Aim of research – to study the impact of virtual mobility as a communicative and collaborative learning activity of students and mutual tuning of educational components between teachers and HE institutions in order to enrich or complement physical mobility and to promote Bologna process in EHEA.

TeaCamp questionnaire for teachers

1. **Personal data.**
   1.1. What country/institution teacher are you?
   - ☐ Finland/University of Jyvaskyla
   - ☐ Spain/University of Oviedo
   - ☐ Lithuania/BETI
   - ☐ Poland/Jagiellonian University
   - ☐ Lithuania/VDU
   - ☐ Portugal/University of Aveiro

   1.2. You are:
   ☐ Male ☐ Female

   1.3. Your age is:
   ☐ up to 30 ☐ 31-40 ☐41-50 ☐ over 50

   1.4. Have you ever participated in Virtual mobility sessions before?
   ☐ Yes ☐No

   1.5. Have you delivered a distance learning course before?
   ☐ Yes ☐No

2. **Curriculum designing**
   2.1. Was there enough time for the preparation of the module?
   ☐ Yes ☐ No ☐ Partly ☐I do not know

   2.2. Pretend you are preparing a 6 ECTS course (You will be delivering 2 lectures of 1 hour each and organize student work for 2 out of 12 weeks). How much time do you need for preparation of this kind of course/module (like the module Virtual Learning in Higher Education)?

☐ up to 5 hours individually		☐ up to 5 hours in international group discussions
☐ from 6 to 10 hours individually	☐And	☐ from 5 to 10 hours in international group discussions
☐ from 10 to 20 hours individually	☐Or	☐ from 11 to 20 hours in international group discussions
☐ over 20 hours individually		☐ over 20 hours in international group discussions

2.3. What kind of support is needed for preparation of international Virtual learning course?

☐ didactical support (defining learning outcome, developing structured content, defining assessment strategy, etc.)

☐administrative support

☐technological support

☐designer/multimedia application support

☐adaptation of resources

☐other, please indicate ....

2.4. Have you used TeaCamp virtual campus ELGG?

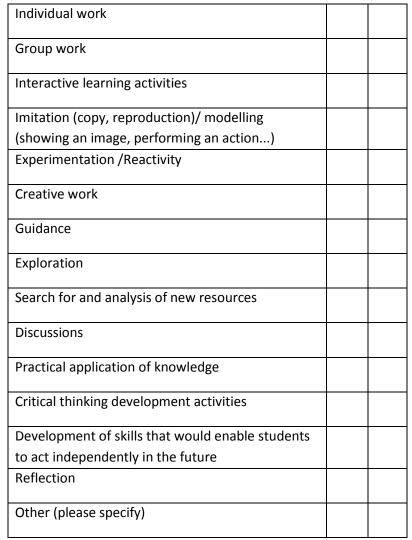☐yes, during preparation of the course

☐ yes, during VM sessions

☐ no, I have not used VC ELGG at all?

2.5. Is ELGG useful for you as a teacher as virtual campus tool?

☐ Yes   ☐ No   ☐ I am not sure

2.6. Have you experienced difficulties during the module Learning outcomes' (LO) definition process?

Difficulties during the module LO definition process in:	Yes	No
Deciding which LO should be in the course		
Formulating LO		
Finding difference between LO and competence		
Agreeing on LO in multi-institutional teacher group		
Ensuring consistency of LO within the module		
Finding the ways on measuring LO		
Recognizing LO in my institution		

3. **Organizing Virtual mobility**

3.1. What learning organization methods have you used in your course?

Learning organization methods	Yes	No
Information presentation		

Individual work		
Group work		
Interactive learning activities		
Imitation (copy, reproduction)/ modelling (showing an image, performing an action...)		
Experimentation /Reactivity		
Creative work		
Guidance		
Exploration		
Search for and analysis of new resources		
Discussions		
Practical application of knowledge		
Critical thinking development activities		
Development of skills that would enable students to act independently in the future		
Reflection		
Other (please specify)		

3.2. Was there any cooperation of students in international groups?

☐ Yes   ☐ No   ☐ I am not aware of

3.3. Were there enough tools for communication and collaboration?

☐ Yes   ☐ No   ☐ I do not know

3.4. How important have the below stated communication and collaboration methods and tools been in the sub-module?

Communication and collaboration tools and methods	Very important	Important	I have no opinion	Not important at all
Email tools				
Video conference tools (DimDim, Flashmeeting, other)				

Social networking tools (Facebook, other)				
Face to face consultations				
Real time chat/skype				
Consultations in the virtual learning environment				
Discussion forums				
Reviewing lecture records				
Other tools or methods (please indicate) _____				

3.5. Were the below stated methods for feedback used in the sub-module?

Feedback options	Yes	No
Learners were provided with Self-assessment possibilities		
Feedback was provided individually		
Feedback was provided for a group		
Your comments		

3.6. What kind of support is needed for organization of Virtual mobility sessions?
  ☐tutor support
  ☐administrative support among institutions (resources, schedules, other)
  ☐technological support

3.7. What difficulties have you faced while delivering the course?
  ☐ academic calendar/timetable
  ☐ recognition at university
  ☐too much workload
  ☐language competence
  ☐ teamwork problems
  ☐other
  Your comments:..............................

4. Virtual mobility competence

    4.1. Has planning, delivering and organizing this course improved your virtual mobility competences stated below?

VM competence improved	Not at all	Minimally	Satisfactorily/ adequately	Strongly/well developed
Intercultural communication				
E. competence				
English lg. Competence				
Personal and social competence (Your being structured and self-organized, keeping time and meeting deadlines, respect for others, working in groups, etc.)				

    4.2. Has your participation in the course changed your attitude towards VM?

☐ Yes, I see more positive aspects of VM after the course

☐ Yes, I see more negative aspects of VM after the course

☐ No, my attitude towards VM is still negative

☐ No, my attitude towards VM is still positive

5. Virtual mobility recognition

    5.1. Do you think that virtual mobility sessions should be treated/recognized as supplement to physical Erasmus mobility

        ☐ Yes ☐ No ☐ Partly   ☐ I am not sure?

            If no or partly, please describe......

    5.2. Are there any legal possibilities at your institution that you are aware of for recognition of this course?

        ☐ Yes ☐ No ☐ I don't know