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TEACAMP - TEACHER VIRTUAL CAMPUS: RESEARCH, PRACTICE, APPLY

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Analysis of existing practices in partner institutions and Recommendations for HE institutions for virtual mobility

TeaCamp Work Package 2

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Introduction.

The main aims of the WP2 was to perform analysis on existing experience in TeaCamp partners' institutions and to prepare recommendations for academic institutions on regulations necessary to implement Virtual Mobility (VM) for academic staff and student. The purpose was also to make a survey on curriculum subjects to be applied in Erasmus Virtual Mobility and their types of learning or teaching organization methods.

From 1999 when the Bologna Declaration was signed and initiated a series of reforms and a process leading to the uniformity and compatibilities of the educational systems in Europe, many initiatives have been set up to develop the ICT use in higher education. The aim of Bologna process is to harmonise the educational systems in order to assure comparability of knowledge and abilities received on individual levels of education. Harmonisation of educational systems constitutes the basis for diploma recognition by majority academic centres. All the activities undertaken are aimed at the harmonisation of higher education area. This area is a very complex environment, including traditional universities with traditional models of education, and it is essential to control the rapid development of distance education, adapted to the modern model of education in the information society.

Dissemination of new information and communication technologies resulted in the European countries attempting to develop their own approach towards new forms of organisation of education systems. Hence, e-learning, virtual campuses, distance education, Virtual Mobility are quite the novelty, finding their place in education in the European Union.

The ongoing increase of the interest in the Virtual Mobility among academic staff by facilitating development, management and implementation of virtual research and mobility and by improving their Virtual Mobility competences implementation in higher education, in compliance with the guidelines of the European Union higher education policy, affected the analysis within workpackage no. 2 (WP2). The purpose of the task was to perform analysis on existing experience in partner institutions and to prepare recommendations for academic institutions on regulations necessary to implement Virtual Mobility for academic staff and

student virtual mobility. The questionnaire for all partners participated in the TeaCamp project was send to achieve these goals.

In survey took part representatives of European Union countries that participate in TeaCamp project. The questionnaire of thirteen open questions was made and send to all partners. The feedback was received from all partners from Finland, Latvia, Lithuania, Poland, Portugal and Spain.

All partners perform survey on curriculum and learning and teaching organization methods at their institutions, on curriculum subjects to be applied in TeaCamp virtual academic staff mobility, as well as survey on existing institutional regulations for academic staff and student virtual mobility. The aim of survey was also to identify possible restrictions for Virtual Mobility among teachers and students and to find recommendations for institutional regulations to implement virtual mobility. This work package is pre-requisite and the means for efficient implementation of exploitation work package in the project. The work package will result in recommendations for institutional regulations for academic staff and student virtual mobility.

Definition

Although the term **Virtual Mobility** is an important concept in the field of education, there is no generally accepted theoretical and definitional framework for it among decision-makers, academics and researchers. Partners determined in the project that quite simple and usually appeared definition of the term *virtual mobility* could be agreed in the scope of WP2. It could be defined as a form of learning, research and communication, which consists of virtual components through an ICT, supported learning environment, based on a cooperation of at least two higher education institutions that includes collaboration of people from different background and cultures working, and studying together, dedicated to supplement and foster physical mobility.

During some literature analysis the different concepts of Virtual Mobility was found. The economic, collaborative and networked perspective of understanding the phenomenon of Virtual Mobility was presented. It was characterized by the TeaCamp partners as a synonym of a tool or the use of ICT, a substitute of physical, traditional mobility, informal networking where users are able to exchange knowledge and experience. It could be also mono- or multicultural, organized or spontaneous and described as interconnected process of

education. Virtual Mobility is connected to distance learning or e-learning and it seems these terms are used interchangeably. European Union defines Virtual Mobility as the use of information and communication technologies (ICT) to obtain the same benefits as users (teachers, students, others) would have with physical mobility but without the need to travel [1].

The term Virtual Mobility used in The VM-BASE (Virtual Mobility Before and After Student Exchanges) project and is understood as a form of learning which consists of virtual components through an ICT supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge [2].

In the Green Paper of the Commission of the European Communities from 2009 called *Promoting the learning mobility of young people* value of the Virtual Mobility is recognized as an activity conveying at least some of the benefits of physical mobility in its own right. The attention is paid on the use of the internet and other electronic forms of information and communication. The ICT is often a catalyst for embarking on a period of physical mobility and it's characteristic for explaining the Virtual Mobility. It enables young people to prepare a stay abroad and can create conditions for future physical mobility by facilitating friendships, contacts and social networking, etc., although it's not a substitute for physical mobility.

Also it may be an appropriate and practical form of mobility for young pupils, where travelling abroad may not be an option and provides a means to keep in contact with the host institution once the mobility period is over. Virtual Mobility provide an international dimension to those learners who, for different reasons, are not able or willing to go abroad. In that context, ICT can be used for "electronic twinning" and for virtual platforms, for teachers, other "multipliers", interested individuals, interactive communities, open source initiatives, etc. Virtual mobility may also be an appropriate and practical form of mobility for young pupils, where travelling abroad may not be an option. Electronic twinning can enhance the quality of mobility initiatives (e.g. through better preparation) and make them more sustainable [3].

Research made during realization of Re.ViCa project that the aim was to identify relevant parameters and success factors for evaluating and comparing Virtual Campuses, based on thorough research and expert input, presented the definitions of *distance learning*, *e-learning*

and virtual mobility. These terms are usually without clear distinguish and variously by different groups of users. In the Re.ViCa handbook the authors use the definitions of these terms as:

Distance Learning is a broad definition of distance learning is that the locus of learning is much of the time physically distant from the core premises of the provider.

e-Learning means the use of electronic digital techniques to bring about learning, either in addition to, or in part-replacement of, face-to-face instruction and interaction (tutorials, etc.).

Based on analysis they found that some theorists use the term *blended learning* to denote the reality that e-learning is usually used in conjunction with face-to-face techniques. On the other hand some researchers use the term technology-enhanced learning.

Virtual Mobility is a form of learning which consists of virtual components through a fully ICT-supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge.

Conclusions

During the survey there was used the selected definition, that have been prepared by the partners. But it is necessary that should be one of the most appropriate terminology of what is Virtual Mobility for the all and future analysis. Creating a unified terminology will help in conducting further research and clarity, concreteness and deposited at the respective dates of all tasks and results.

Chapter 1. Legal framework of virtual mobility at national level

During the examination the prepared questions about existed legal regulations in six different countries as Finland, Latvia, Lithuania, Poland, Portugal and Spain, the actions taken at national, institutional and individual scope in the Virtual Mobility knowledge or introduction into the education area.

1.1 Existing legal regulations at national level on Virtual Mobility, E-Learning, Distance Learning

The aim of this part of survey was to display the legal framework of Virtual Mobility at national level in six countries represented by partners.

The results of analysis indicates that there are not any existing governmental and legal regulations and documents connected to Virtual Mobility. However, the existing regulations concerning virtual mobility and e-learning for degrees are available in Finland.

Finland

In addition, those degree regulations influence e-learning, Virtual Mobility and distance learning. The problem also arises in right and accepted definitions of virtual mobility, distance learning and e-learning. Some documents use alternate terms of e-learning and distance learning. Additionally there might be regulations and legislations on Virtual Mobility but on other fields that influence it.

The existing legal regulations concerning e-learning or distance learning were pointed in five countries, from which only three of them – Latvia, Lithuania and Poland have the legal framework concerning e-learning activities and regulation.

Latvia

In Latvia the definition of the **Distance Education (DE)** is in the *Education Law* of Latvia (Section 1):

Distance Education – an extramural method for acquiring education, which is characterised by specially structured educational materials, individual speed of learning, specially organised evaluation of educational achievement, as well as utilisation of various technical and electronic means of communication;

In Section 8 are defined forms of acquisition of education such as:

- full-time education;
- extramural education; a sub-category of the extramural education method – distance education;
- self-education; and
- education in the family.

An educational institution is entitled to implement an educational programme in the form of full-time studies, as well as extramural studies.

Two definitions are in the *Law On Institutions of Higher Education*:

- part-time studies – a type of studies which corresponds to less than 40 credit points per academic year and less than 40 academic hours per week;

- full-time studies – a type of study, which corresponds to 40 credit points per academic year and not less than 40 academic hours per week;

According to the *Accreditation Regulations for Higher Educational Establishments* that was already approved by Cabinet of Ministers of the Republic of Latvia, higher education institutions must submit information about education activities form like traditional contact (face to face) or extramural (including distance education) and type like part time or full time study [4].

Lithuania

E-learning is supported by legal documents in Lithuania. These are *Legal act of action program of Economic development* from 2008 and is defined as a form of informal adult education and *Regulations of assessment and academic recognition of foreign qualifications giving access to higher education and higher education qualifications* [5].

Poland

In Poland e-learning is presented in the Decree-law of Ministry of Higher Education from and the Strategy of Higher Education Development to 2010, but mainly they are connected rather to e-learning.

There are not existing legal framework of virtual mobility at national level in **Portugal** and **Spain**. Spanish partners indicated only legislation document concerning distance learning and necessary regulations connected to it in educational system legislation (mentioned below).

1.2 Are there any separate governmental regulations concerning EL/VM/DL in HE institutions

There are some legislation documents in chosen countries. Finnish, Latvian and Portuguese representatives did not indicate any existing documents concerning e-learning, distance learning or virtual mobility actions and inclusion into higher education.

In three countries, Lithuania, Poland and Spain exists the legalization to distance learning initiatives and actions.

Lithuania

Only Lithuanian partners indicated existing legal document connected to virtual mobility, but they understand it as a form of learning which consists of virtual components through an ICT supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge.

(BETI) organizes Virtual Mobility using different kind of tools and activities as well as Virtual environment Moodle. BETI is not public institution and the regulations could be acceptable according to the needs and working methods of the private sector. That is why it is possible to accept the lack of concrete government support and legislation [6].

In Lithuania exists various legal regulations that define distance learning for the secondary education in rural areas, Lithuanian language distance learning for schoolchildren and emigrants, and various programs for people who have no access to the Internet or have not information and computer skills to use ICT, etc.

The infrastructure for distance learning was developed during the years since 1999 until nowadays. According to the national *Distance education strategy* there were implemented several very important projects as well as the national programme, what results give a feedback on Teachers and trainers competences as well as virtual mobility.

Poland

In Poland exist several documents that introduce legalisation to education and development of information society. The Higher Education Act from 27 July 2005 include the endorsement to use distance learning and e-learning technologies, methods and techniques. The act explains that: "appropriate minister for errands of the higher education will determine, in

means of ruling, conditions which must be fulfilled so that classes could be carried on, taking assuring by the college into consideration of suitable approachability for students of jobs led with using of methods and techniques of training for the distance and the appropriate proportion of the time of these jobs, appropriately on full-time studies and on non full-time studies, to total of time of classes at the college” [7].

Also exists in legal framework the Decree of Ministry of Higher Education on distance learning from 25 September 2007 (with novelization on 25 Feb. 2008). Again the Act is adjusting conditions which must be fulfilled so that classes can be led with using methods and techniques of distance education [8].

There are also the document concerning the strategy of higher education development with some outlines of distance learning or e-learning use and also *Human capital operational programme. National strategic reference framework 2007 – 2013* approved in Poland concerning the development of distance education centres in rural areas or education of people with weak information and technology literacy skills [9].

Spain

In Spain there is the *Legislation of Spanish Educational System* that regulates use of distance learning that is also a separate regulation concerning distance learning, e-learning or Virtual Mobility in higher education institutions [10].

The separate documents such as existing in Spain and also in Poland (Ministry decrees presented above) was accepted in Lithuania. According to the documents of Ministry of Education of Lithuania since 2009 distance learning is defined as a form of learning, what is able to use in Higher education as well. The most important in Lithuanian higher education area is the Law of Education that covers the possibility of distance learning activities for a working persons who attend professional, high or higher education institutions.

1.3 Existing national strategies or national policy papers concerning Virtual Mobility in higher education institutions (HEI)

The national strategies or national policy papers concerning Virtual Mobility in higher education institutions exists only in **Lithuania**. The most important are *The Study of the present position of Distance Education in Higher, Vocational and Continuing Education, in Lithuania and internationally*, which was completed and approved in January 2005 [11].

This Strategy Report, which makes recommendations on maximising the contribution of Distance Education to bring highest-quality learning resources to all members of Lithuanian society. These recommendations would be implemented in the period 2005-2012. The Distance Education Strategy is an important part of the overall Lithuanian education strategy, and is intended to be circulated widely to, among others, politicians, educational leaders, regional and local government officials, labour market organisations and, of course, the educational institutions themselves. There is also the Lithuanian Virtual University.

1.4 Existing or ongoing national initiatives concerning Virtual Mobility in Higher Education Institutions.

The ongoing national initiatives concerning Virtual Mobility in higher education institutions were mentioned in **Lithuanian and Polish** higher education areas. But the problem of ongoing national initiatives should be analysed strongly by all partners to receive transparent and right information about them.

Higher education institutions have the primary responsibility for development of Virtual Mobility as well as the quality of their provision and its assurance. Institutions should have a policy and associated procedures for the quality assurance and standards of their programmes and awards suggested and regulated by national documents. It is also important to use external expertise in quality assurance processes. External quality assurance procedures should be implemented taking into account the effectiveness of the internal quality assurance processes. In Poland also operates the Polish Virtual University. There were established Polish Learned Society of Internet-based Education and Polish Association of Academic E-learning that are active in introducing distance learning and Virtual Mobility initiatives.

1.5 Existing research activities concerning Virtual Mobility in Higher Education Institutions at national level

There were not indicated any research activities concerning Virtual Mobility issues in higher education institutions at national level. That means weak transparency of information about such research or lack of any initiatives in Virtual Mobility activities and needs future analysis. For instance every year the research financed by Ministry of Education for e-learning as well as Virtual Mobility was organized in national level to define the weakness and strengths of e-

learning in **Lithuania**. The results of national documents are available online, only in Lithuanian language [12].

Conclusions

The initiatives at the governmental level are uneven in different European countries. The problem with transparency and generally recognition of the Virtual Mobility definition cause some problems with analysis of actions, documents and other initiatives. There might be regulations and legislations on VM but on other fields that influence VM. Also there is any national initiatives concerning creation of networks researching Virtual Mobility. The information is unclear and there is a need of deeper research extending the knowledge about initiatives introducing Virtual Mobility in European HEI. There no information about research done at other universities or on national level.

Chapter 2. Legal framework of virtual mobility at institutional level

The aim of the second part of the survey was to analysis the legal framework of Virtual Mobility at institutional level in TeaCamp partners' countries and institutions.

2.1 Existing institutional regulations for teacher, academic staff and student Virtual Mobility

There are not any existing institutional regulations for teacher, academic staff and student virtual mobility. But, those regulations could be connected to documents developed only for quality of e-learning and were mentioned by Lithuanian partner. Some initiatives are taken up in Jagiellonian University in **Poland** and is connected with rather e-learning activities or teaching in virtual reality. The problem with indication of existing institutional regulation could be the result of diversified definition of Virtual Mobility as was mentioned by Finnish partners. Outgoing from the definition problem mentioned by them was that the meaning of Virtual Mobility is unclear. The Virtual Mobility was for sure not mentioned with the same name, but it might be with a different one.

2.2 University development strategy and Virtual Mobility

Virtual Mobility is not mentioned at any university development strategy of partner institutions. It could be seen that Virtual Mobility term is used as a substitute for distance learning and could have confused responders. There were some initiatives concerning research on VM held in **Portugal and in Poland**. It was indicated that there are some academic researchers involved in research projects in the field of Virtual Mobility.

2.3 Virtual Mobility legislation in partners' institutions

There were several factors and tasks indicated in the survey that have been done on Virtual Mobility legislation at the higher education institutions, represented by TeaCamp partners.

They indicated good ICT basis development, and introduction of the framework for documents or legislations regulating Virtual Mobility on institutional level and also the development of quality assurance for virtual mobility. Individual participants pointed to the separate actions.

No initiatives were indicated by Finish and Portuguese partners. It was pointed that Virtual Mobility is a substitute for Distance Learning and it could cause a problem during analysis of existing institutional legislation.

Latvia

The main steps that have been done on Virtual Mobility legislation in Latvia are:

1. Seima (Parliament of Latvia) should accept the Law of Higher Education. Now only one of three necessary readings is finished. It seems more probable, that the Law of Higher Education will be accepted only after elections of Saeima in October, 2010 [13].
2. New governmental regulations (after acceptance of the Law of Higher Education) should describe more precisely the different forms and types of studies, including DE and VM. Results of Bologna process, EQF (and ESG) must be used.
3. All higher education institutions should look through their regulations about DE and VM.
4. All study programmes should discuss the possibilities to implement DE and VM. Different models should be compared and the most adequate should be supported.

Lithuania and Poland

Within activities done on Virtual Mobility legislation development in Lithuanian and Polish higher education institutions the attention were paid on:

- Creation of Virtual Mobility working group of professors
- Attempts to Virtual Mobility concept and goals for fostering Virtual Mobility defined,
- Making decision on development and extension of teacher VM by LLP and Erasmus
- Making proposition on the preparation of VM implementation procedure.

Also the partners indicated good ICT basis development and introduction of the framework for documents or legislations regulating Virtual Mobility on institutional level, and also the development of quality assurance for virtual mobility.

Spain

Virtual Mobility in Spanish universities is allowed and it is expected to be introduced with all necessary initiatives that probably will be taken.

In all analysed institutions there are no legal restrictions for Virtual Mobility among teachers and students or there is a lack of knowledge about any legislation. It should also be pointed out once more that Virtual Mobility in some countries might be used as a substitute of distance learning and could have causes some confusion.

2.4 Legal restrictions for VM among teachers and students

There are no legal restrictions for Virtual Mobility of teachers and students in higher education institutions or partners had not known about any of those restrictions. That means there is no information or documents concerning principles and rules of Virtual Mobility in the countries that took part in the survey.

2.5 Possible extent of Virtual Mobility in partners' institutions

The survey, performed in TeaCamp project WP2, analysis should guide academic institutions on the regulations that could be implemented to introduce virtual mobility of teachers and students. It was also indicates to find out at what extent Virtual Mobility is possible at higher education institutions in partner countries. As there are no regulations for teacher or student virtual mobility at some countries, it can be specified as 100% VM, although it doesn't really exist.

Finland

Virtual Mobility is used as a substitute for Distance Learning in Finland, so it is impossible to extract the exact number of percentage in using VM versus physical mobility.

Latvia and Lithuania

As there are no regulations for teacher or student virtual mobility it can be specified as 100% VM, although it doesn't really exist.

Poland

At the Jagiellonian University some University departments' councils agreed to introduce distance learning activities on the level of 75% of teaching hours in curricula. That is why Virtual Mobility is possible to develop even in 100%.

It was indicated that no more than 70% of classes (excluding laboratories and practices) should be introduced using virtual mobility for overseas students. Only 30% of classes that are regular could be conducted by academic teachers from HE institutions responsible for studies and in exact place decided by the HE institution. E-learning or distance learning centres should support for blended learning and introduce online courses for students with e-learning services for external stakeholders. The motivation mechanisms in some higher education institutions could take into considerations for each 1 hour of DL should be 2 hours of traditional, face to face course. Internal grants would be adequate to the level of VM use. In Poland exist two associations dedicated to e-learning initiatives. There is Polish Learned Society of Internet-based Education with own e-journal *Edu@ction* and cyclic seminars. The second is Polish Association of Academic E-learning with its own published e-journal *E-Mentor*. Both societies organize annual conferences that are not related to each other, but dedicated to e-learning and distance learning. They are interested in virtual mobility use in higher education. The attention should be pointed at more large-scale action introducing virtual mobility in HE environment.

Portugal

Full time classes are compulsory in Portugal. The student who misses unjustifiably more than 30% of theoretical and/or theoretical and practice classes or more than 20% of classes with laboratory component and/or practice classes is dismissed automatically. Regarding Virtual Mobility or distance learning it is possible to built curriculum subjects without any face to face session. Partner also specified 80% for Virtual Mobility and 20% for face to face education.

Spain

The extend of Virtual Mobility has not been regularised yet in Spanish higher education institutions.

The possibility of existing 100 percentage of Virtual Mobility was indicated by Latvian and Lithuanian partners (“although it doesn't really exist”).

2.6 The main recommendations for institutional regulations to implement Virtual Mobility

Virtual Mobility should be recognised at the university. Its concept and goals have to be added in university regulations, university body decisions for development and extension of the concept of students, teachers and researchers Erasmus mobility with the Virtual Mobility activities have to be made. The university should support for blended learning, online courses for students and other e-learning services for external stakeholders . The recommendation for HEI institutions are also to motivate teachers and trainers to participate in Virtual Mobility and to assure its quality.

Bilateral or **multilateral university agreements indicating Virtual Mobility with the other higher education institutions have to be signed.**

Regulations for the Virtual Mobility procedures have to be specified:

- a) for Virtual Mobility(VM) of students there might be regulations for:
 - **proportion of VM and physical mobility – the time for physical mobility should be reduced due to introduction of VM, however it may contain several shorter trips of physical mobility**
 - **distance learning, virtual learning or e-learning might be introduced for some courses as learning activities before or in between the physical mobility trips**
 - **Evaluation of the attended courses**
- b) for Virtual Mobility of teachers there might be regulations for:
 - **certain requirements for virtual lectures** (such as length of the lecture, activities for online/virtual discussion or assignment, etc) that would be delivered before physical mobility takes place
 - shorter period of physical mobility
 - reports of the mobility evaluation or quality test
- c) for Virtual Mobility of researchers there might be regulations for:
 - proportion of VM and physical mobility, indicating a possibility of 100% VM
 - research methods to be applied, indicating the usage of ICT tools

The Virtual Mobility centre has to be established to ensure the qualitative VM process and help for the participants. It may be a part of the office that is responsible for physical Erasmus mobility.

The **Latvian** partners pointed that all system of different forms and types of education should be defined and described, including clear definitions of *full time* and *part time* education (different intensity of studies) and *face to face* and *extramural* (including DE) education. Also combination of VM and physical mobility, as well as combination of face to face and extramural education should be used.

Consultation and advice, control and assessment of achievements should be designed more detailed for VM, than for physical mobility.

Additional administrative support and financing for the quality assurance and external evaluation of VM should be planned.

Technical support from local authorities is necessary to improve telecommunications in the country. Technical possibilities to receive information and access to internet are very different in cities and villages. All schools have computers and internet, but out of big cities internet is slow and not all people have computers and access to internet.

Lithuanian partners (**BETI**) pointed that the main recommendations for institutional regulations to implement Virtual Mobility should be the motivation of teachers and trainers to participate in Virtual Mobility and the assurance of quality of such mobility.

Finnish partners stressed the importance for regulations of recognition .

Chapter 3. Curriculum subjects for TeaCamp Virtual mobility and their types of learning/teaching organization methods

The third part of the survey was concerned to curriculum subjects indications for TeaCamp Virtual Mobility and their types of learning or teaching organization methods. The problem was again in defining the Virtual Mobility. That cause the problem with choosing right methodology and techniques to introduce it.

3.1 The main virtual learning/teaching methods commonly used at your university

Partners were not sure if they were asked to present Virtual Mobility teaching/learning methods or e-learning methods. Even though the main virtual learning/teaching methods commonly used at the university and in indicated blended-learning were mentioned as online or traditional methods.

Within online teaching and learning methods, the users indicated mostly common as:

- Material/contents presentation;
- Practical task or assignments;
- Quizzes;
- Communication tools (Forum, email, chat, videoconferencing);
- Collaborative tools (wiki, blog, virtual reality);
- Video conferences and video lectures;
- Virtual learning environment (Moodle, Black board, Pegaz, Smok – two the Jagiellonian University platforms);

The examples of used online methods and techniques are:

- Video lectures suggested at VDU website, as open education content, categorized according to subjects. Lectures [online] Available at: <http://www.tvdu.lt/paskaitos> [Visited on 10.02.2010]
- "Learning in groups" [online] Available at: <http://www.tvdu.lt/node/216> [Visited on 10.02.2010]

- ViPS records [online] Available at:
[http://distance.ktu.lt/vips/index.php?svc=page&sp\[\]=RecFrameSet&id=5501&pageback=RecordList](http://distance.ktu.lt/vips/index.php?svc=page&sp[]=RecFrameSet&id=5501&pageback=RecordList) [Visited on 10.02.2010]

The traditional methods as *face-to-face* classes are:

- Lectures
- Seminars
- Laboratory and practical classes (more for science subjects) and etc.

In **Latvia** there are some study programmes in Distance Education and many extramural study programmes. There are many different internal regulations in higher education institutions about organization of extramural studies. In most cases use of internet and intranet is described for all programmes (face to face and extramural) together and there is not clear difference of the organization of studies between programmes. Each higher education institution uses its own approach.

One private college (Business Administration College) has organised all studies in DE mode, but in all study programmes virtual learning (DE) is combined with face to face (contact) studies [14]

3.2 Curriculum subjects that could be applied in TeaCamp project.

The one of the aims of TeaCamp project is to develop curriculum content, learning result assessment tools and virtual mobility implementation with existing content scenarios - descriptions of a (future) real-life situation describing the key aspects - which would guide partners in implementation of work packages and development of TeaCamp outputs.

The responders were asked to indicate up to 5 curriculum subjects that could be applied in TeaCamp. It should be mentioned that it could be applied all subjects. The problem exists in how the subjects matter in respect of staff members and what are the differences in importance of indicated subjects. The partners suggested to start with such as:

1. Active learning techniques for learners
2. Advanced learning technologies
3. Ancient English Language and Literature
4. Ancient English Literature
5. Assessment (for students and teachers)

6. Collaborative Learning (for students)
7. Commercial English II
8. Curriculum development/design (for teachers)
9. Designing distance learning course
10. E-learning in higher education
11. E-learning support system
12. English for business II
13. Fundamental Rights and Democratic Citizenship in Multicultural Societies
14. Information literacy (for students)
15. Information skills
16. Literature of Australia and New Zealand
17. Methodology of Educational Research (for students)
18. New forms of communication and e-resources (for students)
19. Recognition of prior learning competences
20. Strategies for Collaborative Learning (for teachers)

Lithuanian partners indicated document concerning curriculum development for external quality assessment experts training. The Higher Education Quality Evaluation Centre (HEQEC) has prepared „Training Programme for External Quality Assessment Experts” (in the framework of the Leonardo da Vinci Project Nr. LT/03/B/F/PP-171005). The Programme is designed for 40 hours (1.5 ECTS) [15]

Conclusions

The recommendations for institutional regulations that are going to be developed during TeaCamp research should guide academic institutions which regulations should be introduced to enable implementation of Erasmus virtual exchange for academic staff and student virtual mobility. The project tasks and activities in future work packages need intensive analysis to indicate the problems, obstacles and to present recommendation for implementation Virtual Mobility into the higher education area. To reaching a common agreement it a complex task and holistic approach to the Virtual Mobility in higher education. To summarise, it should be indicated view of presenting one explicit and clear, final definitions of Virtual Mobility, Distance Learning and E-learning for future research and implementation of Virtual Mobility. it can be used to foster collaboration, stimulate debate and share experiences among those interested in the virtual communication phenomenon. Higher education institutions are relatively early adopters of ICT, but start to function in digital environment. There is a need of existing national and institutional legal instruments that enables to use Virtual Mobility in accordance with its objectives. Without legal restrictions to Virtual Mobility, the documents address the legitimate use will not be able to analyze the process and the implementation into existing and functioning higher education environment. It should be the importance to identify the factors that contribute to sustainability of teaching or learning in digital environment and use of technology with the implementation of e-learning initiatives on large scale worldwide. There is a need to introduce transparent information about policy concerning Virtual Mobility that is implemented by most European countries based on European Union policy but usually is connected to distance learning and e-learning initiatives. The influence of Bologna Process and Lifelong Learning Programme into the higher education area contributes also in the expansion of virtual teaching and learning and Virtual Mobility. It is necessary to concretion of tasks, terms, and a broader analysis of the learning or teaching methods and techniques used by individual countries, affecting the choice of curricula and it could help to prepare strong recommendation for European Union policy makers, stakeholders and academic staff for implementing Virtual Mobility.

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Annexes:

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)



LLL ERASMUS PROGRAM MULTILATERAL VIRTUAL CAMPUSES PROJECT

TEACAMP - TEACHER VIRTUAL CAMPUS: RESEARCH, PRACTICE, APPLY

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

Recommendations for institutional regulation of Virtual mobility

Public document with the list of recommendations

**WP2 2nd version
[8 March 2010]**

Recommendations for institutional regulations in order to ensure virtual mobility organization and recognition

Strategic documents adressed	Action lines			
	1. VM Definition and concept	2. Regulation	3. Agreements	4. Recognition and support system
LLP documents	<p>1.1. Review of virtual mobility concept and option in European and LLP documentation, such as:</p> <ul style="list-style-type: none"> • European Student Charter; • LLP Administration and financial regulation rules for HEI student and staff mobility • Other similar documents, regulating Erasmus mobility <p>1.2. Review and integrate Erasmus virtual mobility financing conditions with existing LLP administration and financing rules for higher education institutions, students and staff virtual mobility</p>			<p>4.1 Introduce VM as an option of physical mobility</p> <p>4.2 Review support system of virtual mobility participants</p>
National documents	<p>1.1. Integrate virtual mobility concept and option in National documentation</p>			<p>4.1 Introduce VM as an option of physical mobility</p> <p>4.2 Establish virtual mobility support services</p>
Institutional regulation	<p>1.1. Introduce virtual mobility concept and option at institutional regulation</p>	<p>2.1. There is a necessity for student virtual mobility procedure regulations to</p>	<p>3.1 Multilateral university</p>	<p>4.1 Introduce motivation system</p>

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<p>documents for HEI</p>	<p>documentation</p>	<p>be specified in the below addressed areas:</p> <p>2.1.1. Minimum number of credits (ECTS) for a virtual mobility to occur</p> <p>2.1.2. Introduction of the possibility of participation in the program at no physical mobility case for students who are under certain circumstances unable to take part in physical mobility program</p> <p>2.1.3. A set proportion of VM and physical mobility – the time for physical mobility could be reduced due to introduction of VM, however it may contain several shorter trips of physical mobility (not exceeding the set amount of money per person for Erasmus mobility)</p> <p>2.1.4. Suggested learning strategies, suitable for virtual mobility, including distance learning, virtual learning or any other form of ICT enhanced learning as learning activities before or in between the physical mobility trips or at no physical mobility case</p> <p>2.1.5. Evaluation of the attended courses, indicating the type and conditions of assessment of the learning outcomes</p>	<p>agreements indicating VM with the other HE institutions have to be signed</p>	<p>for student and teacher VM</p> <p>4.2 Establish virtual mobility support system</p>
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		<p>2.2. There is a necessity for teacher virtual mobility procedure regulations to be specified in the below addressed areas:</p> <p>2.2.1. Minimum number of credits (ECTS) for a virtual mobility to occur</p> <p>2.2.2. Introduction of the possibility for teachers who are under certain circumstances unable to take part in physical mobility to participate in the program at no physical mobility case</p> <p>2.2.3. A set proportion of VM and physical mobility – the time for physical mobility could be reduced due to introduction of VM, however it may contain several shorter trips (not exceeding the set amount of money per person for Erasmus mobility) of physical mobility</p> <p>2.2.4. Introduction of certain learning and teaching strategies, suitable for Erasmus virtual mobility, as teaching and learning activities before or in between the physical mobility trips or at no physical mobility case</p> <p>2.2.5. introduction of a possibility of a joint course – joining 2 or more lecturers from different or the same HEI delivering lectures for students from at least 2 HEI</p>		
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		2.2.6. Evaluation of the attended courses, indicating the type and conditions of the assessment of learning outcomes and/or quality test		
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