DESCRIPTION OF IMPACT OF THE DELIVERABLE

D.1. RECOMMENDATIONS FOR INSTITUTIONAL REGULATIONS

The survey itself had promotional impact as all partner institutions contacted local and regional institutions (representatives of Erasmus, study Exchange departments, decision makers at national agencies for education support, sometimes study quality assessment bodies, and ministries of education and sciences (representatives coordinating programs for (co)funding virtual learning in a country).

Survey performance required contacting responsible persons in Poland, Spain, Lithuania, Portugal, Finland and Latvia. That was done by all partners, and their results are provided in publicly online at es to D.1:

Annexes to deliverable D.1. provided with the final report:

Questionnaires filled in by partner institutions:

1. Polish partner – Jagellonian university

2. Lithuanian partner - BETI

3. Spanish partner – Innovation Centre of University of Oviedo

4. Portuguese partner - University of Aveiro

5. Finnish partner – Jyvaskyla University

6. Latvian partner - Higher Education Quality Evaluation Centre

7. Vytautas Magnus University (Lithuania)

Survey results were presented in the Annexes to D.1. described in English, as well as all national partner languages.

D.1. is uploaded at the project website (http://www.teacamp.eu), as well as in TeaCamp Virtual Campus (http://www.teacamp.eu/vc) which is available for all registered users with free open access.

Google analytics tool to follow user dynamics at project website and virtual campus was implemented in August, 2010. Since then it is possible to claim that TeaCamp Project web page was visited 2279 times from August 2010 to November 5, 2011 (it was visited 1023 times in 2010). Analysing visitors from different countries (Fig. 1), it is obvious, that biggest part is from Lithuania 32.21% (it was 35% in September 2010) and from Spain – 16.89% (19.26% in September 2010). TeamCamp Project web page was visited not only by partner country visitors, but also by engaged persons from USA, UK, Russia and Germany.
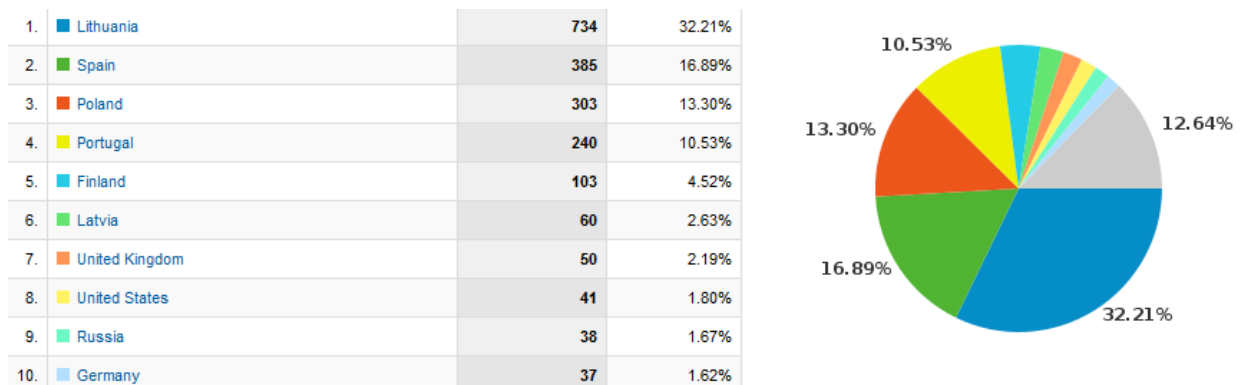
1.	Lithuania	734	32.21%
2.	Spain	385	16.89%
3.	Poland	303	13.30%
4.	Portugal	240	10.53%
5.	Finland	103	4.52%
6.	Latvia	60	2.63%
7.	United Kingdom	50	2.19%
8.	United States	41	1.80%
9.	Russia	38	1.67%
10.	Germany	37	1.62%

Fig. 1. TeaCamp Project web page visits from different countries.

The most crowded day on 2010 of the project was 24-th of September during which 53 people visited TeaCamp project website, in 2011 most crowded day was September 26-th with 21 visits. (Fig. 2):
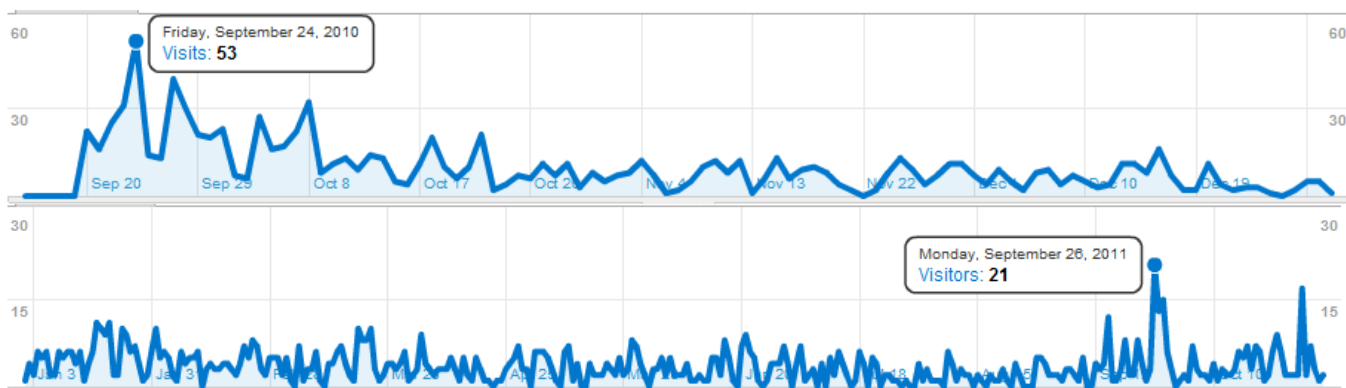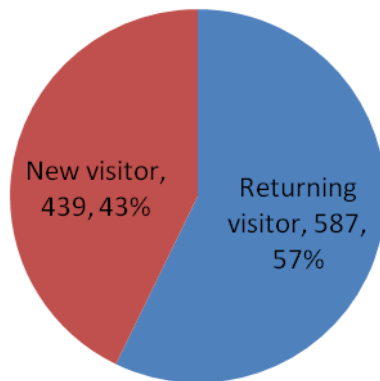
Fig. 2. TeaCamp Project webpage visists during one day.

As it can be seen in picture 3, visitors are constantly returning to project website also almost half of visitors are new. (Fig.3):

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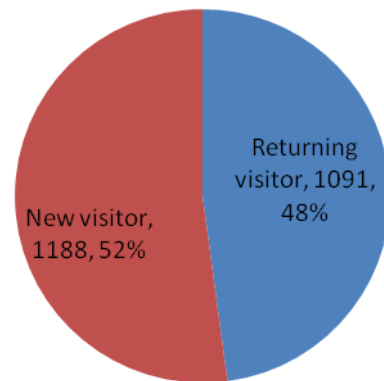*Page 2*

September 2010

November 2011

Fig. 3. New visits at TeaCamp project webpage (left - by September 2010, right – by November 2011).

If to compare new visits at TeaCamp project webpage by September 2010 and by November 2011, it can be seen that the number of new visitors has been growing. This shows, that this site is gaining popularity not only within project partners.

Another indicator for increase of visitors could be the access ways. Almost 40% of the visitors are accessing TeaCamp project website directly (37.34% in 2010), using Search engines - 34.88% (33.53% in 2010) and Referring Sites - 18.33% (29.13% in 2010). This shows that TeaCamp Project website is visited from more new people and found more in search engines.
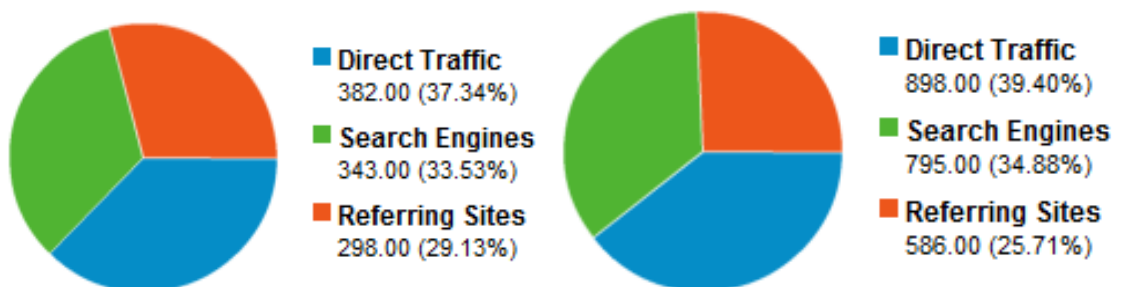

Fig. 4. How TeaCamp Project website is accessed (left 2010, right 2011)

Visitors accessed these documents at TeaCamp website and virtual campus and were available to retrieve the documents.

Recommendations produced in this document were presented in all partner institutions. Records on this level of dissemination can be reviewed at project website news (http://www.teacamp.eu).

Feedback requested from potential stakeholders and users was collected which indicated request for more practical methodological recommendations for education institutions. For this reason the project website was used as a tool to:

1. Present institutional recommendations and survey results at project website:

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Institutional recommendations are presented at project website (for public access) at
http://www.teacamp.eu/content/wp2-analysis

- ☑ in the following languages
- ☑ In the English language
- ☑ In the Lithuanian language
- ☑ In the Latvian language
- ☑ In the Spanish language
- ☑ In Finnish language
- ☑ In the Polish language

2. Divide project website into methodological virtual mobility part structuring it on the basis of institutional virtual mobility quality assurance recommendations (see Fig. 5):
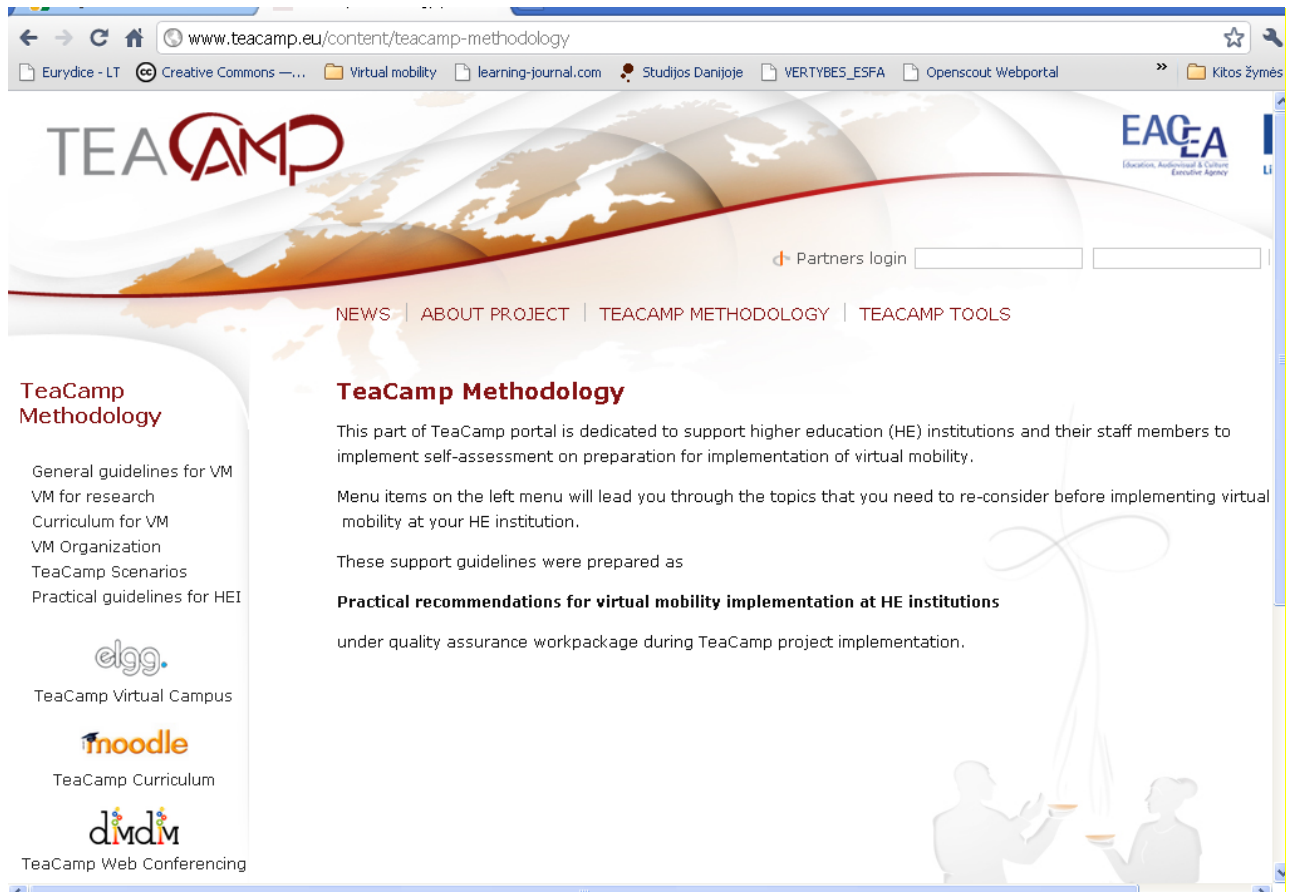

Fig. 5. TeaCamp methodology at project website – for open access, based on WP2 and WP7.

This structure and deliverable update was not planned in the project. However, this is additional product highly needed by higher education institutions. The guidelines created on the basis of recommendations and institutional feedback are based on mutual tuning of TeaCamp WP2 and WP7 activities. They have been revised and updated after exploitation strategy was designed and implemented, on the basis of experience gained by the partnership during curriculum designing for virtual mobility, implementation of virtual mobility sessions, supporting and facilitating learners and teachers in virtual mobility sessions. Therefore they suggest higher education institutions who plan and need to integrate virtual mobility to:

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- review and self-assess how they are prepared in terms of resources, curriculum for international studies and facilitation,
- general guidelines how virtual mobility study curriculum should be designed and what challenges higher education institutions might meet,
- how user administration and support should be planned in virtual mobility sessions,
- how learning outcomes could be assessed
- how curriculum for virtual mobility should be designed
- what recognition procedures should be taken into consideration.

Association partners were also contacted during preparation of D.1, as well as after it has been published. Lifelong learners were involved in answering survey questionnaire. They are treated as a very potential target group in the project, as higher education institutions promote more and more in-service training which will be empowered and facilitated using TeaCamp virtual learning environment on international level.