

Virtual mobility

An abstract graphic featuring several overlapping wavy lines in black and grey. Small black dots are scattered along these lines. On the right side, there is a circular element composed of concentric circles and a semi-circle, with a white and black color scheme.

**New steps towards increasing
student's mobility**

OpenUniversiteitNederland

**Erasmus / Socrates
programmes**

Bologna process



Student's mobility



**International orientation
of science**

Objectives of mobility of students

Motivation of students to study abroad:

- to gain **international experience and competence**
- to approach other (often more specialised) **study opportunities**

Achievements – *anno 2004*

- Introduction of bachelor – master programmes
- Quality assurance / accreditation in discussion
- Frequent use of ECTS
- Recognition of degrees expected to grow significantly
- Diploma supplement introduced
- More attention for collaboration among universities
- Student exchange is increasing (however slowly)

Concern

Focus at 'regular students'

More attention needed to:

- Life long learning
- Post experience / executive students

Inadequacy of traditional methods of student's exchange

Forms of mobility of students

Physical Mobility (PM)

- on-site: physical travel & stay in a country abroad
- for limited period
- takes substantial amount of time / creates additional cost
- student experiences face-to-face activities and meetings, teaching and the everyday life of the country
- social, cultural and educational enrichment

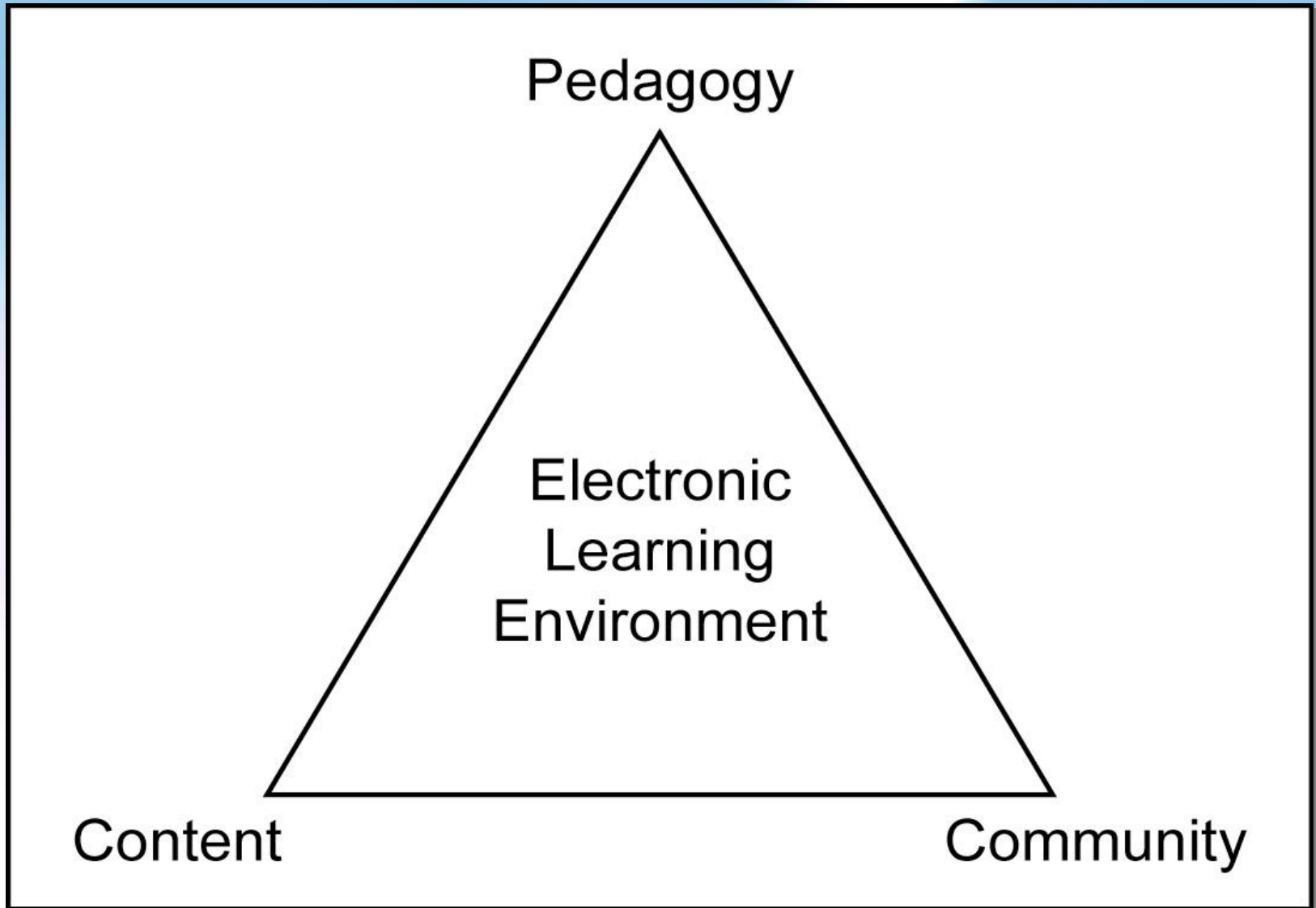
Virtual Mobility (VM)

- from home, university or work place / no physical stay abroad
- no restrictions in length of time spent studying
- time and cost effective
- no face-to-face activities
- access to courses and study schemes in foreign country; communication with teachers and fellow students abroad via ICT
- educational and intercultural competences

European Virtual Seminar on sustainable development

- Charles University in Prague (Czech Republic)
- COPERNICUS-Campus (Germany)
- Czech University of Agriculture in Prague (Czech Republic)
- Eszterházy Károly College (Hungary)
- Hochschule Zittau-Görlitz (Germany)
- International Graduate School Zittau (Germany)
- Karkonosze College (Poland)
- Karlstad University (Sweden)
- Open Universiteit Nederland (The Netherlands)
- Technical University of Liberec (Czech Republic)
- University of Amsterdam (The Netherlands)
- University of Antwerp (Belgium)
- University of Bolognan (Italy)
- University of Bucharest (Rumania)
- University of Extremadura (Spain)
- University of Lüneburg (Germany)
- Vrije Universiteit Amsterdam (The Netherlands)
- Wraclow University of Agriculture (Poland)
- Wraclow University of Economics (Poland)
- Wraclow University of Technology (Poland)

Didactic concept



Pedagogy

collaborative learning via internet

international and multidisciplinary compound groups

three phases in EVS course:

- individual: electronic learning environment and team building
- group: research proposal, research, group report, policy summary
- chat session with an EU-representative and evaluation of the course

assessment and marking:

group products (report and policy summary) by the expert

group process (cooperation group members) by the tutor

Content

Overall theme: Sustainable Development in Europe

Case studies

- Enlargement of the European Union and the agricultural policy. *Case:* Poland
- European spatial planning and policy. *Case:* the regions with the Mediterranean forest Dehesa
- Climate change and energy technology in industrial production. *Case:* pulp and paper industry
- Integrated water management. Implementation of the European Water Framework Directive. *Case:* Danube
- Nature and biodiversity conservation. *Case:* Rumanian forests

Community

student groups: international & multidisciplinary (4-6 members)

tutors: coaching and assessing group process

experts: assessing group products

institutional coordinators: project management & formal issues

Details of forms of VM

International learning experience	<ul style="list-style-type: none">- Discussion groups, seminars, learning communities- Physical and virtual components to be combined- Electronic means for communication; CSCL
Courses from foreign institution	<ul style="list-style-type: none">- Special content or approach probably not available at home university- Broader number of courses offered by universities
Joint courses, programmes, degrees	<ul style="list-style-type: none">- Updating skills, knowledge, competencies → enhance employability- Offers and courses available at DTUs- European course catalogue
Continuing professional training	<ul style="list-style-type: none">- Intercultural and complementary themes with international context- Completely new course or programme- Combining existing courses and materials

Barriers to development of VM

- **legislation** and public perception
(often: no official recognition of distance learning qualifications, regarded as inferior qualifications)
- **ECTS** is not universally adopted, and is not yet implemented as an accumulation system
- **Diploma Supplement** is not universally adopted
- Higher **fees** charged for non-resident students
(no Erasmus-scheme-like subsidy available for VM)
- foreign **language skills** needed in reading, writing and speaking as prerequisite

Reflection on barriers of VM

Type of VM Main barriers	International learning experience	Courses from foreign institution	Joint courses, programmes, degrees	Continuing professional training
Recognition/ Accreditation	Integration at university	Agreement by faculties	University and national rules	Relevance for job/career
ECTS	ECTS course catalogue	Helps creditation	Quantification; not condition	ECATS EuroPass
Diploma Supplement	Might be included	Contains description	Demonstrating international qualification	Improve acceptance & employability
Fees	No specific fees	Charging per course	Same price for students	Market prices
Language	<ul style="list-style-type: none"> - Most likely English – different levels of competence needed - Examinations: mother language, materials: different languages - Multi-lingual and hence intercultural communication systems 			

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