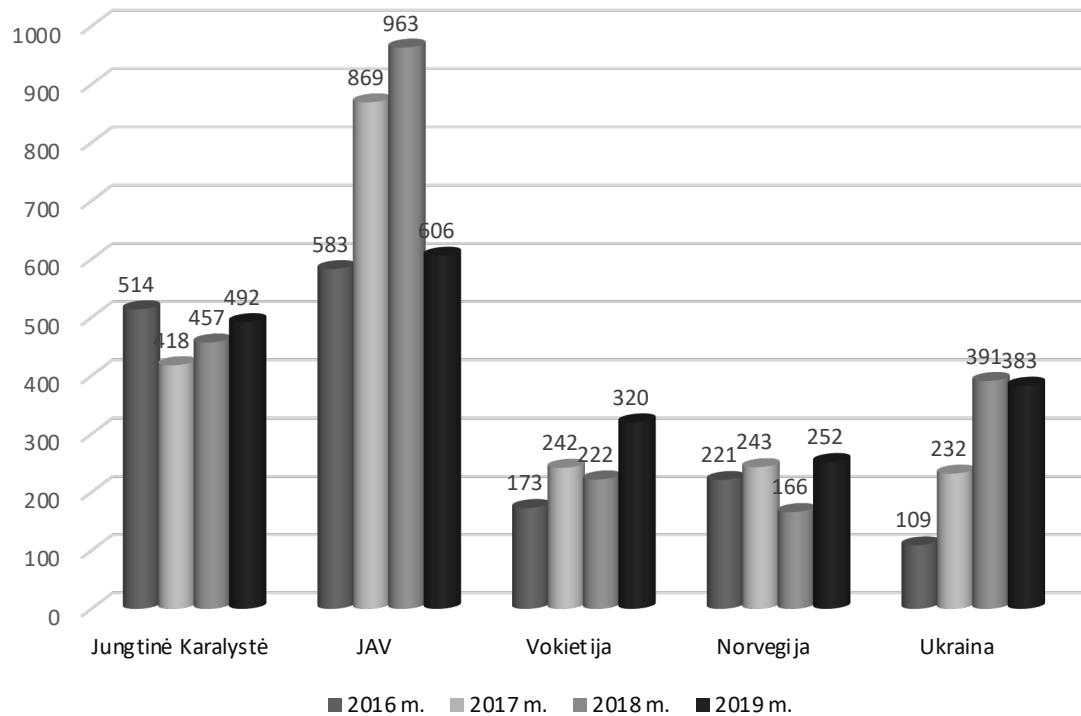
3. Online courses (VMU, 2010 – 2019)



Access to Moodle from countries where there are more than 100 unique IPs 2019










Leader countries 2016-2019








3.2. The use of Open Educational Resources

2. OER practices, quality, evolution and reliability.


2.1. The quality of OER. What has been discussed so far?

-  The Quality of OER. Airina Volungevičienė. Lecture notes.
-  What is a good OER? (By OUUK)
-  Lecture record by Prof. Ulf D. Ehlers (University of Duisburg-Essen) recorded in the framework of VMCOLAB project on Nov. 13, 2013.
-  Handbook for Quality Management of Peer Production (additional material)
-  Open Learning Recognition (additional material)
-  Evaluating OER (by OUUK)
-  JISC project toolkit - OER QA

2.2. Creative Commons.

-  CC licencing for Open Content. Airina Volungevičienė. Lecture notes.
-  Prof. L.Lessing on CC (video record)
-  B.Fitzgerald (2005). Open Content Licencing for OER. OECD report.
-  How do CC work?
-  How to chose a licence?

3.3. Curriculum designing based on learning outcomes

	anonlastname3	<div style="background-color: #90EE90; width: 100%; height: 10px;"></div> vertinta	10.00 / 10.00		Komentari (0)	grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
	anonfirstname5 anonlastname5	Nėra darbų Vėluojama įkelti darbą: 35 dienos 16 valandos	<div style="background-color: #333; color: white; padding: 2px 5px;"> vertis</div>	Redaguoti ▾	Komentari (0)	- Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Rezultato nėra
	anonfirstname20 anonlastname20	Pateikta vertinimui <div style="background-color: #90EE90; width: 100%; height: 10px;"></div> vertinta	<div style="background-color: #333; color: white; padding: 2px 5px;"> vertis</div>	Redaguoti ▾	Komentari (0)	8.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
	anonfirstname21 anonlastname21	Pateikta vertinimui <div style="background-color: #90EE90; width: 100%; height: 10px;"></div> vertinta	<div style="background-color: #333; color: white; padding: 2px 5px;"> vertis</div>	Redaguoti ▾	Komentari (0)	9.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
	anonfirstname23 anonlastname23	Pateikta vertinimui <div style="background-color: #90EE90; width: 100%; height: 10px;"></div> vertinta	<div style="background-color: #333; color: white; padding: 2px 5px;"> vertis</div>	Redaguoti ▾	Komentari (0)	9.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
	anonfirstname24 anonlastname24	Pateikta vertinimui <div style="background-color: #90EE90; width: 100%; height: 10px;"></div> vertinta	<div style="background-color: #333; color: white; padding: 2px 5px;"> vertis</div>	Redaguoti ▾	Komentari (0)	10.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus: Competent
	anonfirstname25 anonlastname25	Pateikta vertinimui <div style="background-color: #90EE90; width: 100%; height: 10px;"></div> vertinta	<div style="background-color: #333; color: white; padding: 2px 5px;"> vertis</div>	Redaguoti ▾	Komentari (0)	10.00 / 10.00 Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą,

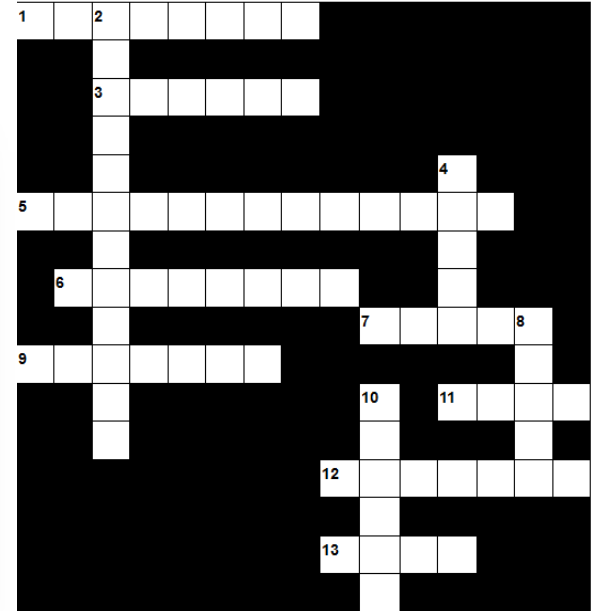
3.4. A variety of learning organization methods. E.g. Practicing

1
Neatsakya
Klausimo vertė: 1.00
Pažymėti klausimą
Redaguoti klausimą

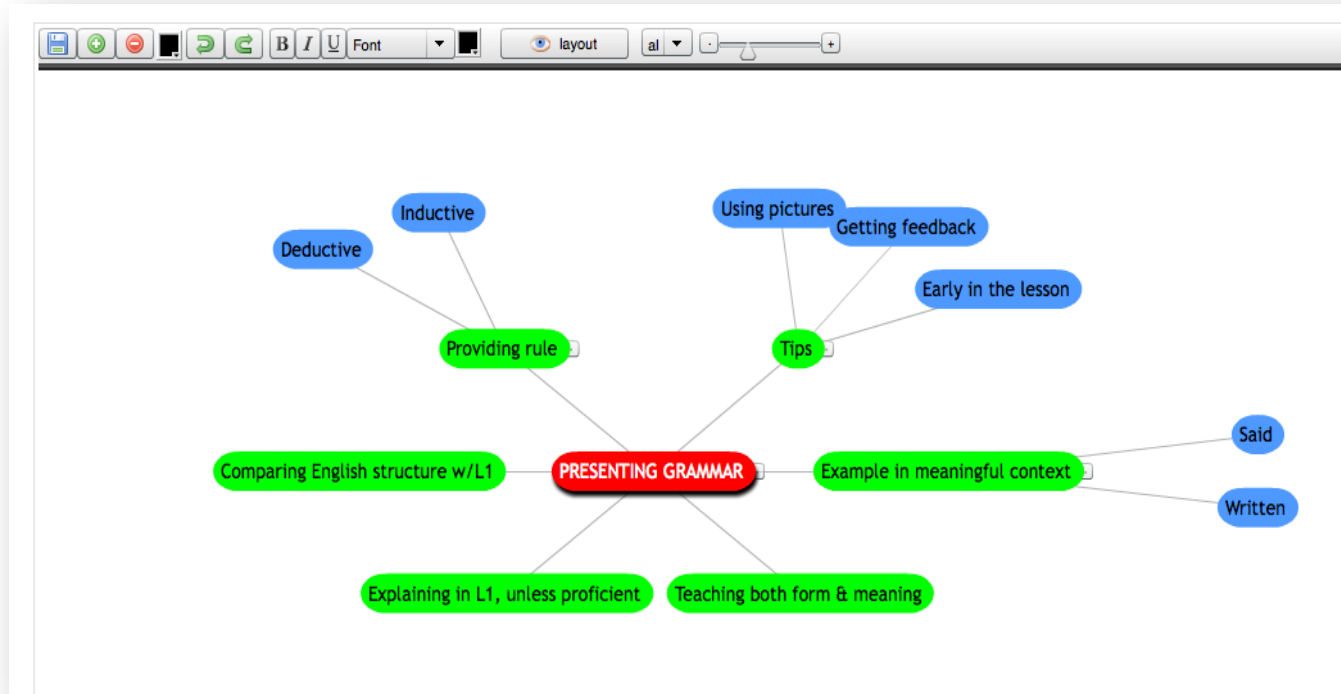
Priskirkite paaiškinimams tinkamas stebėjimo rizikas:

Rizikos tipas	Galimi požymiai
<input type="checkbox"/>	Vėluojantis aparatus ar palaikančios PS tiekimas, yra daug ataskaitų apie technologines problemas
<input type="checkbox"/>	Grupės narių nenoras naudoti įrankius, nusiskundimai dėl CASE įrankių, reikalavimai galingesnių kompiuterių
<input type="checkbox"/>	Paskatos ir gandai, vadovaujančiojo personalo neveiklumas
<input type="checkbox"/>	Nesiseka dirbti pagal tvarkaraštį, nesiseka taisyti defektus
<input type="checkbox"/>	Daug prašymų pakeisti reikalavimus, užsakovų nusiskundimai
<input type="checkbox"/>	Žema personalo moralė, blogi santykiai tarp grupės narių

Įrankių Organizacinė Įvertinimo Grupių Skaitmeninė Analoginė Reikalavimų Žmonių Technologinė

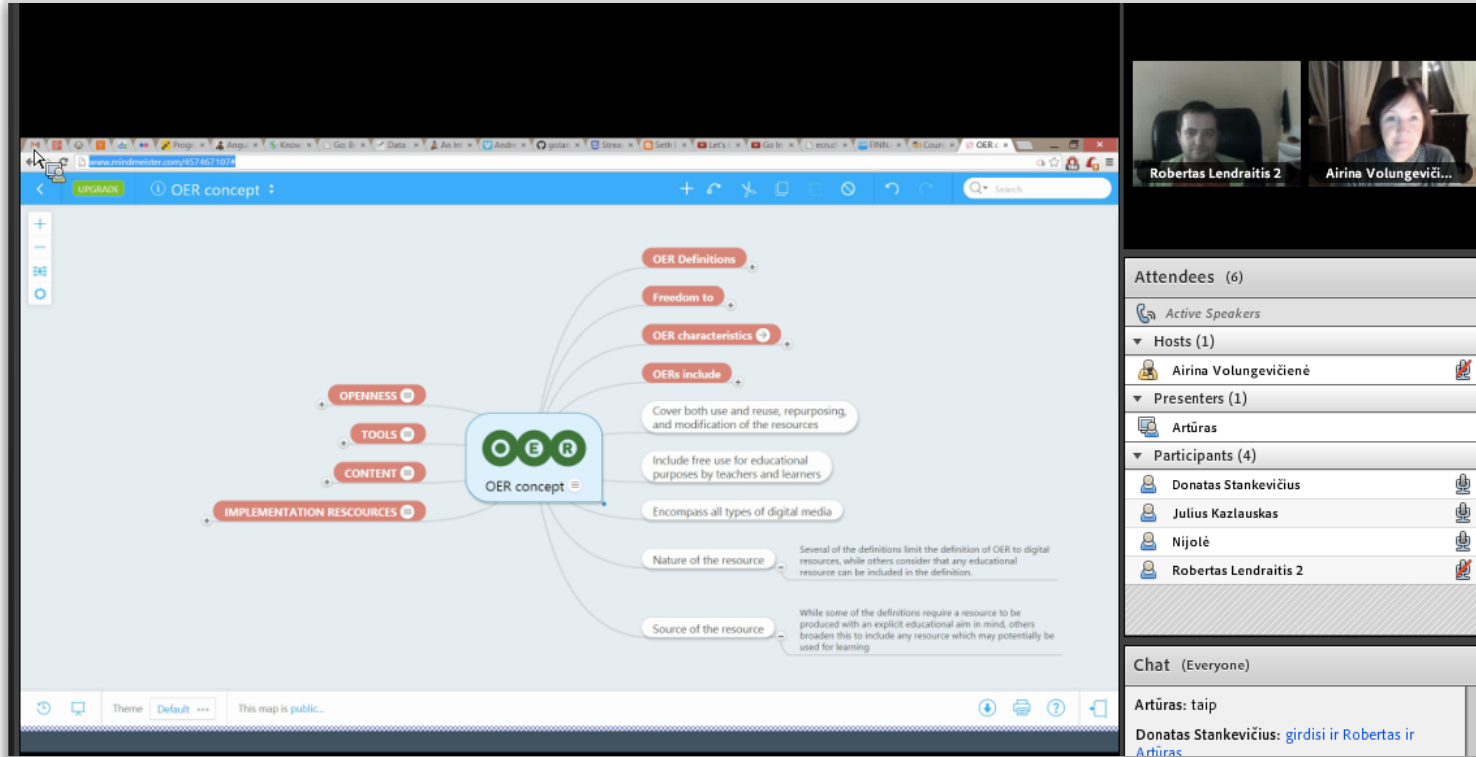


3.4 Discussing, experimenting, practising and creating.



How technologies enhance education?

3.4. Engagement of students into group work and presentations



The screenshot displays a Zoom meeting interface. The main window shows a mind map titled "OER concept" with a central node "OER" and several branches:

- OPENNESS**
- TOOLS**
- CONTENT**
- IMPLEMENTATION RESOURCES**
- OER Definitions**
- Freedom to**
- OER characteristics**
- OERs include**
- Nature of the resource**
- Source of the resource**

Additional notes on the mind map include:

- Cover both use and reuse, repurposing, and modification of the resources
- Include free use for educational purposes by teachers and learners
- Encompass all types of digital media
- Several of the definitions limit the definition of OER to digital resources, while others consider that any educational resource can be included in the definition.
- While some of the definitions require a resource to be produced with an explicit educational aim in mind, others broaden this to include any resource which may potentially be used for learning.


The right sidebar shows the meeting controls and participant list:

- Attendees (6)**
- Active Speakers**
- Hosts (1)**: Airina Volungevičienė
- Presenters (1)**: Artūras
- Participants (4)**: Donatas Stankevičius, Julius Kazlauskas, Nijolė, Robertas Lendraitis 2
- Chat (Everyone)**: Artūras: taip; Donatas Stankevičius: girdisi ir Robertas ir Artūras

3.5. Monitoring and supporting learning

Course calendar - month activity view.

Course calendar sends reminder to student email.



[Priminimas] (Mokymasis darbo aplinkoje) Aptarimas. Kokius metodus naudojate jūs? Gautieji x

Admin User <moodle@lledm.net> 04-26 ☆

skirta man ▾

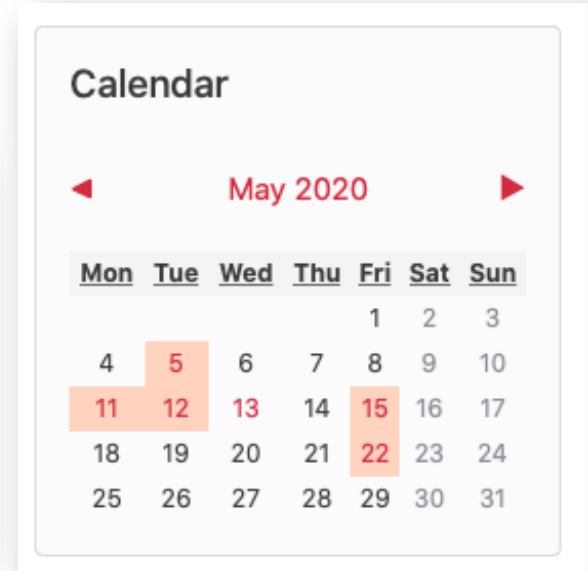
(Mokymasis darbo aplinkoje) Aptarimas. Kokius metodus naudojate jūs?

Kada Penktadienis, 2016 balandžio 29, 20:00

Kursas Mokymasis darbo aplinkoje

Aprašymas Rekomenduojama iki šios dienos [diskusijų forume](#) aptarti su kolegomis kokius mokymosi metodus naudojate.

Prisiminimas nuo [Moodle Calendar](#)



Calendar

◀ May 2020 ▶

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	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

How technologies enhance education?

3.5. Learning progress measuring tools

PAŽANGOS JUOSTA



 Kolokviumas
 Nebaigtas

Studentų apžvalga

Atviros grupės Vaidmuo

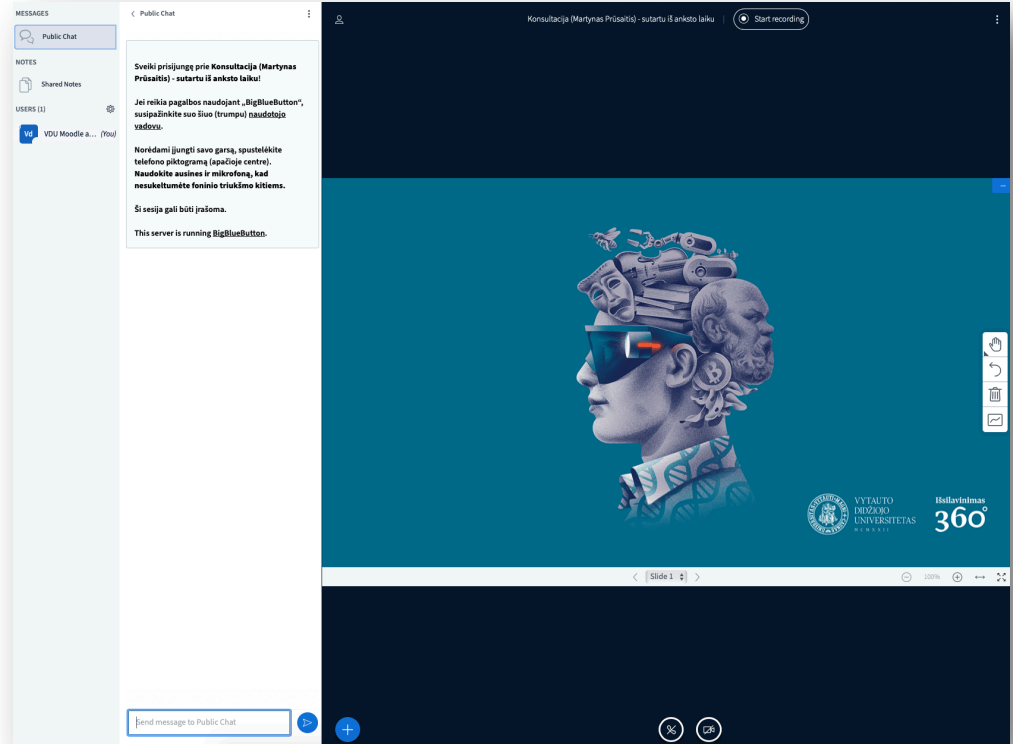
[Atstatyti lentelės nuostatas](#)

Pasirinkti	Vardas / Pavardė	Paskutinis prisijungimas	Pažangos juosta	Progresas
<input type="checkbox"/>	anonfirstname20 anonlastname20	Niekada		67%
<input type="checkbox"/>	anonfirstname25 anonlastname25	Niekada		40%
<input type="checkbox"/>	anonfirstname23 anonlastname23	Niekada		40%
<input type="checkbox"/>	anonfirstname27 anonlastname27	Niekada		33%
<input type="checkbox"/>	anonfirstname21 anonlastname21	Niekada		33%
<input type="checkbox"/>	anonfirstname30 anonlastname30	Niekada		27%
<input type="checkbox"/>	anonfirstname29 anonlastname29	Niekada		20%
<input type="checkbox"/>	anonfirstname28 anonlastname28	Niekada		20%
<input type="checkbox"/>	anonfirstname26 anonlastname26	Niekada		20%
<input type="checkbox"/>	anonfirstname24 anonlastname24	Niekada		20%
<input type="checkbox"/>	anonfirstname3 anonlastname3	Niekada		13%
<input type="checkbox"/>	anonfirstname5 anonlastname5	Niekada		0%
<input type="checkbox"/>	anonfirstname31 anonlastname31	Niekada		0%

How technologies enhance education?

3.5. Communication and collaboration tools

- Video tools
- Moodle tools
- Integrated tools



How technologies enhance education?

4. Staff training and Digital competence development

Organization of distance learning in Moodle VLE

Dashboard / Courses / Innovative Studies Institute / Pavyzdžiai / ISI pavyzdys

Course summary

Atvira prieiga!

Šiame pavyzdiniame dalyke rasite siūlomą studijų dalyko struktūrą, mokomosios medžiagos pateikimo būdus bei populiariausias veiklas, kurios gali būti naudojamos jūsų studijų dalyke. Šiame pavyzdyje taip pat rasite [dalyko studijavimo aprašą](#), kurį siūlome pritaikyti ir pateikti savo dėstomiems dalykams.

Completion Progress

Overview of students

HTML blokas

Paskaitos vyksta antradieniais 14:00-15:30

General

- News forum
- Vaizdo paskaitų kambarys

Course description

- Example of course description
- Example of course description

Learning plan for the student

- Student Guide - Template
Modified 23/08/19, 13:41
Papildykite šį dalyko studijavimo aprašą jūsų studijų dalyko informacija ir pateikite studentams PDF formate.
- Student's Guide (in English)
Uploaded 19/04/18, 14:12
Add this semester information and submit it to students in PDF
- Attendance at seminars
*After reading learning material, mark it as done by clicking on the square next to it . By marking activities, you will be able to track your progress in learning. Those activities, which you cannot mark has conditions set by teacher - when you complete these conditions system automatically will mark activity as done. The subject will be considered **complete** when the progress bar shows 100%.*

Technology established innovations




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Open Educational Resources (OER)



🏠 About us Study innovations Research VMU teachers VMU students Join Contacts LT EN



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Innovative
Studies Institute

Education
360°

Homepage > Study innovations > Open Educational Resources

Open Educational Resources

<h3>community /</h3> <p>Community training and awareness raising.</p>	<h3>projects .</h3> <p>Project activities presentation.</p>	<h3>research _</h3> <p>Open available studies / articles</p>	<h3>Open Educational Resources</h3> <p>Community training and awareness raising</p>
<h3>oer development and adaptation _</h3> <p>Open Education Resources repositories.</p>	<h3>open courses }</h3> <p>Open for self-learning courses for all members of society.</p>	<h3>training material }</h3> <p>Free educational content.</p>	<p>Projects</p>
			<p>Research</p>
			<p>OER development and adaptation</p>
			<p>Open courses</p>
			<p>Training material</p>
			<p>Expertise</p>
			<p>Books, documents</p>

<http://openstudies.vdu.lt>

The idea of online non-formal learning is opening university curriculum for Lithuanian-speaking people all around the world.



<http://openstudies.vdu.lt>



Open
studies



Choose online learning

INDIVIDUALLY / IN A GROUP

EDUCATION SCIENCES

FOREIGN LANGUAGES

HUMANITIES

Most recent subjects

ALL SUBJECTS



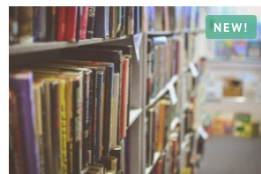
Spanish A1.1

👤 Vigitija Ziuraite



E-Learning Technologies

👤 Airina Volungevičienė, Estela Daukšienė



Language and Society

👤 Jūratė Ruzaitė, Violeta Kalėdaitė



German language A2.1

👤 Jūratė Andriūškevičienė, Gintarė Gelūnaitė-Malinauskienė

Virtual mobility for university studies



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universidade de aveiro
theoria potēsis praxis



U.PORTO



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”

European Commission Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing "ERASMUS FOR ALL". The Union Programme for Education, Training, Youth and Sport (2011). Brussels. Accessed on April 10, 2013 at http://ec.europa.eu/education/erasmus-for-all/doc/legal_en.pdf

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))

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!

Support for Lithuanian Schools



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Education 360°



LieDM association



Technologijos



Turizmas



At



Druskininkai



Virtualus mobilumas



Infrastructure for schools

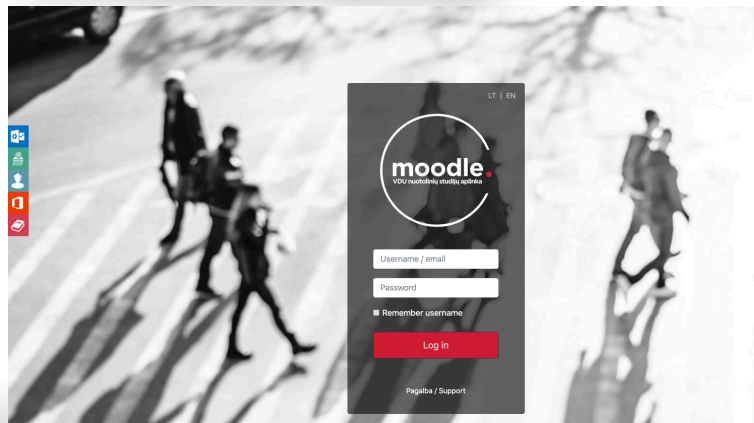


24 schools

moodle

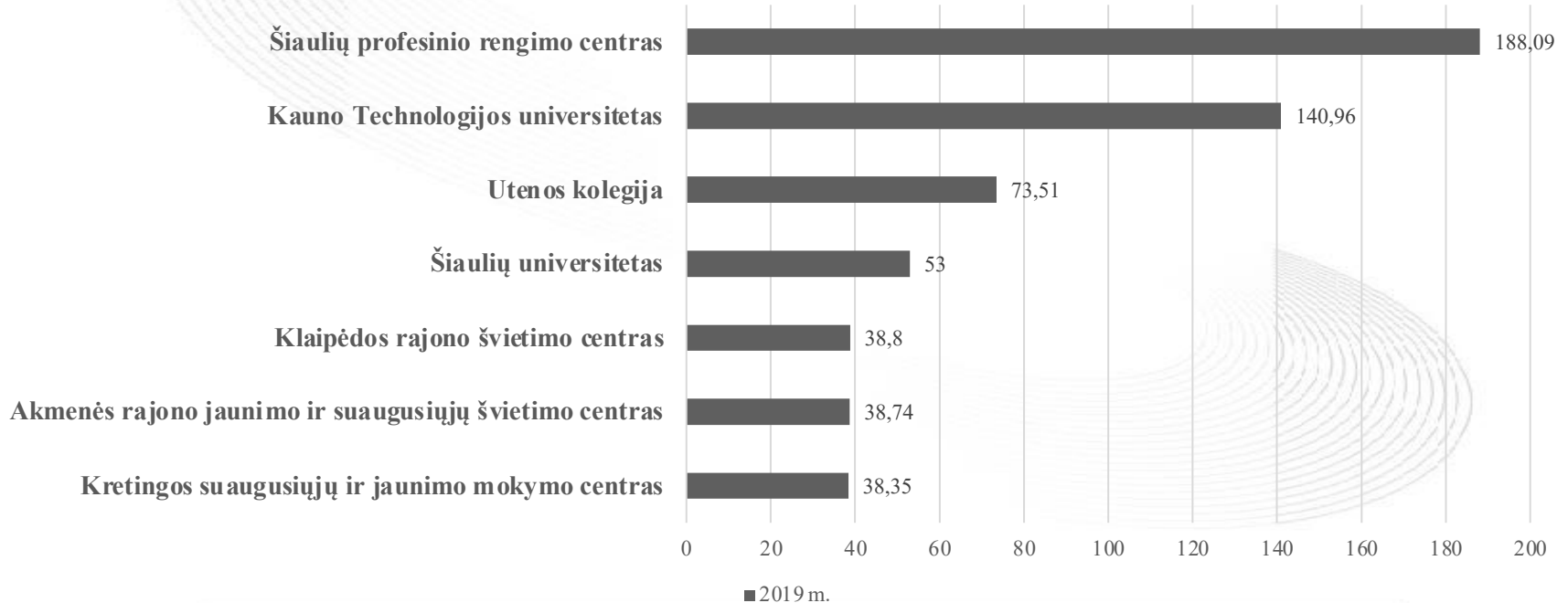


Video conferencing tools



Video conference records (annual average in hours)

<http://ac.liedm.net>



Technologijos



Turinys



Atsakomybė



Kokybė



Virtualus mobilumas



Digital and Micro-Credentialization

A look to the nearest future and preparation in progress



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Digital and Micro-Credentials

<http://studyonline.lt/en/study-of-innovation/micro-credentials/>

The term “Micro-Credentials” is relatively new, described in the joint effort of researchers and practitioners, as well as policy makers. We suggest Erasmus+ program KA3 project [MicroHE](#) definition: *Micro-Credentials are considered to be a smaller segment of credentials which can then be aggregated to create a macro-credential or to be considered as a segment of a portfolio. Examples of micro-credentials include the following: Digital Badges, MicroMasters, NanoDegrees, and Verified Certificates.*

BOL KICK-OFF CONFERENCE 2020
Presentations now available

- Working Group on Qualifications Framework and ECTS
- Working Group on Recognition
- Working Group on Quality Assurance

All / Events /

micr

OCTOBER 15, 2020
MICROBOL survey launch



Welcome to Europass

You are about to create your new Europass profile. You will be invited to describe basic information about yourself, your skills, qualifications and experiences.

You decide what to complete - you can 'skip', edit and delete all information - there are no mandatory fields except for your name! Build a profile that best describes who you are - this is your personal profile to describe all your life, learning and work experiences.

By registering, you agree to Europass using your profile information in line with the [Europass Privacy Statement](#).

Upload my Europass CV

Create my profile



The main aim of ECCOE is to facilitate the endorsement and appropriation of open, online and flexible higher education. In support of this overarching objective, the project aims to increase trust in technology-enabled credentials among students, higher education institutions (HEIs) and employers.

ACTIVITIES AND OUTPUTS

- Develop quality descriptors for credentials relating to courses, modules, MOOCs and groups of competences;
- Create and validate a Model Credit Recognition Agreement which will be available in 6 languages (DE, EN, FR, IT, LT, NL);
- Set up an online catalogue of over 60 disciplinary and transversal modules which have passed the selection criteria for cross-institution recognition;
- Design a system for technology-enabled credentials;

JULY:
Devel

As E
proje



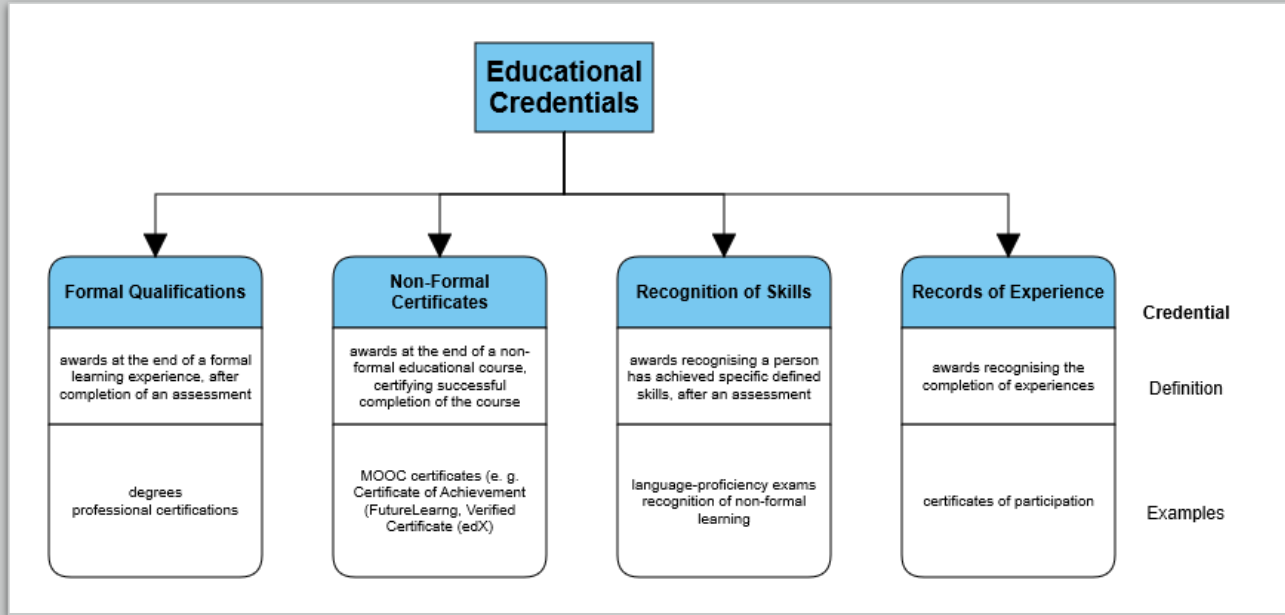
VMU involvement in the area

<http://studyonline.lt/en/study-of-innovation/micro-credentials/>

- 2 - title of the credential
- 3 - name of the learner
- 4 - certification



The problem addressed – old type credentials



Types of Educational Credentials

Student

wants to

- display
- accumulate
- transfer

credentials/credits using the

Higher Education Institution

needs sufficient information about a credential to make an informed and consistent decision on recognizing open learning as ECTS credits towards a degree programme

Open Education Provider

needs to know which information they should provide and which formal requirements exist regarding workload, learning outcomes, assessment, ID verification, EQF level, etc.

Learning passport

Open Course A
Open Course B
Open Course C



Meta Data Standard

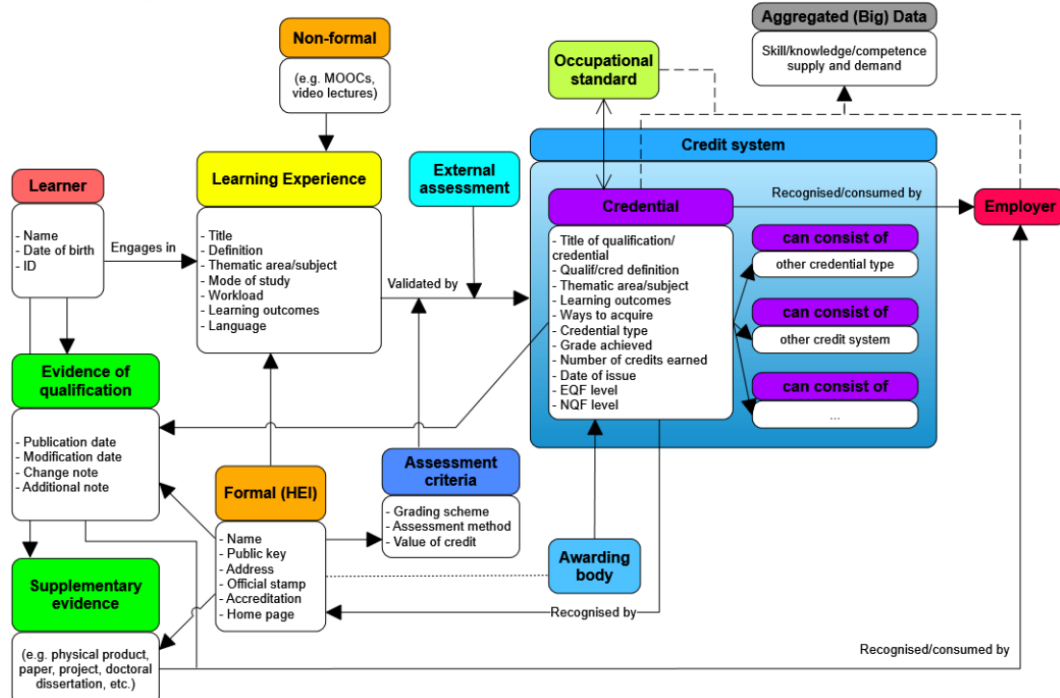
Descriptive	Structural	Administrative
Title	Identifier	Homepage
Alternative label	Reference language	Landing page
Definition	EQF level	Release/publication date
Learning outcome description	EQF Level	Update/modification date
Fields	Credit /Token System	Change note
Is partial qualification	Number of Credit Points	History note
Is made up of	ECTS credit points	Additional note
Ways to acquire	Volume of learning	Status
Related occupation	Entry requirement	Replaces
Awarding activity	Expiry period	Replaced by
Awarding method	Accreditation	Owner
Recognition	Supplementary document	Provenance Agent
Mode of Study		Publisher
Assessment_method		
Grade_scheme		



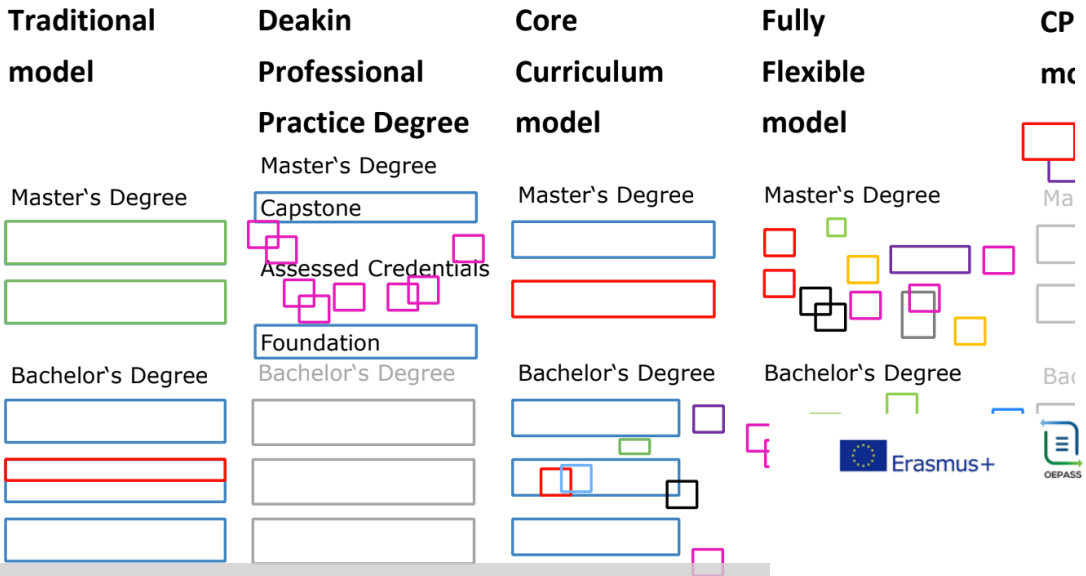
Requirements for Recognition towards a Higher Education Qualification

Workload
Learning Outcome
Assessment & ID

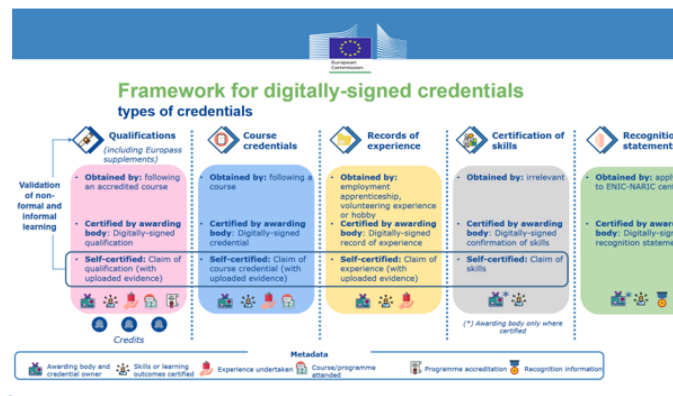
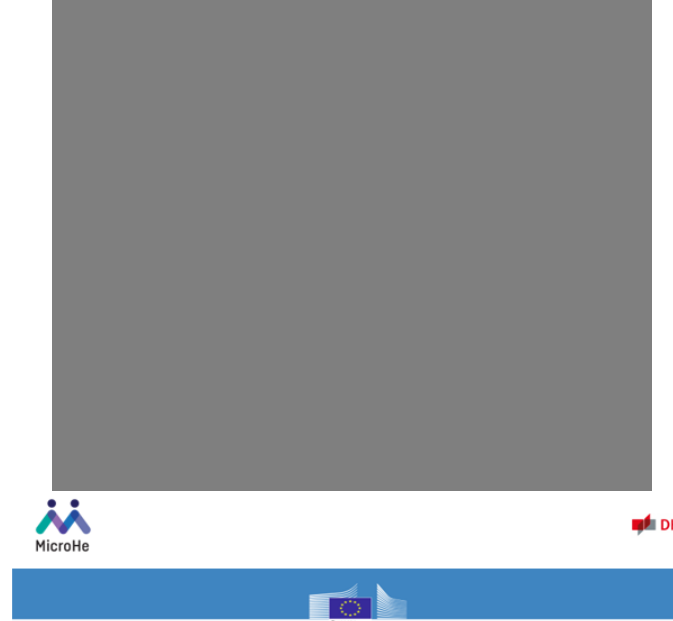
Stakeholders involved



Unbundling of Higher Education



European framework for digitally-signed credentials



The MicroHE extended ESCO metadata: <https://github.com/MicroCrede>

Model of Digital Credential Template



Vytautas Magnus University

Higher education institution

Non formal course certificate

This document is to certify that

Firstname Lastname

(Person identifier 48110100011)

Has completed an a blended non-formal part-time education course of 3 ECTS

(1 month , 80 academic hours),

ECTS evaluation - B

“Course name”

(Education field: 0011 Basic programmes and qualifications)

study language: English , NQF level 4

(lecturers: prof. Name Surname)

And gained these competences:

<https://eccoe.eu/outputs/io1/o1-open-peer-review/#/>

Type of assessment:	formative and summative online assessment without ID verification of a learner with secure login into LMS		
Assessed by	independent assessor (third party)	Format of assessment	automatic grading
Assignments		Units	Weight
Written exam without accessing course material (testing knowledge and its application to theoretical scenarios)		1	60%
self-assessment		4	5%
Final exam		1	20%
Contact hours		8	

Grading scheme and grade distribution guidance:

Grading scale	Definition	ECTS grade	Pass/fail
10	<i>Excellent:</i> excellent performance, outstanding knowledge and skills	A	Pass
9	<i>Very good:</i> strong performance, good knowledge and skills	B	
8	<i>Good:</i> above the average performance, knowledge and skills	C	
7	<i>Highly satisfactory:</i> average performance, knowledge and skills with unessential shortcomings	D	
6	<i>Satisfactory:</i> below average performance, knowledge and skills with substantial shortcomings	D	
5*	<i>Sufficient:</i> knowledge and skills meet minimum criteria	E	Fail
1-4	<i>Insufficient:</i> knowledge and skills do not meet minimum criteria/below minimum criteria	F/X	
0	<i>Zero:</i> absence in the testing or failure to observe deadlines in presenting work for intermediate assessment or dishonest behaviour recorded		

* The last positive passing grade is 5 (sufficient).

Alongside the ten-point system the institution uses the pass/fail system of evaluation. Examinations and work defence evaluations, as a rule, are graded. For the courses that do not end with examinations the pass/fail system is used to test if a student has earned the credits allocated to it.

Rector		Seal	Signature	Name Surname
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Date and place of issue:	Kaunas	19/10/2020
Registration number:	SO-20-1815	Unique credential ID: 5f574c4d-3bc4
Vytautas Magnus University	Higher education institution	Accredited by Centre for Quality Assessment in Higher Education
Access requirements:	computer literacy skills	

Technologies to Enhance Education

Current Trends and Future Perspectives

Prof. habil. dr. Juozas Augutis
Rector

Prof. dr. Airina Volungevičienė
Director of Innovative Studies Institute at VMU
Chair of the Board of EDEN – Digital Learning Europe



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