



Title of the module: Virtual Learning in Higher Education

Title of the subject: Virtual Learning in Higher Education

Institutions (project partners):

Vytautas Magnus University (Lithuania, www.vdu.lt),

Innovation Centre of University of Oviedo (Spain, www.innova.uniovi.es), Jyväskylä University (Finland, <http://www.jyu.fi>),

Baltic Education Technology Institute (Lithuania, www.beti.lt), J

agellonian University (Poland, (www.uj.edu.pl),

University of Aveiro (Portugal, www.ua.pt)

Teachers:

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Esperanza Granda González, María Aquilina Fueyo Gutiérrez, Aquilino Juan Fuente, Innovation Centre of University of Oviedo (Spain)

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Gytis Cibulskis, Evaldas Karazinas, Baltic Education Technology Institute (Lithuania)

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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 week)
- Collaborative online group work (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 video lecturing, the rest hours (~ 20 ac.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;
- 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 module (WWW): <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)

3 months, 12 weeks, 48 hours lecturing, 6 ECTS

Teaching and learning methods Information transfer, imitation and modeling, 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 sub-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. Assessment criteria are presented in detail in each task/ activity description. Assessment Methods and Weightings: the module is divided into six sub-modules each with their own assessment method and criteria indicated. Each sub-module 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.