



## DESCRIPTION OF IMPACT OF THE DELIVERABLE

### D.3. CURRICULUM CONTENT ([HTTP://WWW.TEACAMP.EU/MOODLE](http://www.teacamp.eu/moodle) )

Login details:

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Password: reporting

**TEACAMP - TEACHER VIRTUAL CAMPUS: RESEARCH, PRACTICE, APPLY**

**PROJECT ID 502102-LLP-1-2009-1-LT-ERASMUS-EVC**

**WP4 –CURRICULUM CONTENT AND TEACHING/ LEARNING SCENARIO DEVELOPMENT**

**SUGGESTED FRAMEWORK – SCENARIO BY VYTAUTAS MAGNUS UNIVERSITY**

**SUGGESTED CURRICULUM TOPIC – VIRTUAL LEARNING IN HIGHER EDUCATION (VLHE)**

As there were 6 partners in TeaCamp who were responsible for curriculum content development, and there were contractual obligations to develop 6 pieces of curriculum content based on study results, and to provide learning scenarios and learning result assessment tools. Each partner prepared 1 sub-module of joint curriculum under the general topic „Virtual Learning in HE“ including all curriculum pieces and parts described in the contract. Then during pilot testing and evaluation sessions, each partner had been responsible for testing session of 2 weeks on the topic, inviting students from all partner institutions to participate in the evaluation phase (synchronously, during the same week(s) using video conferencing and Moodle VLE).

These were real virtual mobility sessions, networking model of partner institution collaboration.

For this aim, **a joint study module consisting of 6 competence/ learning outcomes – based study modules** (8 academic hours each using various learning scenarios and resources), including learning result assessment strategy, **had been developed**.

This study module is of 6 ECTS (video lecturing, individual student work, teacher consultations and evaluation of learning outcomes).

The aim of **VIRTUAL LEARNING IN HIGHER EDUCATION (VLHE)** study module is to enable students to plan and experience virtual mobility sessions by practicing video lecture participation,

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performing group and individual online activities, using and sharing virtual resources in multicultural virtual learning environment.

STEP 1: Partner agreement on the suggested competence – based topics had been reached (see table 1):

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

Table 1. Competence/learning outcome-based modules suggested to partner institutions for curriculum content development.

STEP 2: having agreed on the competence/ learning outcome – based module development, curriculum designing methodology was used to facilitate consistent curriculum designing. Activity development tool from Leonardo da Vinci Transfer of Innovation project REVIVE – “Reviewing and Reviving VET Curriculum” (Project ID LLP-LdV-TOI-2008-LT-0022) was transferred to facilitate activity development. The following template was used:

Sub-module	Learning outcome(s)	Sub topics	Material and resources	Activities scenario	ICT tools to realize topic online	Evaluation strategy
Learning Strategies (week 8-9 during testing)	ability to define learning strategy designing virtual learning	- varieties of learning strategies - multiple intelligence theory by Howard	- theoretical material - meta-cognitive tools (self-evaluation questionnaire) - Video	<b>Activity 1.</b> - Participation in an online lecture. - Reading theoretical material - Identifying	- survey tools – to identify learning strategies - curriculum development tool - communication tools: video	- Feedback options - Portfolio (needs to be discussed from the point of view of



sessions)		<p>Gardener</p> <ul style="list-style-type: none"> <li>- application of learning strategies designing virtual learning</li> </ul>	<p>conferencing</p> <ul style="list-style-type: none"> <li>- Online resources (blogs, discussion links, illustrations, cases, other OER)</li> </ul>	<p>personal learning strategy</p> <ul style="list-style-type: none"> <li>- Reflection on activity 1 in discussion forum with international group</li> </ul> <p><u>Activity 1</u> output: each national student group presents summary of learning strategy identification at international discussion forum.</p> <p><b>Activity 2.</b></p> <ul style="list-style-type: none"> <li>- participation in an online lecture</li> <li>- visiting online resources classified according to multiple intelligence cases</li> <li>- preparing learning scenario for national</li> </ul>	<p>conferencing, video lecture recording, discussion forum, blogs</p> <ul style="list-style-type: none"> <li>- mind mapping</li> <li>- collaborative editing</li> <li>- ...other to be précised later</li> <li>- Evaluation tools</li> </ul>	functions)
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				<p>groups using multiple intelligence theory by Howard Gardener and online resources</p> <p><u>Activity 2</u></p> <p><u>output:</u> each national group presents group work result at international discussion forum</p>		
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Table 2. Sub-module designing template, based on Revive project curriculum reviving methodology (<http://www.reviveproject.eu>)

Curriculum syllabus (module description) was prepared after the module was designed:

**Title of the module: 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))

**Module teachers:**

- Margarita Teresevičienė, Airina Volungevičienė**, Vytautas Magnus University (Lithuania)
- Esperanza Granda González, María Aquilina Fueyo Gutiérrez, Aquilino Juan Fuente**, Innovation Centre of University of Oviedo (Spain)
- Philipp Holtkamp, Jan M.Pawlowski**, Jyväskylä University (Finland)
- Evaldas Karazinas ir Gytis Cibulskis**, 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 interested in becoming HE teachers and practicing virtual 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 weeks)
- Collaborative online group work (8 hours, 2 weeks)
- Information Literacy (8 hours, 2 weeks)
- Advanced Learning Technologies (8 hours, 2 weeks)
- Learning Strategies (8 hours, 2 weeks)
- E-Assessment Strategies (8 hours, 2 weeks)

Each module equals to 1 ECTS (26-30 academic hours). 8 hours are dedicated for virtual video lecturing, the rest hours (~ 20 academic hours) is dedicated for self-study, online communication using learning methods indicated in the course module, as well as for intermediate and final assessment of learning outcomes.

**Subject goals:** Enabling participants to plan and experience virtual mobility sessions by practicing video lecture participation, performing group and individual online activities, using and sharing virtual resources in multicultural virtual learning environment.

**Learning outcomes:**

- understand culture models and their application in education;
- apply the knowledge of culture models to solve problems caused by cultural differences in virtual mobility;
- understand the skills needed to facilitate and manage collaborative online learning;
- know 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;

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- 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.

**Languages:** English

**Address of the course:** [www.teacamp.eu/moodle](http://www.teacamp.eu/moodle)

**Pre- requisites:**

- participants have to have a sufficient knowledge of the English language that would allow them to follow English speaking classes, discuss and work collaboratively with students from other countries and write correctly in English;
- participants have to have experience working with Moodle;
- participants have to have some knowledge on instant messaging, social networking and social media
- participants should be willing to work collaboratively

**Module duration (months, hours, credits, dates)**

3 months, 12 weeks, 48 hours lecturing, 6 ECTS  
*September 24 – December 17, every Friday at 12 CET*

**Teaching and learning methods**

Information transfer, imitation and modelling, discussions, creation and exploration, group work, student personal reflections (learning diary, video cast classes), and other methods.

Teaching and learning methods are carefully selected and presented under each learning module within responsibility of the teachers.

**Assessment criteria:** according to existing Erasmus practices and ECTS requirements, students will be graded on the basis of national grading systems.

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Assessment criteria are presented in detail in each task/ activity description.

**Assessment Methods and Weightings:** the course is divided into 6 modules, each with its own assessment method and criteria indicated. Each topic represents 16,66% in the final grade. For assessing participants work, formative feedback tools, students’ portfolio, surveys and quizzes, group work and tasks will be used.

The module description was also available at TeaCamp virtual learning environment <http://www.teacamp.eu/moodle> . Curriculum asynchronous activities were realized at via TeaCamp Moodle virtual learning environment with networking service for education institutions (see Fig. 1):

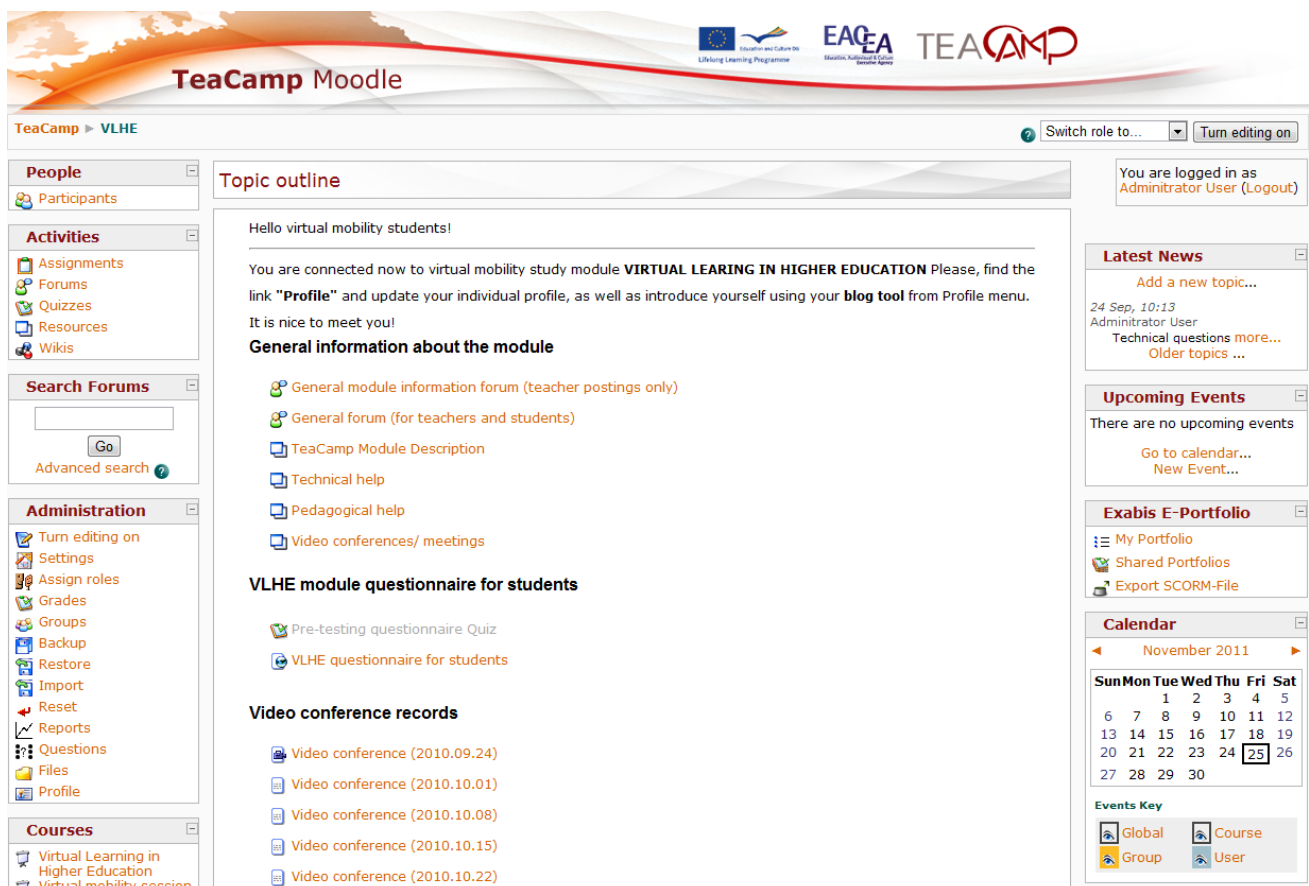


Fig. 1. Virtual mobility study module „Virtual learning in higher education“ at TeaCamp Moodle VLE.





TeaCamp curriculum content had also been developed using Moodle virtual learning environment. Moodle networking module was installed in to TeaCamp Moodle. With this technological solution the idea was to create Virtual campus across the project partner countries (because once partner institutional Moodle is connected to TeaCamp Moodle via Networking service, all students from partner institutions are able to connect to virtual campus courses).

Therefore, TeaCamp Moodle networking service had been established at all partner institutions – all users using Moodle virtual learning environment at partner institutions had reference to TeaCamp Moodle and were able to access it and move to TeaCamp Moodle server with their institutional Moodle logins. However, login to TeaCamp Curriculum content was restricted for registered users only due to the project scope and teacher agreement to include 30 learners in testing virtual mobility sessions. The restriction was made by locking Moodle course with enrolment key, which had been provided for TeaCamp teachers and students.

Pilot testing sessions were organized by six partner institutions teachers and students in the below described virtual mobility case (see Fig. 2):

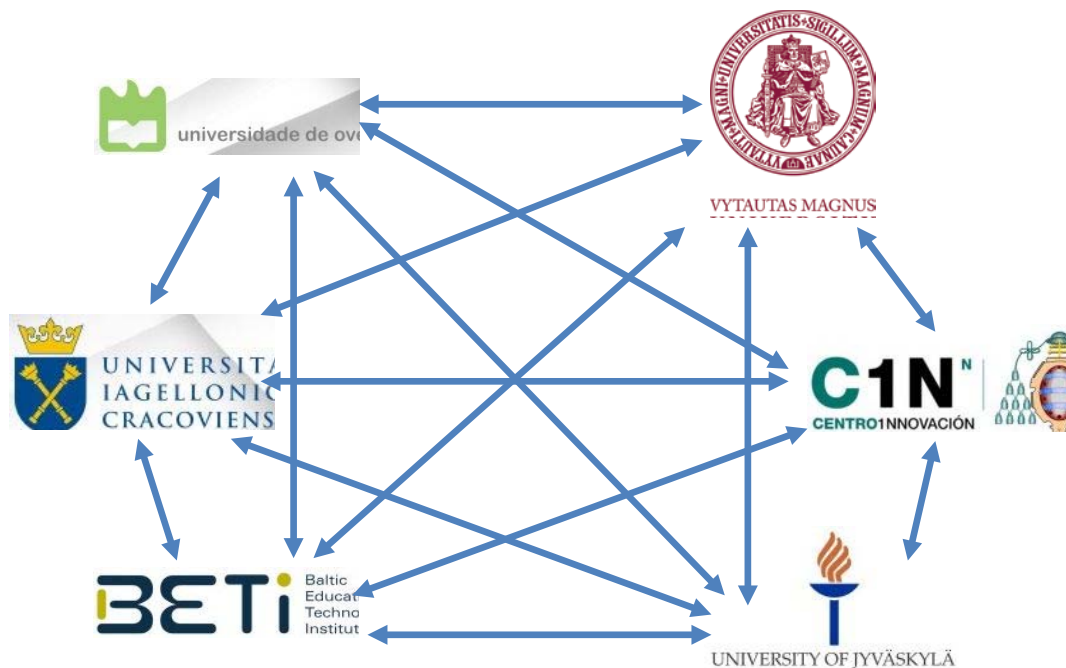


Figure 2. TeaCamp project Virtual mobility case





Pilot testing sessions were organized according to the following schedule:

<b>Week/ date</b>	<b>Video conference (1 hour, except introduction and finalization)</b>	<b>Responsible institution</b>	<b>Assignments for international student groups studying virtually</b>
Week 1 Sept. 24 – Oct. 1	Sept. 24, 12:00 CET (2 hours)	Introduction – VDU, Lithuania; JYU, Finland	Assignment 1/12
Week 2-3 Oct. 1 – Oct. 15	Oct. 1, 12:00 CET Oct. 8, 12:00 CET	C1NN, Spain	Assignment 2/12 Assignment 3/12
Week 4-5 Oct. 15 – Oct. 29	Oct. 15, 12:00 CET Oct. 22, 12:00 CET	JU, Poland	Assignment 4/12 Assignment 5/12
Week 6-7 Oct. 29 – Nov. 12	Oct. 29, 12:00 CET Nov. 5, 12:00 CET	BETI, Lithuania	Assignment 6/12 Assignment 7/12
Week 8-9 Nov. 12 – Nov. 26	Nov. 12, 12:00 CET Nov. 19, 12:00 CET	VDU, Lithuania	Assignment 8/12 Assignment 9/12
Week 10-11 Nov. 26 – Dec. 10	Nov. 26, 12:00 CET Dec. 3, 12:00 CET	UA, Portugal	Assignment 10/12 Assignment 11/12
Week 12 Dec. 10 – Dec. 17	Dec. 10, 12:00 CET Dec. 17, 12:00 CET (2 hours)	JYU, Finland	Assignment 12/12 Finalization (Portfolio)

**Table 3. Virtual mobility session organization in time schedule, international sequence of moderating institution, as well as time Schedule for synchronous meetings and activity timeline.**

All students participating in virtual mobility sessions were introduced with the TeaCamp Moodle login guide available publicly at TeaCamp Moodle at:

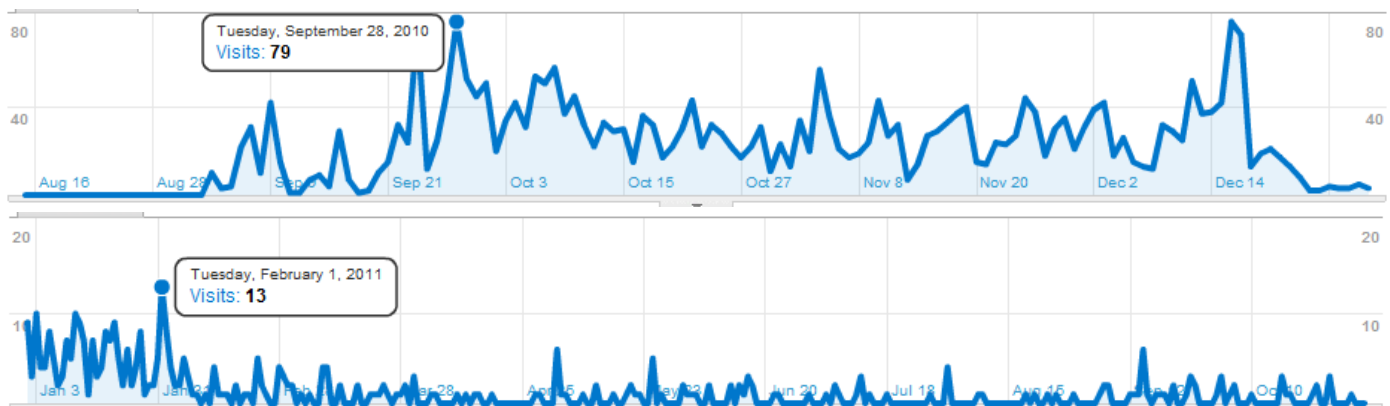
[http://www.teacamp.eu/moodle/file.php/1/Student\\_guide\\_Moodle.pdf](http://www.teacamp.eu/moodle/file.php/1/Student_guide_Moodle.pdf)

Google analytics implemented in August, 2010, prove total 3504 visits and 8219 page views from August 2010 to 5 November 2011 (it was 198 visits and 595 page views in September 2010) of the Curriculum content at <http://www.teacamp./moodle>.



All project target groups had experienced and benefited from development and realization of study module curriculum content during the project. More benefits and participants expressions have been reflected and analyzed at the comparative research, implemented and presented at research study “Virtual mobility for students and teachers in higher education” and other publications (see Annex 5.2). The same study module has been improved and made openly available at [www.teacamp.eu/moodle](http://www.teacamp.eu/moodle) as the whole module and/or 6 separate sub-modules as modular studies for LLL groups and enterprises for in-service training.

Google analytics was also added to TeaCamp Moodle to be able to monitor the users connected to this virtual learning environment. The module was launched on 24<sup>th</sup> September and the highest number of visitors TeaCamp Moodle reached on at 28<sup>th</sup> September 2010 - 79 people visited TeaCamp Moodle (see Figure 2). The module testing sessions ended on December 17, 2010, so in 2011 the highest number of Anavisitors TeaCamp Moodle reached was on the 1st of February - 13 people.



**Fig. 2. The highest numbers of user visits per day at TeaCamp Moodle.**

Analysing geography of visitors it is obvious, that the main percentage of visitors are from Lithuania – 31.56% (42.14% in September 2010), Finland – 24.63% (8.18% in September 2010), Spain – 14.67% (42.14% in September 2010), Poland – 14.16% (3.77% in September 2010), Portugal – 13.01% (6.29% in September 2010). TeaCamp Moodle also was visited by people from other countries (see Fig.3). As we can see visits from some countries increased more than two times since September 2010.

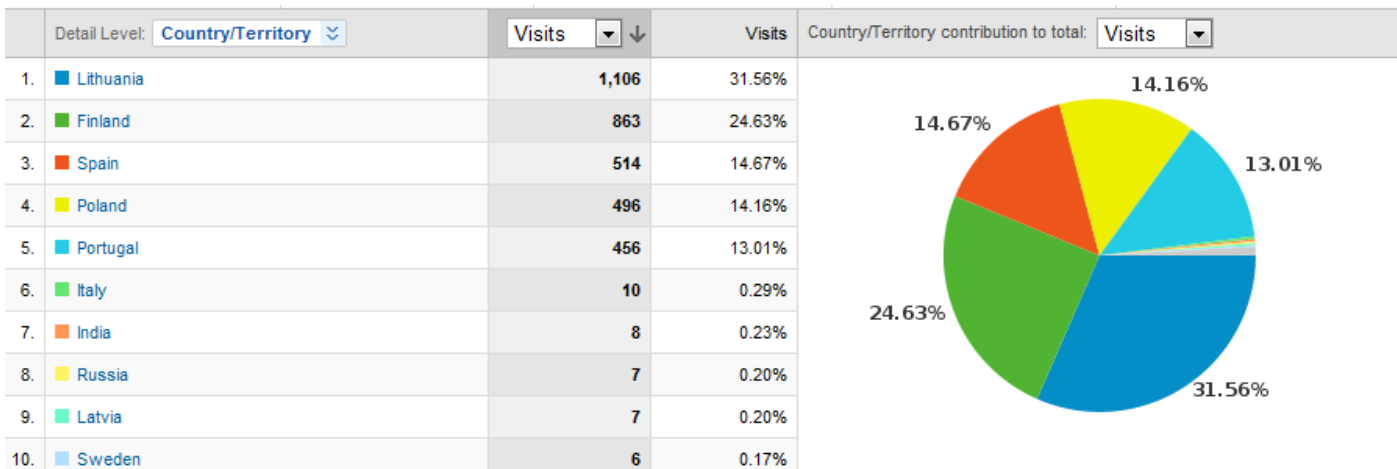


Fig. 3. The biggest number of visits from different countries.

Analysing the common statistics of TeaCamp Moodle, the increased number of visits was gradual and in September 2010 most people accessed TeaCamp Moodle (34.85% of all visits) by direct link to this virtual learning environment, 33.84% accessed it through other sites and 31.31% - through search engines. In 2011 36.10% of all visitors were accessing VLE directly, 36.82% - through other sites and only 27.08% through search engines. This means, that not only registered users are accessing this site, but also other people interested in Virtual mobility possibilities, who find the link to TeaCamp Moodle at referring sites.

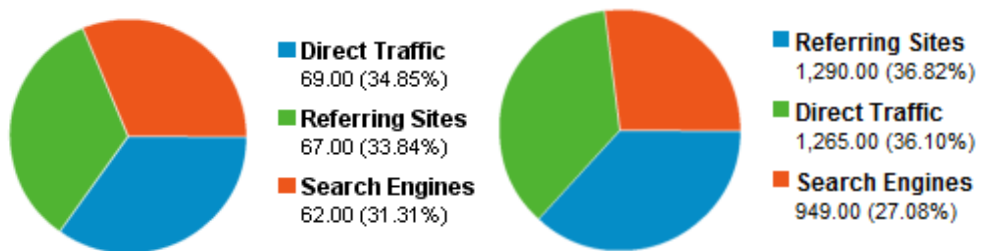


Fig. 4. Traffic source overview (left by September, 2010, right by November 2011).