

# Online and technology enhanced studies at Vytautas Magnus University

## Dynamics and experimentation with digital innovations

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EDEN Digital Learning Europe



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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
- 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

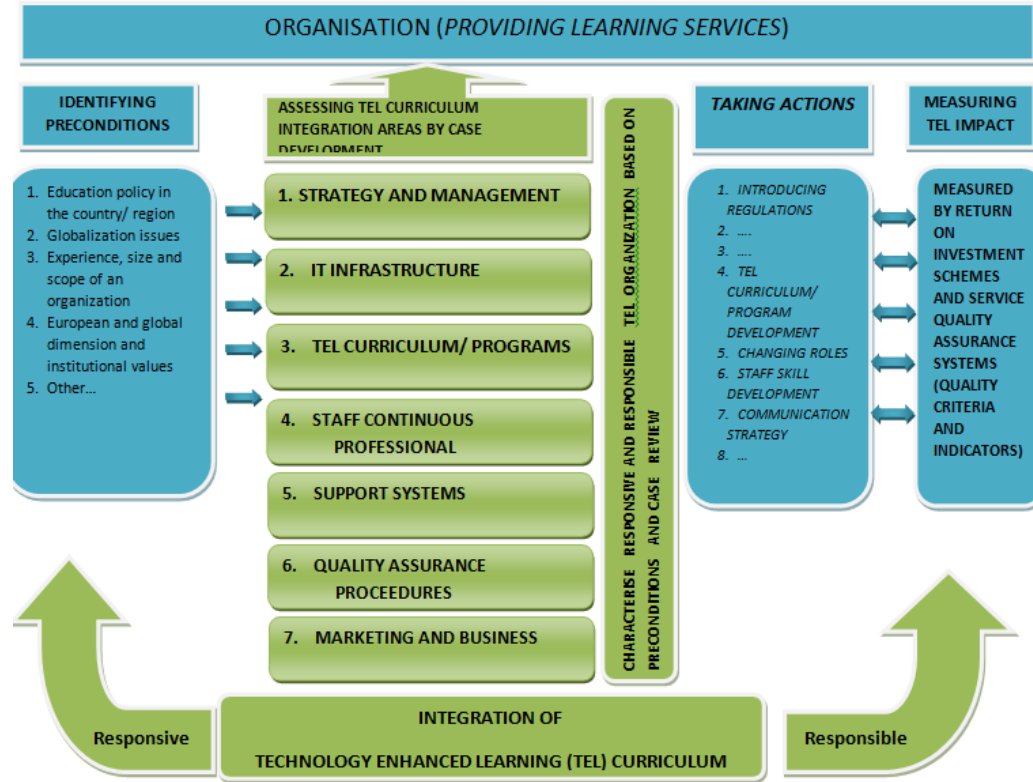
- Opening up is directly linked with technology integration
- Opening up is directly linked with flexibility, inclusiveness, accessibility, and socially responsible and responsive education
- Open (and virtual) universities (12 of them being members of EDEN) are great contributors and mentors towards opening up

# 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 in 2012 reorganized 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.



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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)





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Innovative  
Studies Institute

Education  
360°

Online studies

Non-formal learning

Open courses

## NEWS

All News



Teaching materials for teachers  
(VOCAL)



2018 European Distance Learning  
Week



10th EDEN Research workshop



Panel "Global University"

## PROJECTS



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<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**
- Open studies for society – **Worspress, Moodle**
- Video conferencing – **Bigblue Buttom, Teams**
- Online support system for students
- Online support system for teachers




# 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
- 2017 – Moodle updated to version 3.3
- 2018 – Moodle updated to version 3.5



# Moodle platform 2012 – 2015

The site is run by Innovative Studies Institute



## Vytautas Magnus University virtual learning environment

EVF GMF HMF IF ISI KBS KTF MA MF PMDF SMF TF UKI


About // Support  

### Login

Username

Password

Login »



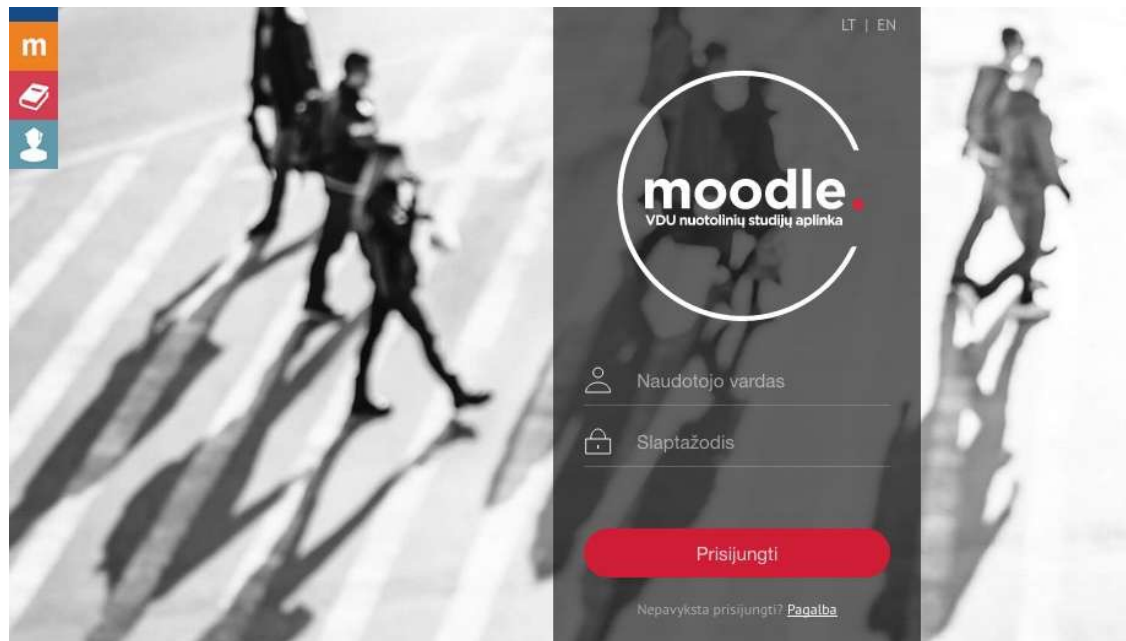
02:23 HD :: vimeo

International Office  
Studies in English  
[www.trt.vdu.lt/EN](http://www.trt.vdu.lt/EN)

ISI Information and help

VMU Open content

# Moodle platform from 2016



# Moodle platform <http://moodle.vdu.lt>

- Current version: **3.5.3**
- Updated every year (in July) to the latest version
- LDAP database 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

#### LATEST ANNOUNCEMENTS

Student enrollment into courses (2018 Autumn semester)  
 24 Aug, 14:10 VDU Moodle administratorius

[Older topics ...](#)

#### NAVIGATION

##### Dashboard

[Site home](#)

[Profile](#)

##### My courses

[ANK0104\\_ZT](#)

[INF1015](#)

[INF2016](#)

[ISI1001](#)

[ISI2001](#)

[ISI2002](#)

[ISI2017](#)

[Learner Dashboard](#)

## Raimundas Kančauskas

[Customise this page](#)

#### COURSE OVERVIEW

[Timeline](#)

[Courses](#)

[In progress](#)
[Future](#)
[Past](#)



ANK0104\_ZT English B2

The course provides students with the upper-intermediate (B2) level of English lexis, grammar, orthography, phonetics and phonology. Based...



INF1015 Information Visualization

Course introduces theoretical and practical aspects of information visualization. Different techniques for visualizing information ...



INF2016 Computer Networks and Internet Technologies

Course introduces main concepts of networking, application areas, classification, transmission environment, technologies, protocols, ...



ISI1001 Contemporary education

During the studies of the subject students analyse the main concepts of education science and the impact of



ISI2002 Technological-Andragogical Practice I

Created on: 2018 07 23



ISI2017 Study organizational issues

Ši bendravimo sritis skirta spręsti su studijomis susijusius klausimus. Čia rasite studijų tvarkaraščius, bei kitus ...

#### CALENDAR

December 2018

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						

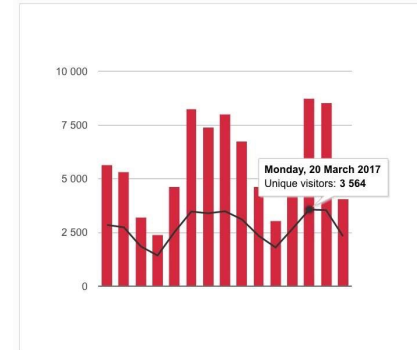
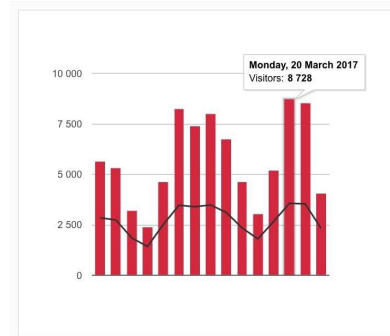
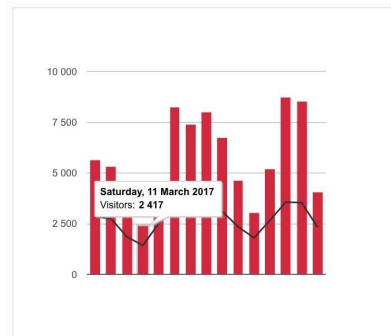
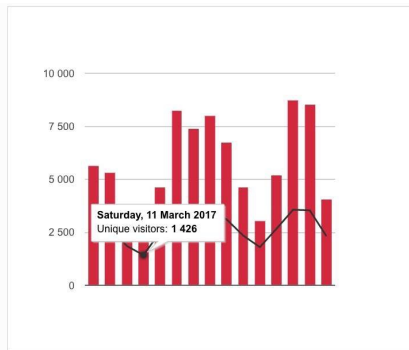
#### CERTIFICATES

No available certificates

#### LATEST BADGES

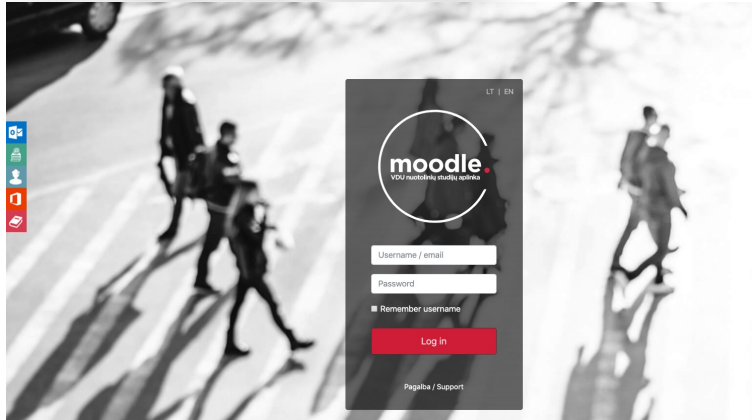
You have no badges to display

Moodle  
platform: first  
page



# Moodle usage statistics

## 2. Infrastructure



### Video conferencing tools



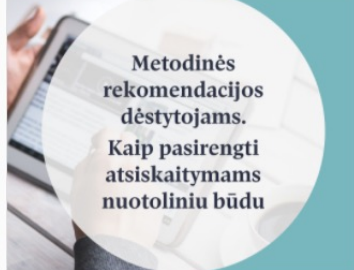
Premium video meetings.  
Now free for everyone.

## Navigation

- Dashboard

- Site home

- My courses



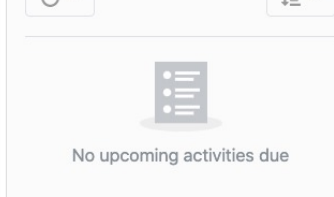
Pavyzdžiai Metodinės rekomendacijos  
Kaip pasirengti atsiskaitymams nuotolin...



Pavyzdžiai Konsultacijos|  
Individualios konsultacijos Dėstytojams



Education Management EDU5024\_EN  
E-learning technologies (Unesco)



## Calendar

◀ May 2020 ▶

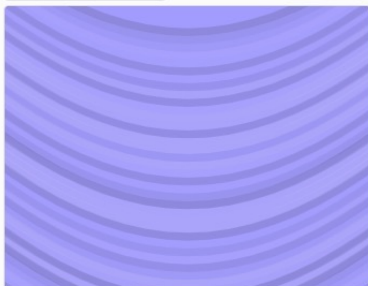
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## Course overview

🔍 In progress ▾

📄 Course name ▾

🗪 Card ▾



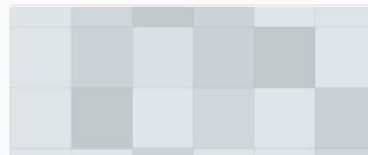
| BAIGMSVV02  
Master's Thesis in Education  
Management



| EDU5024\_EN  
E-learning technologies (Unesco)



| EDU5024  
E.learning technologies (Blended  
Learning)



## Certificates

📄 🔄 Kaip pažinti savo studentą ir  
padėti siekti geresnių rezultatų  
[Show all certificates](#)

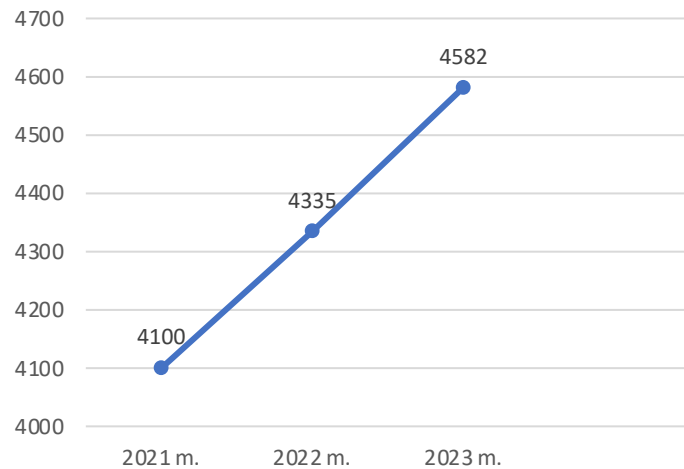
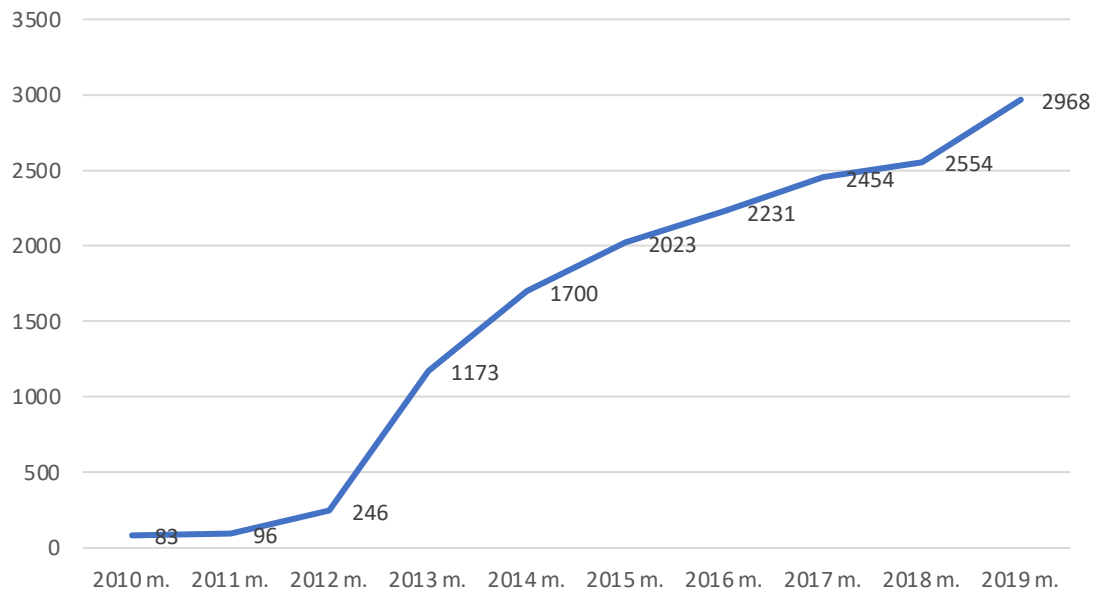
## Latest badges



Dėstyto kokybė  
2019 pavasaris



### 3. Courses in Moodle (dynamics)



## 6. Quality assurance (course level)

### Level I (mandatory)

- All courses in Moodle
- At least 20-49 % of course content available for students
- All students and teachers working f2f use Moodle for learning and teaching resources

### Level II Blended learning

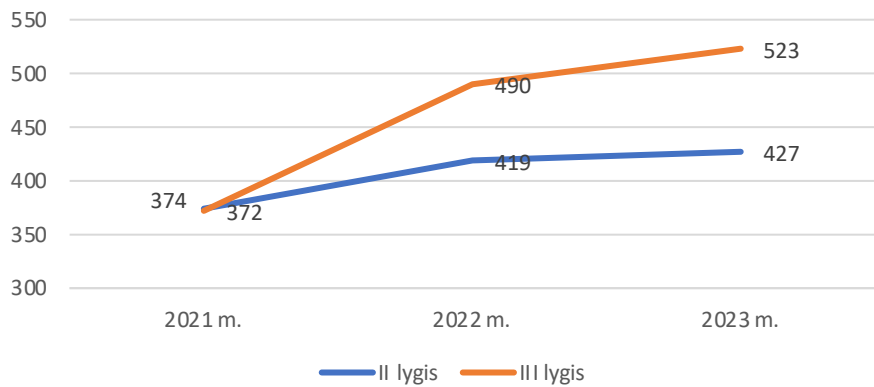
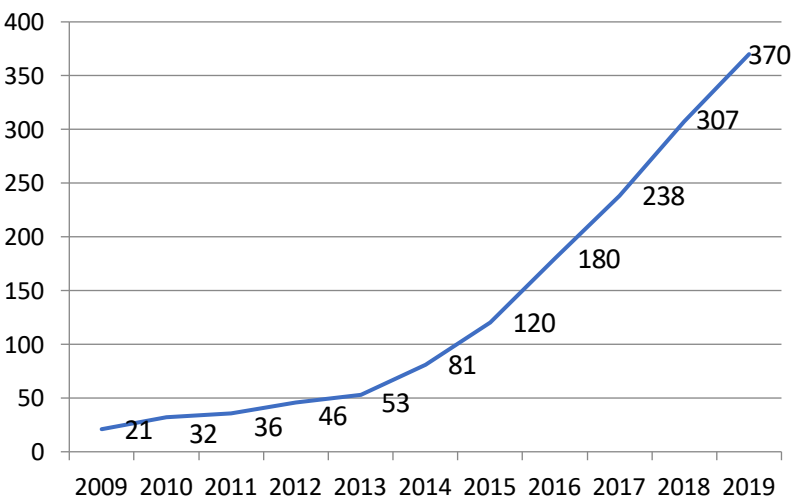


### Level III Online learning



All faculties participate in quality assurance process through  
involvement in expert group  
Live f2f and online meetings since 2009

# Attestation – quality assurance





# Activity reminder

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](#)

<http://moodle2.vdu.lt/course/view.php?id=552>

KALENDORIUS

◀ gruodžio 2016 ▶

Pr	An	Tr	Kt	Pn	Št	Sk
			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	

JŲVYKIAI SKIRTI:

- 👁️ Paslėpti bendrus įvykius
- 👁️ Paslėpti studijų dalyko įvykius
- 👁️ Paslėpti grupės įvykius
- 👁️ Paslėpti vartotojo įvykius

# For practicing

**1**

Neatsakyta

Klausimo vertė: 1.00

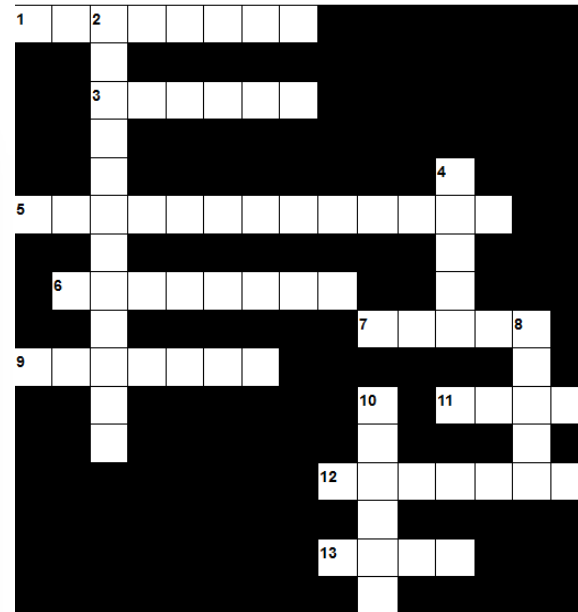
Pažymėti klausimą

Redaguoti klausimą

**Priskirkite paaiškinimams tinkamas stebėjimo rizikas:**

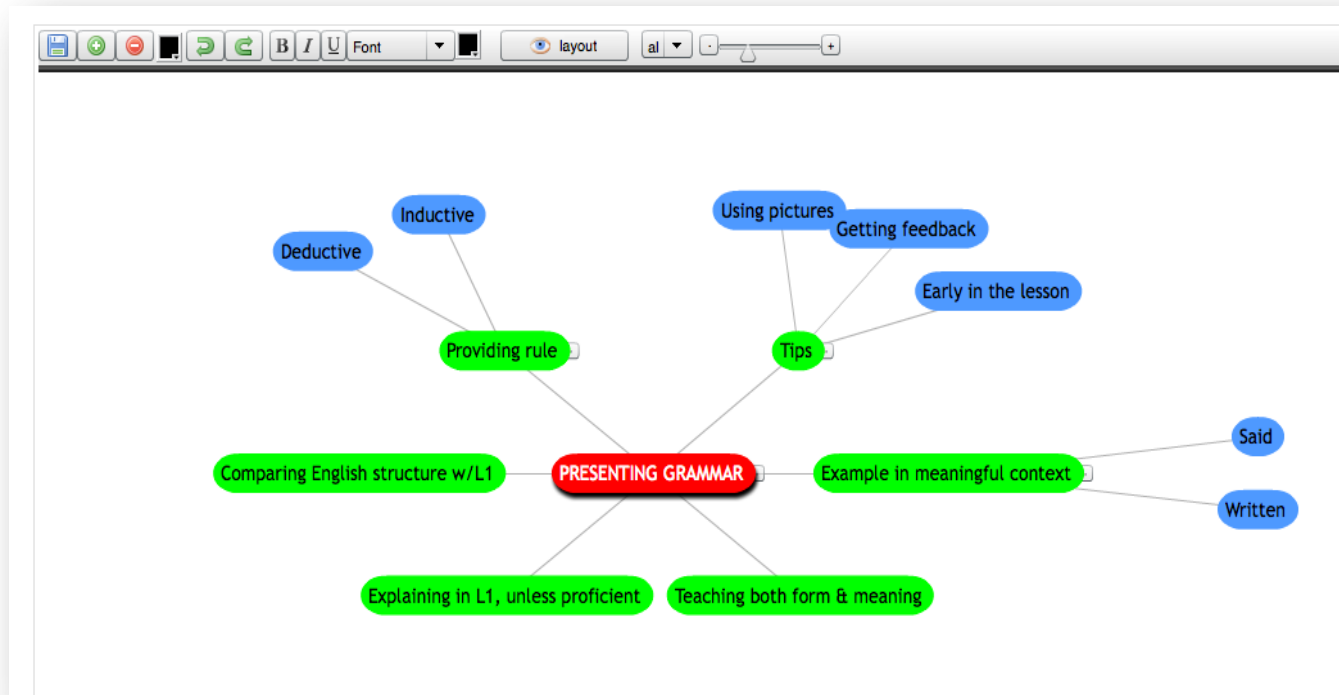
Rizikos tipas	Galimi požymiai
<input type="text"/>	Vėluojantis aparatus ar palaikančios PS tiekimas, yra daug ataskaitų apie technologines problemas
<input type="text"/>	Grupės narių nenoras naudoti įrankius, nusiskundimai dėl CASE įrankių, reikalavimai galingesnių kompiuterių
<input type="text"/>	Paskalos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

Įrankių
Organizacinė
Įvertinimo
Grupių
Skaitmeninė
Analoginė
Reikalavimų
Žmonių
Technologinė



<http://moodle2.vdu.lt/course/view.php?id=552>

# For discussing, experimenting, practising and creating.



### 3.6. Online assessment (formative approach, variety of skills, etc.)

- Testing
- Assignments
- Open book exams
- Etc.

#### Testo naršymas

1	2	3	4	5
6	7	8	9	10
11	12			

**Baigti testą...**

Pradėti naują peržiūrą

#### Navigacija

▼ Mano pradinis

- 🏠 Pagrindinis svetainės puslapis
- > Mano studijų dalykai
- > Studijų dalykai

#### Valdymas

- > Testo administravimas
- > Studijų dalyko administravimas
- > Administravimas

leškoti

### Jūs galite peržiūrėti šį testą, bet jei tai bus realus mėginimas atlikti testą, jūs būsite užblokuotas, nes:

Šis testas šiuo metu neprieinamas

#### 1

Neatsakyta

Klausimo vertė: 0.50

🚩 Pažymėti klausimą

⚙️ Redaguoti klausimą

2007 m. paskelbtoje Cape Town'o deklaracijoje akcentuojama:

Pasirinkti vieną:

- ☐ a. Atvirųjų švietimo išteklių svarba
- ☐ b. Atvirosios pedagogikos svarba
- ☐ c. Masinių atvirųjų nuotolinių kursų svarba

#### 2

Neatsakyta

Klausimo vertė: 0.50

🚩 Pažymėti klausimą

⚙️ Redaguoti klausimą


Kokios yra suinteresuotosios šalys, dalyvaujančios atvirojo švietimo formavimo ir įgyvendinimo procesuose? (išvardinkite bent 4)

A ▼

B

I

Sekantis puslapis



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## 3.6. Student feedback provision forms

### Assignment activities


**Įkeltas darbas**

Pateikta vertinimui

Įvertinta

Užduotis buvo įkelta 4 dienos 5 valandos anksčiau

Besimokantysis negali keisti šio įkelto darbo

 Nuotolinis mokymas 1 užduotis. .docx 2020 vasario 23, 17:46

▶ Komentaram (0)

**Įvertis**

Įvertinimas (iš galimų 10)

9.00


Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus:

Competent

Dabartinis įvertis įverčių knygelėje

9.00

Įvertinimo komentaras



Deimante ir Sigita,

iš esmės visus kriterijus atitinka, tačiau paskutinio vertinimo kriterijaus ne pilnai, 3/4. Kategorizuoti iš ties sunku. Kategorijoje "mokymosi turinys" ženkliai patobulino kategorijas, bet dar likę nesusietų su apibrėžimuose pateiktomis.

Tačiau darbas labai geras, sveikinū ir dėkoju,

Airina


**Įkeltas darbas**

Pateikta vertinimui

Įvertinta

Užduotis buvo įkelta 4 dienos 9 valandos anksčiau

Besimokantysis negali keisti šio įkelto darbo

 E-mokymasis\_1užd\_Neringa\_Giedre.docx 2020 vasario 23, 13:18

▶ Komentaram (0)

**Įvertis**

Įvertinimas (iš galimų 10)

8.00


Apibūdinti e.mokymosi ir technologijomis grindžiamo mokymosi modelius, sąvokas, pasiūlą, išryškinant jų charakteristikas ir skirtumus:

Competent

Dabartinis įvertis įverčių knygelėje

8.00

Įvertinimo komentaras



Neringa, Giedre,

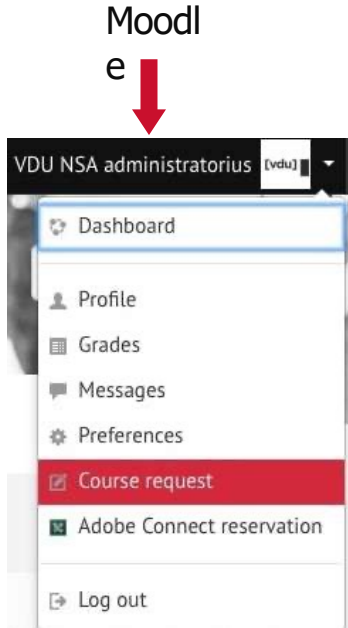
iš esmės jūsų darbas atitiktų visus formalius kriterijus maksimaliai, bet sąvokų žemėlapyje nurodyti bruožai nėra sugeneruoti iš apibrėžimų, neatitinka jų. Klausimas kaip jūs sugeneravote sąvokų žemėlapi?

Pvz. turinio elementai aprašyti apibrėžimuose nepateikti prie "turinio". Ir pan.

Iš esmės neatitiktų viso 3 kriterijaus, bet kadangi tikrai smarkiai padirbėjote po pristatymo, tai vertinu šio kriterijaus 2/4.


Airina


## Support system for teachers: Course request from





## Course request










Details of the course you are requesting

Course full name\* 

Course code\* 


Course category 

Summary 

 Paragraph
  B
  I
 






Path: p

Additional information about the course for administrator

Faculty:  
 Study degree:  
 Field of study:  
 Semester:  
 Teachers who teach together\* 

Request a course
 Cancel

# 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

# Support system for students: 24/7 for student

LT | EN



virtual learning environment

 Username

 Password

[Log in](#)

Forgotten your password? [Need help?](#)

### Pagalba / Support

Prie aplinkos prisijunkite naudodamiesi savo FirstClass sistemos vartotojo vardą ir slaptažodį ([Vartotojo vardovas](#)).

Jei Jūsų FirstClass slaptažodis viršija 12 simbolių privalote jį pakeisti į trumpesnį per FirstClass sistemą.

FirstClass-> Collaborate -> Change Password...

Jei turite klausimų susijusių su Moodle aplinka užpildykite [šią kontaktinę formą](#). Jums bus atsakyta per 24 valandas.

Jei pamiršote FirstClass prisijungimo vardą ar slaptažodį, kreipkitės į Studentų centrą adresu S. Daukanto g. 27-206 arba eL. paštu [studentas@vdu.lt](mailto:studentas@vdu.lt)

Please use your FirstClass username and password to login to VDU Moodle ([User manual](#)).

If your FirstClass password is longer than 12 symbols please change it to shorter. You can do this with FirstClass program.

FirstClass-> Collaborate -> Change Password...

If you have any questions please fill [this form](#). Your questions will be answered within 24 hours.

If you forgot your FirstClass username or password please contact Student Center S. Daukanto g. 27-206 or contact by e-mail [studentas@vdu.lt](mailto:studentas@vdu.lt)

# Support system for students: 24/7 for student

Moodle

Need help? Contact us.

Help for: VMU teachers | VMU students

## VMU students

Your question will be answered in 24 hours.

Student ID\*

Enter your student ID or First Class username.

Name\*

Surname\*

E-mail address\*

Faculty\*

Faculty of Economics and Management

Study form\*

☒ Full-time ☐ Part-time

Course title and code\*


Course teacher(s)\*

Question/problem\*


Choose File no file selected

# Quality assurance

<http://studyonline.lt/en/study-of-innovation/online-studies/documents-and-regulations>



[About us](#) [Study innovations](#) [VMU teachers](#) [VMU students](#) [Join](#) [Contacts](#)

 **VYTAUTAS MAGNUS UNIVERSITY**  
Innovative Studies Institute

[Homepage](#) [Study innovations](#) [Online studies](#) [Documents and regulations](#)

## 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 Metodology 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)

Online studies

**Documents and regulations**

- [Quality assurance](#)

Virtual mobility

Open educational resources

Creative Commons licenses

# Quality assurance

[http://openstudies.eu/sites/default/files/Questionnaire\\_QA\\_Virtual\\_mobility2.pdf](http://openstudies.eu/sites/default/files/Questionnaire_QA_Virtual_mobility2.pdf)



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M C M X X I I

## 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

## Microcredentials



VYTAUTAS  
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Education 360°



# What is micro-credential? (European approach)



*A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.*

*Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.*

*Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.*



# What EU standard elements should it include?

The basis for trust in micro-credentials is transparency. Micro-credentials should be clearly identified as such with elements that make it possible for learners, education and training institutions, quality assurance agencies, and

employers to understand the value and content of micro-credentials and to compare them.

The European approach to micro-credentials suggests a list of critical information elements that any micro-credential should provide:

## Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

## Optional elements, where relevant (non-exhaustive list)

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)
- Further information

# Course description elements important for issuing micro-credentials

1. Field of education
2. **Educational institution/ department, faculty**
3. **Author/teacher**
4. Information about the author/teacher
5. Photo/image of the course (added as a separate file)
6. **Scope of learning in academic hours and ECTS**
7. Aim of the learning program
8. Target group
9. **Language of the course**
10. Advancement level
11. Official prerequisites for entry
12. Introduction of the course
13. **Length of the course**
14. **Competencies and learning outcomes**
15. Main topics (content)
16. Learning strategy
17. Distribution of learning hours
18. Assessment strategy
19. Certificate / micro-credentials
20. Recognition
21. Course link with the formal course curriculum
22. Creative license of the course
23. Description of the course
24. **Learning format**
25. **Learning type**
26. Study field
27. Assessment method
28. Form of assessment
29. Procedural requirements for learner authentication and identification
30. Link with the ESCO skills
31. Relevance to market/employer needs
32. Stackability

# 10 principles of MC

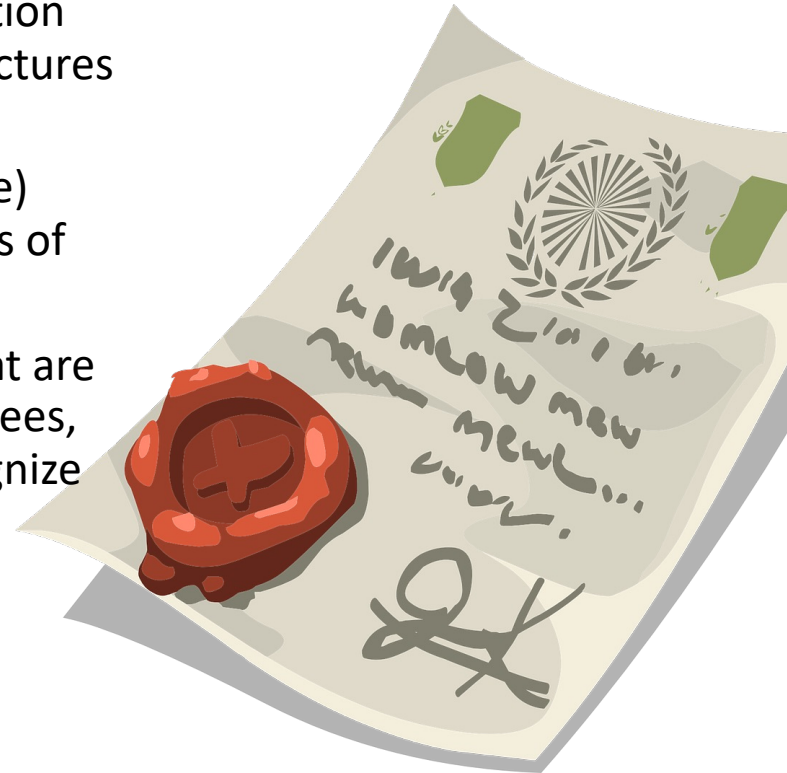
- Quality (internal and external **quality assurance procedures**)
- Transparency (**clear information on learning outcomes, workload, content, level, and the learning offer**)
- Relevance (correspond to labour market and learner **needs** & easy to **update**)
- Valid assessment (learning outcomes are **assessed** against transparent standards)
- Learning Pathways (including the possibility to **stack, validate, and recognise**)
- Recognition (**comparable across the EU**).
- Portability (**owned by learner** & kept in/shared via digital wallet)
- Learner-centred (meet the needs of a learner)
- Authentic (check the learner and issuer identity)
- Information and guidance (should reach the **broadest possible learner groups**)

European Commission (2021) A European approach to Micro-credentials.

<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

# The need for micro-credentials (MC)

- **Learners** need that their achievements were transferable and compatible with national and European qualification Frameworks and European digital credential infrastructures (such as *Europass* or other).
- **Employers** value digital, qualitative and easy (machine) readable information about qualifications and abilities of potential employees.
- **Universities** aim to issue digital (micro)credentials that are valued by all stakeholders (students-potential employees, employers or other institutions) and are easy to recognize



# Microcredentialing benefits

- For learners
  - Access to updated, short learning opportunities that provide a proof of learning/assessment
  - Possibility to share those digital proofs of learning with potential employers
  - (not necessarily) Clear assessment strategies in the courses they learn

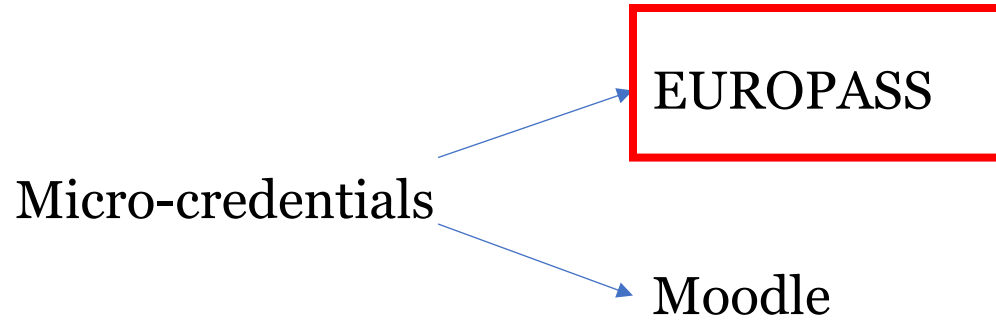
# Microcredentialing benefits

- For teachers
  - Possibility to revise programs creating modular learning programs/courses
  - Digitalizing learning courses to revise them providing more self-study opportunities, different types of resources and using different learning methods
  - Planning and digitalizing learning courses to revise them from educational perspective (if learning outcomes correspond to learning and assessment methods) and contribute to openness and quality assurance
  - (may be a challenge as well) properly use learning platform delivering a course

# Microcredentialing benefits

- For institutions
  - Possibility to prepare small learning opportunities, reacting to market demand
  - Possibility to create modular learning programs/courses
  - Revision/creation of internal procedures for issuing micro-credentials
  - Digitalizing learning courses to revise them from educational perspective (if learning outcomes correspond to learning and assessment methods) and contribute to openness and quality assurance
  - (as employers) to validate potential employee data and select proper employee

# Digital micro-credentials



[europass](#)[Europass tools](#)[Learn in Europe](#)[Work in Europe](#)[About Europass](#)[Stakeholders](#)[Login to Europass](#)[○ Create your Europass CV](#)[○ Create Cover Letter](#)[○ Test your digital skills](#)

# *europass*

## *Take the next step*

Your free, personal tool for learning and working in  
Europe

[Create your free Europass profile](#)

europass

Europass  
tools

Learn in  
Europe

Work in  
Europe

About  
Europass

Stakeholders

Login to Europass

## Europass tools

### Europass profile

Create your Europass CV

Create Cover Letter

### Test your digital skills

### Digital Credentials

Digital Credentials for  
learners

Digital Credentials for  
issuers

### European Qualifications Framework

Compare qualifications

National Qualifications  
Frameworks

## Learn in Europe

### Find courses

### Information and support

### Plan your Learning

### Study abroad

### Document Library

### FAQ

## Work in Europe

### Find jobs

### Information and support

### Plan your career

### Work abroad

### EURES

### FAQ

## About Europass

### Contact Us

National Europass  
Centres

Europass helpdesk

### FAQ

### Statistics

### Data protection

Personal information

### Document Library

### News

### Events

## Stakeholders

### Education and Training

Diploma Supplement

Issuing Diploma  
Supplements

Certificate  
supplement

Issuing Certificate  
supplements

Europass mobility

Mobility document

### Employment and recruitment

Interoperability with  
Europass

European Digital



# Micro-credential creation in Europass (1)

- Information about the organization

LT

lietuvių kalba

Organization information

Juridinis pavadinimas

Vytauto Didžiojo universitetas


Bendrinis pavadinimas

VDU

Pradžios tinklalapis

Please provide a publicly accessible URL

Logotipas



VYTAUTO  
DIDŽIOJO  
UNIVERSITETAS  
MCMXXII

[\[kelti paveikslėlį\]](#)

Maksimalus rinkmenos dydis: 1 MB

Priimtini rinkmenų formatai: .JPEG, .JPG, .PNG

Further Details

Juridinis identifikatorius

Lietuva

111950396

eIDAS ID

Start typing...

Identifikatorius

PVM mokėtojo kodas

Lietuva

LT119503917

Mokesčių mokėtojo kodas

Start typing...

Identifikatorius

Kiti identifikatoriai

Identifikavimo schemos identifikacija.

E10207994

Add

More information

# Micro-credential creation in Europass (2)

- Achievement information

LT

lietuvių kalba

Achievement information

Pasiekimo pavadinimas\*

Geba atpažinti įrankius, kurie kaupia ir vizualizuoja duo...

Suteikiančioji įstaiga 1\*

Pradėkite rašyti, kad įsijungtų paieška

Create new

Vytauto Didžiojo universitetas

Suteikimo data 1

03/05/2023 00:00

Aprašas

Mokymosi rezultatai 1

Pradėkite rašyti, kad įsijungtų paieška

Create new

Atpažinti įrankius, kurie kaupia ir vizualizuoja duomenis, juos tinkamai pasirinkti priimančioms sprendimams apie mokymosi proceso tobulinimą, ir jais naudotis teikiant grįžtamąjį ryšį skaitmeninėje aplinkoje - Vertinimas 4,2

Summary of learning outcomes

Further Details

Teminė sritis 1

Start typing...

011 - Švietimas

Mokymo kalba (-os)

Start typing...

lietuvių kalba

Mokymosi būdas 1

Start typing...

Internetinis

Type

Start typing...

Add

Kursas

Mokymosi apimtis 1

Maksimali trukmė mėnesiais 1

# Micro-credential creation in Europass (3)

- Assessment information

Assessment information

Vertinimo pavadinimas\*

Baigiamasis testas

Vertino

Vytauto Didžiojo universitetas

Create new

Awarded by\*

Start typing the name of linked organisation

Create new

Vytauto Didžiojo universitetas

Aprašas

Further Details

Vertinimo data

23/05/2023 00:00

Vertinimo, kontrolės ir identifikavimo patikros metodas

Kontroliuojama su ID patikra

Vertinimo tipas

Start typing...

Egzaminas raštu

Vertinimo būdas

Start typing...

Internetinis

Vertinimo kalba

Start typing...

lietuvių kalba

Links to other elements

Vertinimo dalys

Start typing the title of linked assessment

Create new

Vertinimo balais sistema

Balo pavadinimas

Vertinimo balais sistemos identifikatorius

10 (puikiai), 9 (labai gerai), 8 (gerai), 7 (vidutiniškai), 6 (...)

Aprašas

10 (puikiai) - Puikios, išskirtinės žinios ir gebėjimai; 9 (labai gerai) - Tvirtos, geros žinios ir gebėjimai; 8 (gerai) - Geresnės nei vidutinės žinios ir gebėjimai; 7 (vidutiniškai) - Vidutinės žinios ir gebėjimai, yra nesmeninių klaidų; 6 (patenkinamai) - Žinios ir gebėjimai (gūdžiai) žemesni nei vidutiniai, yra klaidų; 5 (silpnai) - Žinios ir gebėjimai (gūdžiai) tenkina minimalius reikalavimus; 4 - 1 (neatitinkamai) - Neatitinkanti minimaliai reikalaujama.

# *Europass* micro-credential

When institution issues a micro-credential using Europass EDCI:

- Learners receive an email + automatically generated *Europass* account that you can obtain
- If you have *Europass* account
  - And MC was issued with this email, you'll see MC in your *Europass* account profile
  - If it was issued with another email – you can upload it yourself in *Europass* account profile
- If you don't have *Europass* account profile
  - You can create it and will find/may upload MC in the profile
  - Or you can view your MC without *Europass* account at <https://europa.eu/europass/digital-credentials/viewer>

# Examples of MC issued via Europass:

## Email




You have received a Europass Digital Credential from Educational Quality Institute OÜ titled "Micro-credentials Masterclass", please find it enclosed in .enr format. This file contains information about your achievement and can be validated to ensure authenticity.

To view your credential, first you have to save the attachment, then visit <https://europass.eu/europass/digital-credentials/viewer> where you can upload the file to visualise its content. From here you will also be able to print, export and validate the credential.

If you open a Europass account at <https://europass.eu> with this e-mail address within the next year, the credential will be automatically added to your library.

Europass Team

**europass**  
European Union

EN


europass Learn in Europe Work in Europe About Europass Contact us


Login to Europass


Micro-credentials Masterclass


Valid from: 24/03/2023 00:00 GMT +0100 | Type: Generic (Mandated Issue)

Home Export Upload another credential Share English

 Airina Volungeviciene

 KNOWLEDGE INNOVATION CENTRE (MALTA) LIMITED

 Micro-credentials Masterclass




**MICRO-CREDENTIALS MASTERCLASS**

**PARTICIPATION CERTIFICATE**


Airina Volungeviciene


has participated in the Micro-Credentials Masterclass, as part of the International Micro-Credentials Summit, in Castelldefels-Barcelona, Spain on the 22nd and 23rd March 2023.


**March 2023**  
Barcelona, Spain





**Authentication and Verification Check**


 **FORMAT**  
This credential is technically valid.

 **SEAL**  
The credential is Sealed by e-seal Educational Quality Institute. This credential has not been tampered with since issue.

 **REVOCATION**  
Verification step skipped

 **ACCREDITATION**  
Verification step skipped

 **VALIDITY**  
The credential is still valid.

 **VERIFIED**

1 / 1

## MC in ECDI viewer

# Examples of MC issued via Europass

## Your Europass micro-credential

 **automated-notifications@nomail.ec.europa.eu** <automated-notifications@nomail...> Yesterday at 14:56

To:  Estela Daukšienė

 Estela Daukšienė - E... 52,9 KB

[Download All](#) • [Preview All](#)

Dear Estela Daukšienė,



You have received a Europass Digital Credential from Vytautas Magnus University titled: "Europass micro-credential", please find it enclosed in xml format. This file contains information about your achievement and can be validated to ensure its authenticity.

To view your credential, first you have to save the attachment, then visit <https://europa.eu/europass/digital-credentials/viewer> where you can upload the file to visualise its content. From here you will also be able to print, export and validate the credential.

The Europass Team





**europass** Learn in Europe Work in Europe About Europass Contact us Estela Daukšienė Logout


### Europass micro-credential


Valid from: 07/05/2023 23:00 GMT +0200 | Type: Generic


[Home](#) [Export](#) [Upload another credential](#) [Share](#) [English](#)


 Estela Daukšienė

 Vytautas Magnus University

 Ability to adapt a variety of assessment strategies using digital technology tools, justifying their relevance and usefulness in promoting student learning.


 Analysis of theoretical materials

 **Test**

 Analysis of theoretical materials

### Test

**Vytauto Didžiojo universitetas**  
Vytautas Magnus University




 K. Donelaičio g. 58, 44248, Kauna, Lithuania

Legal 111950396

<b>Assessment Date</b>	<b>Grade</b>
07/05/2023 23:00 GMT +0200	Passed

[Show less](#)

### Assessment Information

 <b>Assessment Type</b> quiz	 <b>Mode of Assessment</b> Online	 <b>Method of assessment, supervision and ID verification</b> Supervised with ID Verification
--------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

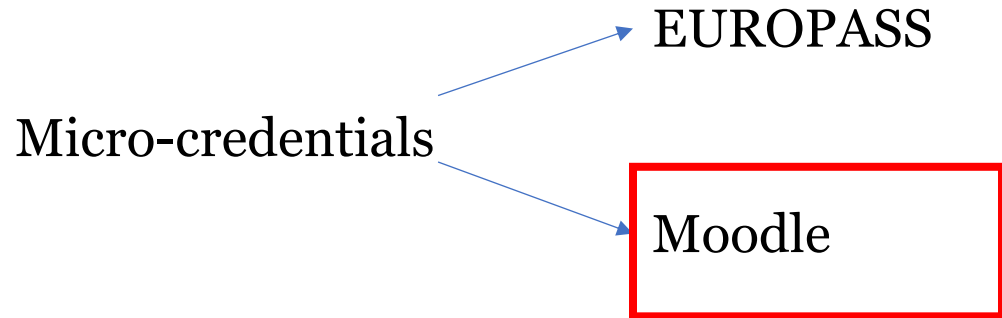
### Grading Scheme

Passed / Not passed

MC in ECDI viewer

[illegible]

# Digital micro-credentials




## **What teachers have to do before micro-credential issuance**


- Agree on learning outcomes (if the course is created by several teachers)
- Prepare Course description
- Prepare Lesson plan
- Upload materials and teach in the Moodle online learning environment

# How do Moodle micro-credentials look like?

- Together with microcredential you are recommended to download meta-data of the microcredential (.json file)
- You can view data with the .json file viewer (such as Mozilla addon)
- It is planned that micro-credentials will be easily transferable to other systems (such as LinkedIn, Europass) in the near future



VYTAUTO DIDŽIOJO  
UNIVERSITETAS  
MCMXXII



Šis mikrokredencialas liudija, kad

**Estela Dauksiene**



Sėkmingai baigė mokymosi dalyko temą

**Besimokančiųjų skaitmeninių kompetencijų plėtojimas**

Mokymosi apimtis ECTS: 4  
Mokymosi apimtis valandomis: 1 ECTS iš jų kontaktiniu būdu: 25  
Mokymosi būdas: Nuotolinis  
Mokymosi forma: Nuolatinė  
Mokymosi kalba: Lietuvių  
Vertis: Išlaikyta 100.00

Mokymosi rezultatai:  
Kurti naują, originalų ir aktualų turinį, jį koreguoti, išreikšti save skaitmeninėmis priemonėmis;  
Naudoti skaitmenines technologijas vengiant pavojų sveikatai ir grėsmių fizinei bei psichologinei gerovei

Vytauto Didžiojo Universiteto Rektorius



Prof. dr. Juozas Augutis

Išdavimo data, vieta gegužės 16, 2023 Kaunas

Unikalus kredencialo ID MjqMx7QuH7

# Additional info on micro-credentials

Digi Prof project results –

- 3 training materials available in 6 languages (EN, LT, PL, PT, CAT, DE):
  - [Designing Transparent Assessment Strategies For Online Learning in HE](#)
  - [Monitoring, Supporting, and Engaging Students Based on the Evidence Generated by Digital Technologies](#)
  - [Ensuring Digital and Micro-Credentialization of Learning As a Part of Transparent Assessment For Recognition of Learning Outcomes](#)
- [The Guidelines for HE Institutions to Implement Transparent Assessment of Learning Outcomes for Online and Blended Learning Leading to Digital Micro-credentials](#)

[In other languages](#)

# INNOVATIONS and different scenarios

## Openstudies

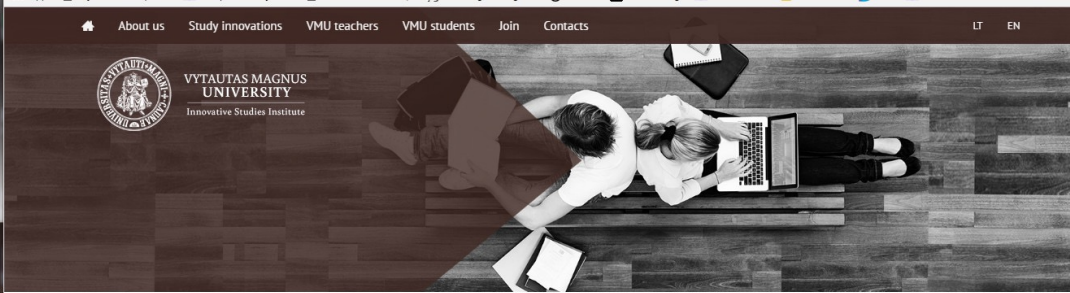


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# Open Educational Resources (OER)



Homepage » Study innovations » Open educational resources

## Open educational resources

### community/

Community training and awareness raising.

### projects.

Project activities presentation.

### research\_

Open available studies / articles

### oer development and adaptation\_

Open Education Resources repositories.

### open courses}

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

### training material}

Free educational content.

#### Open educational resources

- Community training and awareness raising
- Projects
- Research
- OER development and adaptation
- Open courses
- Training material

# From OER development and adaptation

[Home](#) » [Results](#) » [OER](#) » [Adapted](#) » [Adapted Open Educational Resources](#)

## Adapted Open Educational Resources

[Back to original](#)

[English](#)

[Lithuanian](#)

[German](#)

[Spanish](#)

[Hungarian](#)

[Portuguese](#)



Author: Margarita Tereseviciene  
Licence: BY-NC-SA

What's Your Motivation Style  
This is test.

[Download file \(PDF\)](#)  
[Download original version \(PDF\)](#)  
1. adapted version (LT)



Author: Egidijus Jonas  
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Diversity at workplace  
Prezi presentation.

[Editable version \(required Prezi account\)](#)  
[View original version](#)  
1. adapted version (LT)



Author: Margarita Tereseviciene  
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Work - Based Learning  
Coordination The Model

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The Adult Learning  
Theory of Malcolm Knowles

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1. adapted version (LT)



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Intelligent Organisation &  
Diversity in Organisations  
Intelligent organisation  
considering diversity

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[View original version](#)  
1. adapted version (DE)



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Work based learning context  
diversity  
Work based learning in the  
context of diversity

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Consensus in heterogeneous  
groups  
Reflecting on finding consensus  
in heterogeneous groups

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Paradigm of Manager - Diversity  
Diversity in the context of  
management paradigm

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Checklist for Creative Commons  
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The relative openness of Creative  
Commons licenses

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Copyright and Licencing digital  
resources  
Guidelines

[Editable version \(required MS Power Point\)](#)



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Tips for Writing a Script  
Competences for writing a script

[Editable version \(required MS Power Point\)](#)



Author: Lina Morgada  
Licence: BY-NC-SA

Consensus in groupwork  
How to do it?

[Editable version \(required MS Power Point\)](#)  
[View original version](#)

# To Open Educational Practices

Version	Developed OERs (theory or practice/ activities)				Adapted OERs (from partners or internet) (theory or practice/ activities)				Version
EN	1	2	3	4	5	6	7	8	
	Translated into the National language or into the English language				Translated into the national language				
National	1b	2b	3b	4b	5b	6b	7b	8b	

48 OER in partner national and English languages  
(24 created and 24 adapted)

# Towards Open courses



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M C M X X I I

## OPEN EDUCATIONAL RESOURCES (VIRTUAL MOBILITY MODE)

This 3 ECTS virtual mobility study course was implemented in Lifelong learning program Erasmus project "[VMCOLAB](#)".

Preview

## OPEN PROFESSIONAL COLLABORATION FOR INNOVATION

This courses 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

## 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

## 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

## 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, individuals 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

Community training and awareness raising

Projects

Research

OER development and adaptation

Open courses

Training material

Expertise

Books, documents

Online studies

Virtual mobility

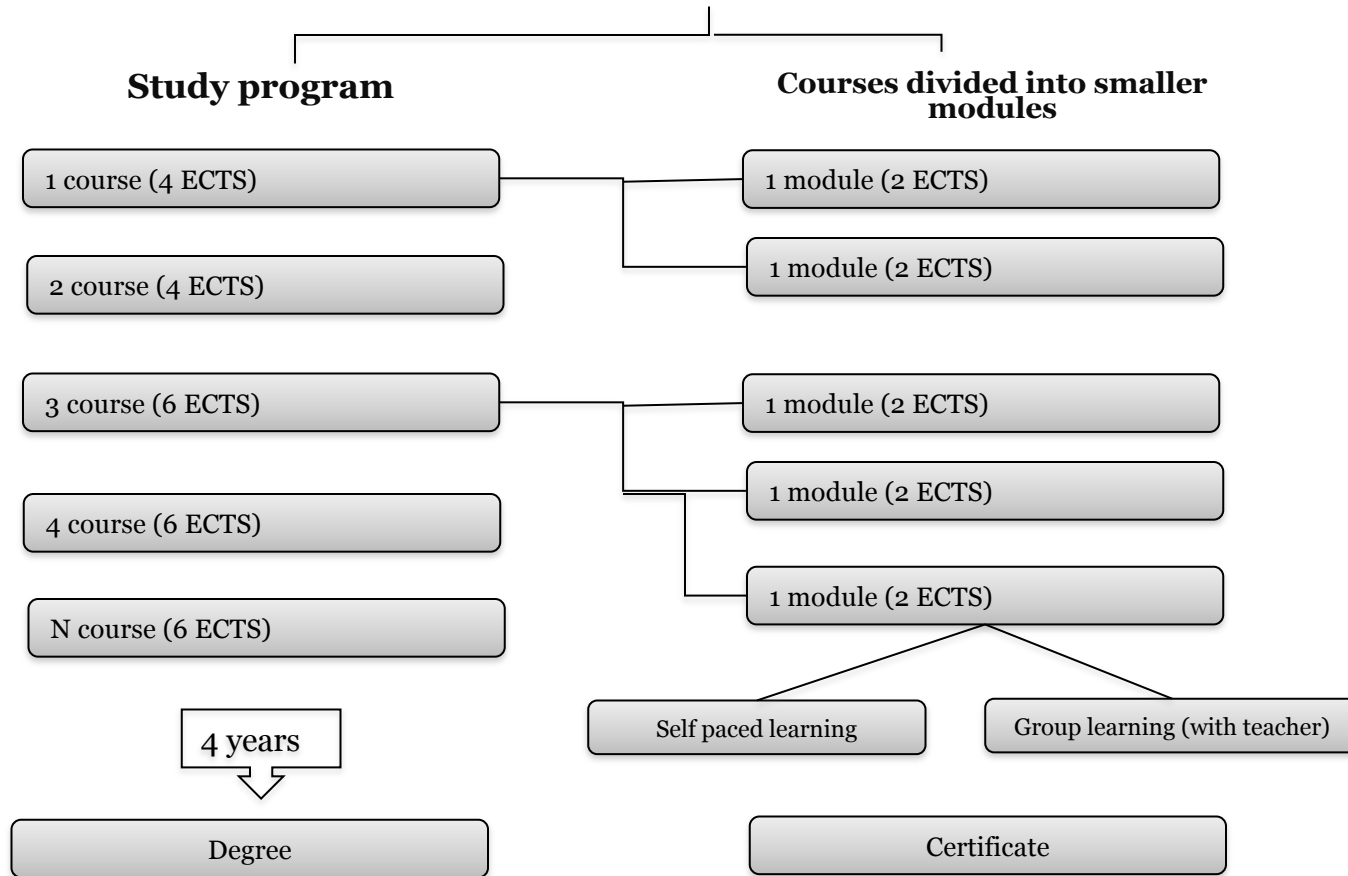
Creative Commons licenses

<http://openstudies.vdu.lt>

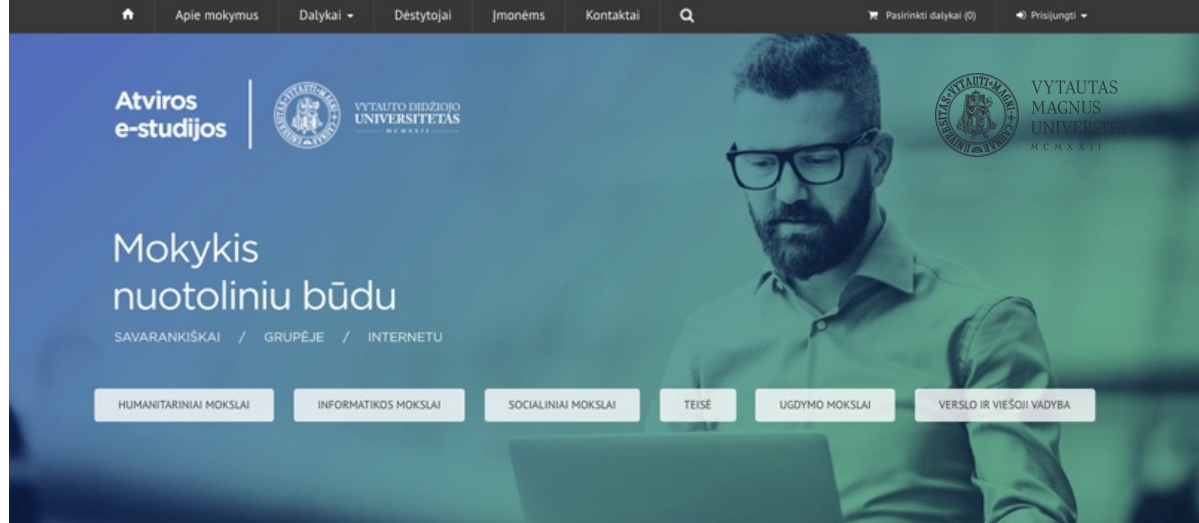
**The idea of** online non-formal learning is opening university curriculum for Lithuanian-speaking people all around the world.



# Opening up university curriculum for society



<http://openstudies.vdu.lt>



## Naujausi dalykai

VISI DALYKAI



Asmenybės psichologija

▲ Aidas Perminas



Mobiliojo ir belaidžio ryšio technologijos

▲ Robertas Matusa



Informacinės visuomenės technologijos

▲ Vladislav V. Fomin

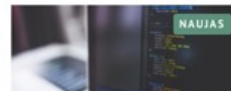


Viešas kalbėjimas

▲ Agnė Blažienė

## Greitai prasidės

VISI DALYKAI



# 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



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# Concept of VM

Author	Characteristics	Year, references
S. Kenyon G. Lyons, J. Rafferti	<ul style="list-style-type: none"> <li>• Internet based mobility</li> <li>• Increasing accessibility</li> <li>• Alternative to PHM</li> </ul>	2002
H.Bejnings et al.	<ul style="list-style-type: none"> <li>• The use of ICT to obtain the same benefits as the ones that you would have with PHM but without the need to travel</li> </ul>	120 p. Education aspects for VM, 2006
Van den Band'Kokhuis	<ul style="list-style-type: none"> <li>• Collaborative communication</li> <li>• Mediated by the computer                             <ul style="list-style-type: none"> <li>• interactive</li> </ul> </li> <li>• Across the borders (international)</li> <li>• Time flexibility</li> </ul>	1996 - 2001
Volungevičienė, Tereševičienė	<ul style="list-style-type: none"> <li>• <i>set of ICT supported activities</i></li> <li>• <i>institutional level</i></li> <li>• <i>international, collaborative experiences in a context of teaching and/or learning</i></li> </ul>	2011
Van de Branden	<ul style="list-style-type: none"> <li>• Provide effective follow – up means</li> <li>• Possibility to stay in contact with home institution</li> </ul>	2004
PETRA POULOVÁ, MILOSLAVA ČERNÁ, LIBUŠE SVOBODOVÁ	<ul style="list-style-type: none"> <li>• Study efficiency                             <ul style="list-style-type: none"> <li>• e-learning</li> </ul> </li> </ul>	2009
ILSE OP DE BEECK HELENA BIJNENS CHRISTINE MICHIELSENS WIMVAN PETEGEM	<ul style="list-style-type: none"> <li>-the same benefits as one would have with physical mobility but without the need to travel".</li> <li>- a valuable alternative for physical mobility.</li> </ul>	JOURNAL OF BUSINESS AND SOCIETY, 20, 2007



universidade de aveiro  
theoria potestas praxis



## 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

University A

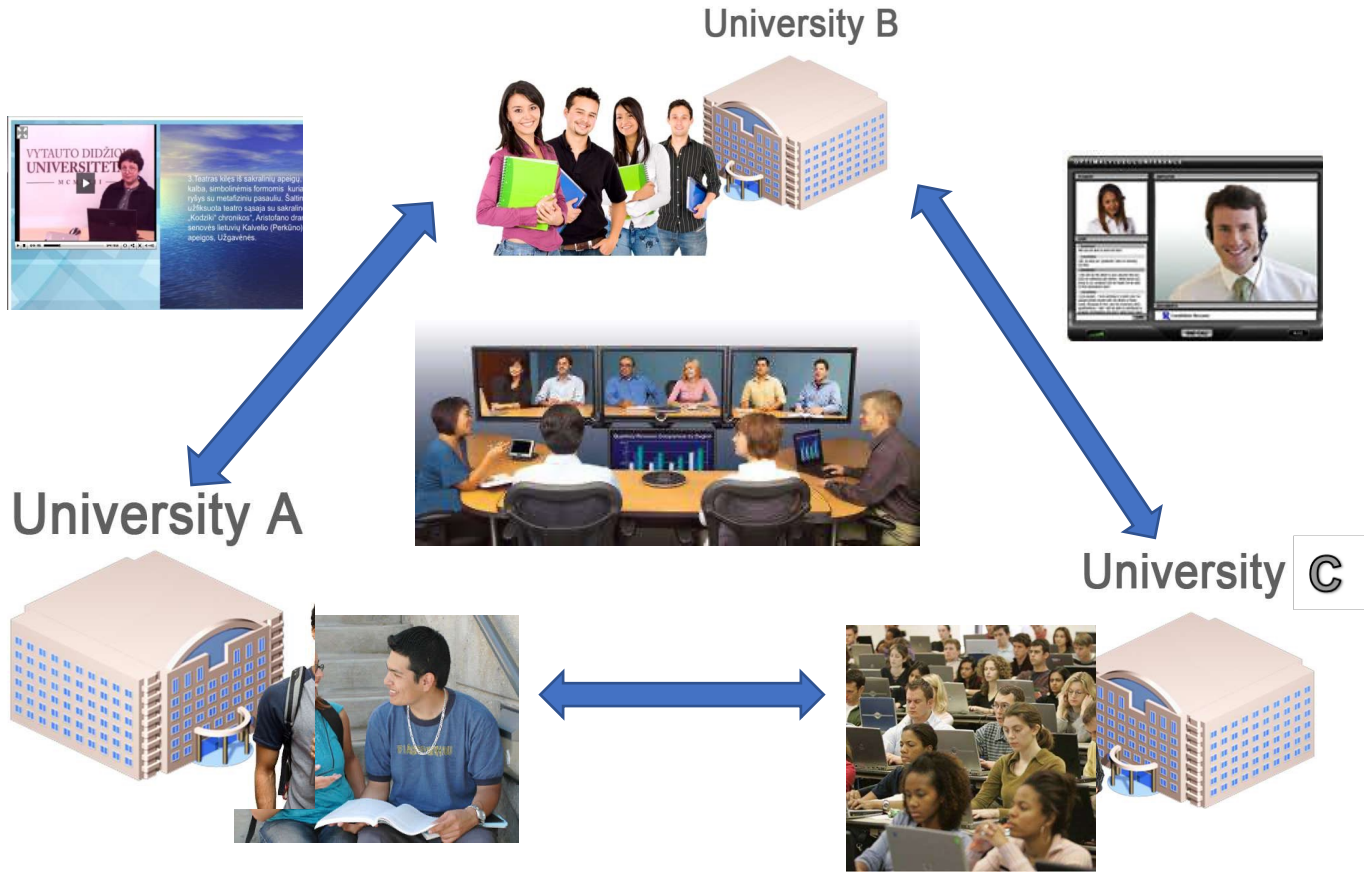


University B



## 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

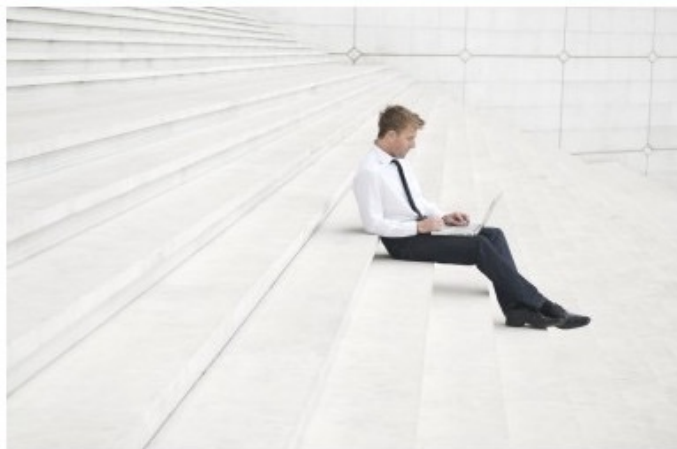
## Research enhancement – especially in teacher VM

# 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

[Home](#)[Partnership ▼](#)[Themes ▼](#)[Institutional  
Awareness Building](#)[Mutual Awareness  
Building](#)[Students' Awareness](#)[Quality Assurance of  
Virtual Mobility](#)

## Virtual Mobility Collabor



The project aims to contribute to innovation and internationalisation of European Education Institutions by exploiting the full potential of ICT and Virtual Mobility and broadening the access to international learning experience to all European students. In its lifetime, it intends to:

- Develop a Quality Assurance approach for VM
- Develop institutional awareness of VM potential
- Develop students' awareness on opportunities for international mobility
- Develop mutual support service for HEIs willing to pilot VM programmes
- Test a set of mutual support services for HEIs
- Integrate VM in institutional academic contexts

# Virtual mobility handbook

### RECENTLY ADDED EVENTS

[test](#)[Ended on March 16, 2013](#)

### RECENT PUBLICATIONS

[test](#)[March 27, 2013](#)

### RECENT POSTS

[Hello world!](#)[March 8, 2013](#)

1. Decision making
2. Curriculum designing
3. VM organization and communication
4. Assessment and Feedback
5. Certification and Recognition

- 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:
  - Vytautas Magnus University (Lithuania, coordinating institution)
  - Innovation Centre of University of Oviedo (Spain)
  - Jyväskylä University (Finland)
  - Jagellonian University (Poland)
  - University of Aveiro (Portugal)
  - Baltic Education Technology Institute (Lithuania, enterprise)

# 1. Consistency in learning outcomes

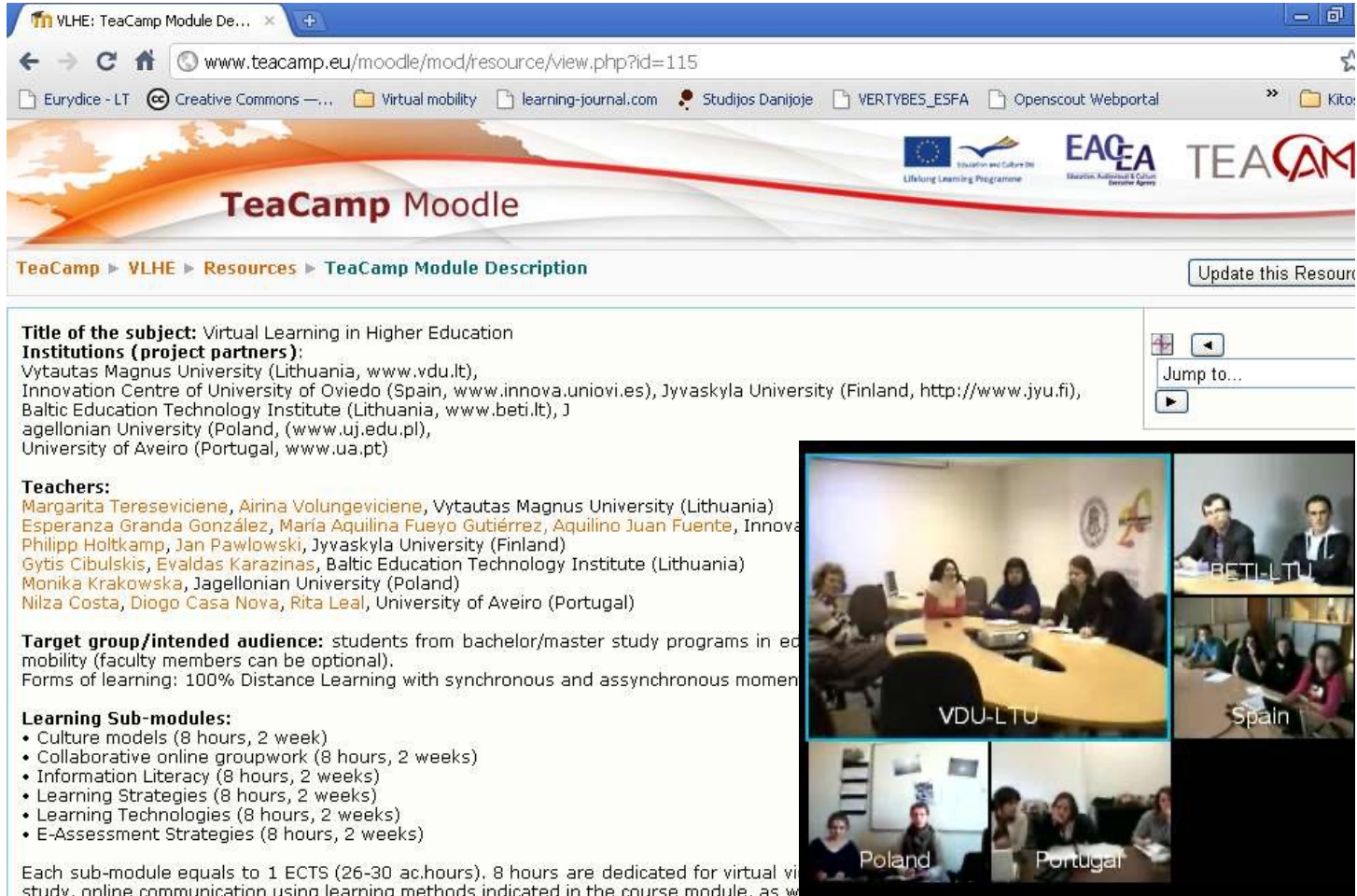
- apply the knowledge of culture models to solve problems caused by cultural difference in Virtual Mobility
- explain the skills needed to facilitate and manage collaborative online learning.
- describe different technological resources for collaborative online learning.
- analyze and evaluate information;
- synthesize and create information;
- define the technologies and standards used in distance education;
- apply learning management systems based on these standards;
- compare learning styles and learning strategies
- identify and apply online resources in order to implement learning strategies virtually
- design assessment strategies for virtual learning
- use tools to support scenarios of virtual learning

# TeaCamp Curriculum content and teaching/ learning scenario development (sub-modules)

<b>Partner institution</b>	Jyvaskyla University	Innovation Centre of Oviedo	Jagellonian University	BETI	Vytautas Magnus University	University of Aveiro	Jyvaskyla University
<b>Competence in Virtual learning in HE</b>	<b>Culture models</b> (week 1)	<b>Collaborative online learning</b> (week 2-3)	<b>Information Literacy</b> (week 4-5)	<b>Advanced learning technologies</b> (week 6-7)	<b>Learning Strategies</b> (week 8-9)	<b>Assessment strategies</b> (week 10-11)	<b>Culture models</b> (week 12)

## TeaCamp assessment strategy

Sub-module	Culture models (1/2) (JYU, FI)	Collaborative online learning (CC1N, ES)	Information literacy (JU, PL)	Learning technologies (BETI, LT)	Learning strategies (VDU, LT)	Assessment strategies (UA, PT)	Culture models (2/2) (JYU, FI)
<b>Assignment</b>	1	2	2	2	2	2	1
<b>Portfolio</b>	Moodle portfolio as a required part for international, intercultural experience record – as a learning outcome for culture model sub-module						
<b>Weight</b>	8,33	16,66	16,66	16,66	16,66	16,66	8,33



The screenshot shows a web browser window with the URL [www.teacamp.eu/moodle/mod/resource/view.php?id=115](http://www.teacamp.eu/moodle/mod/resource/view.php?id=115). The page header includes logos for the European Union, Education and Culture DG, EACEA, and TEACAMP. The breadcrumb trail is: TeaCamp > VLHE > Resources > TeaCamp Module Description. A button labeled "Update this Resource" is visible.

**Title of the subject:** Virtual Learning in Higher Education  
**Institutions (project partners):**  
 Vytautas Magnus University (Lithuania, [www.vdu.lt](http://www.vdu.lt)),  
 Innovation Centre of University of Oviedo (Spain, [www.innova.uniovi.es](http://www.innova.uniovi.es)), Jyväskylä University (Finland, <http://www.jyu.fi>),  
 Baltic Education Technology Institute (Lithuania, [www.beti.lt](http://www.beti.lt)),  
 Jagellonian University (Poland, ([www.uj.edu.pl](http://www.uj.edu.pl))),  
 University of Aveiro (Portugal, [www.ua.pt](http://www.ua.pt))

**Teachers:**  
 Margarita Tereseviciene, Airina Volungeviciene, Vytautas Magnus University (Lithuania)  
 Esperanza Granda González, María Aquilina Fueso Gutiérrez, Aquilino Juan Fuente, Innovación  
 Philipp Holtkamp, Jan Pawlowski, Jyväskylä 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 and 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 learning, study, online communication using learning methods indicated in the course module, as well as

On the right side of the page, there is a video conference grid with four participants labeled: VDU-LTU, Spain, Poland, and Portugal.

# Opening Universities for Virtual Mobility.

Erasmus+  
Cooperation for innovation and exchange of good  
practices  
KA2 – Strategic partnerships for HE



VYTAUTAS  
MAGNUS  
UNIVERSITY  
MCMXXII

Education 360°



# 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



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 licencing should be agreed in Kaunas

Modules	Coordinating	Collaborating
School Leadership	UAb	VMU
Education for Sustainable Development	UAb	VMU
Pedagogy of online education	UAb	UNIOVI UNIPV
Human computer interaction	UNIPV	UNIOVI
Web Ethics	UNIPV	VMU
Narrative Ethics <a href="#">Summary</a>	UNIPV	VMU
Management of Education Innovations	VMU	UNIOVI, UAb
Curriculum Designing and Management	VMU	UNIOVI
Adult Education Concept	VMU	UNIPV
Intercultural education and communication	VMU	UNIPV
Learning, Development and Personality	UNIOVI	VMU
Education in Information and Communication Technologies	UNIOVI	VMU, UNIPV, UAb
Control of Computer Network and Services	University of Siauliai	

# 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

Login | Register

OPENING UNIVERSITIES  
**O U > V M**  
FOR VIRTUAL MOBILITY


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Back home Who we are Our partnership Get in touch with us Learn for free

Education Technologies Management

Training material on VM curriculum designing


Read More

Browse our open courses:




**Module 1 Title**  
This course is offered by **University 1**.  
In this course you will learn xxx, yyy, zzz.  
you will get to know how to make aaa, bbb.

More Info




**Module 2 Title**  
This course is offered by **University 2**.  
In this course you will learn xxx, yyy, zzz.  
you will get to know how to make aaa, bbb.

More Info



**Module 3 Title**  
This course is offered by **University 3**.  
In this course you will learn xxx, yyy, zzz.  
you will get to know how to make aaa, bbb.

More Info



**Module 4 Title**  
This course is offered by **University 4**.  
In this course you will learn xxx, yyy, zzz.  
you will get to know how to make aaa, bbb.

More Info

**O** Opening **U** Universities for **V** Virtual **M** Mobility

<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





You are logged in as Airina Volungeviciene (Logout)

## Virtual Mobility and Learning

Home ► My courses ► Miscellaneous ► Erasmus IP

Turn editing on

### Navigation

- Home
- My home
- Site pages
- My profile
- Current course
  - Erasmus IP
    - Participants
    - Badges
    - General
    - Margarita Tereseviciene
    - Elena Trepule
    - Tatjana Koke
    - Zanda Rubene
    - Airina Volungeviciene
    - Estela Dauksiene
    - Danute Bacinskiene
    - Vida Zviniene
    - Jacek Urbaniec
    - Elena Caldirola
    - Elisabetta Silvestri
    - Aquilino A. Juan Fuente
    - Ramon Perez Perez
    - Ana Balula
    - Nilza Costa
    - My courses

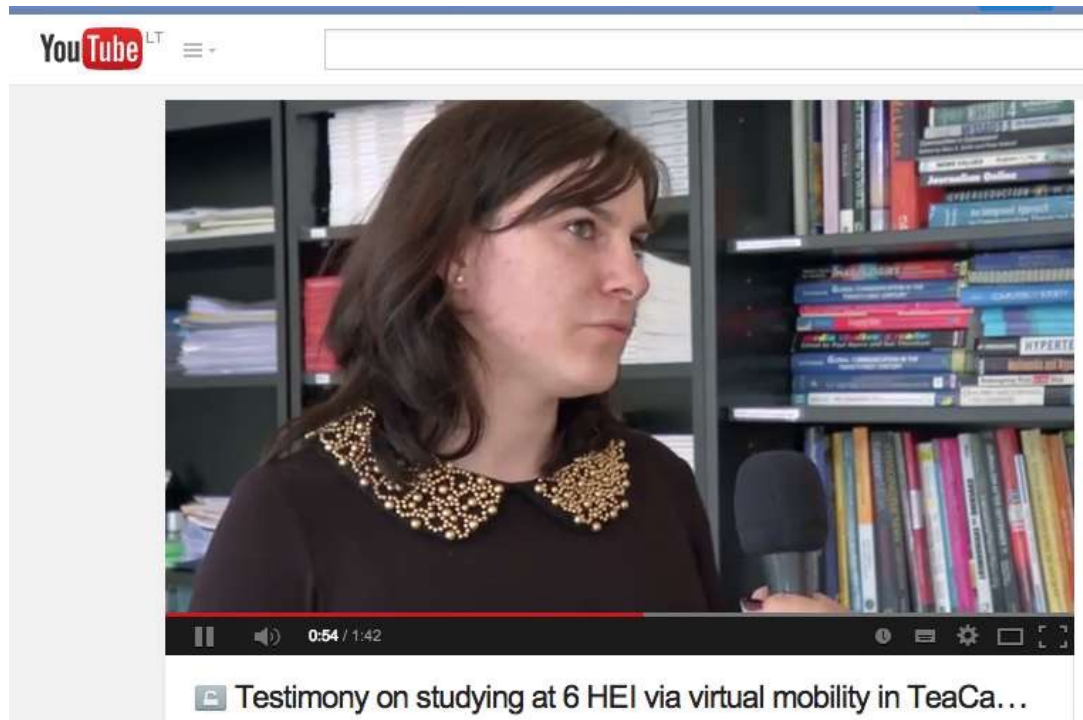
### General

- News forum
- SOCIO-CULTURAL EXCHANGE
- Journal requirements for the papers

<b>Margarita Tereseviciene</b> 	<b>Elena Trepule</b> 	<b>Tatjana Koke</b> 	<b>Zanda Rubene</b> 	<b>Airina Volungeviciene</b> 
<b>Estela Dauksiene</b> 	<b>Danute Bacinskiene</b> 	<b>Vida Zviniene</b> 	<b>Jacek Urbaniec</b> 	<b>Elena Caldirola</b> 
<b>Elisabetta Silvestri</b> 	<b>Aquilino A. Juan Fuente</b> 	<b>Ramon Perez Perez</b> 	<b>Ana Balula</b> 	<b>Nilza Costa</b> 

Erasmus IP  
school at  
VMU

# Testimonies



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

Prof. dr. Airina Volungevičienė  
Director of Innovative Studies Institute at  
Vytautas Magnus University

European Digital Learning Europe, Director || MB member