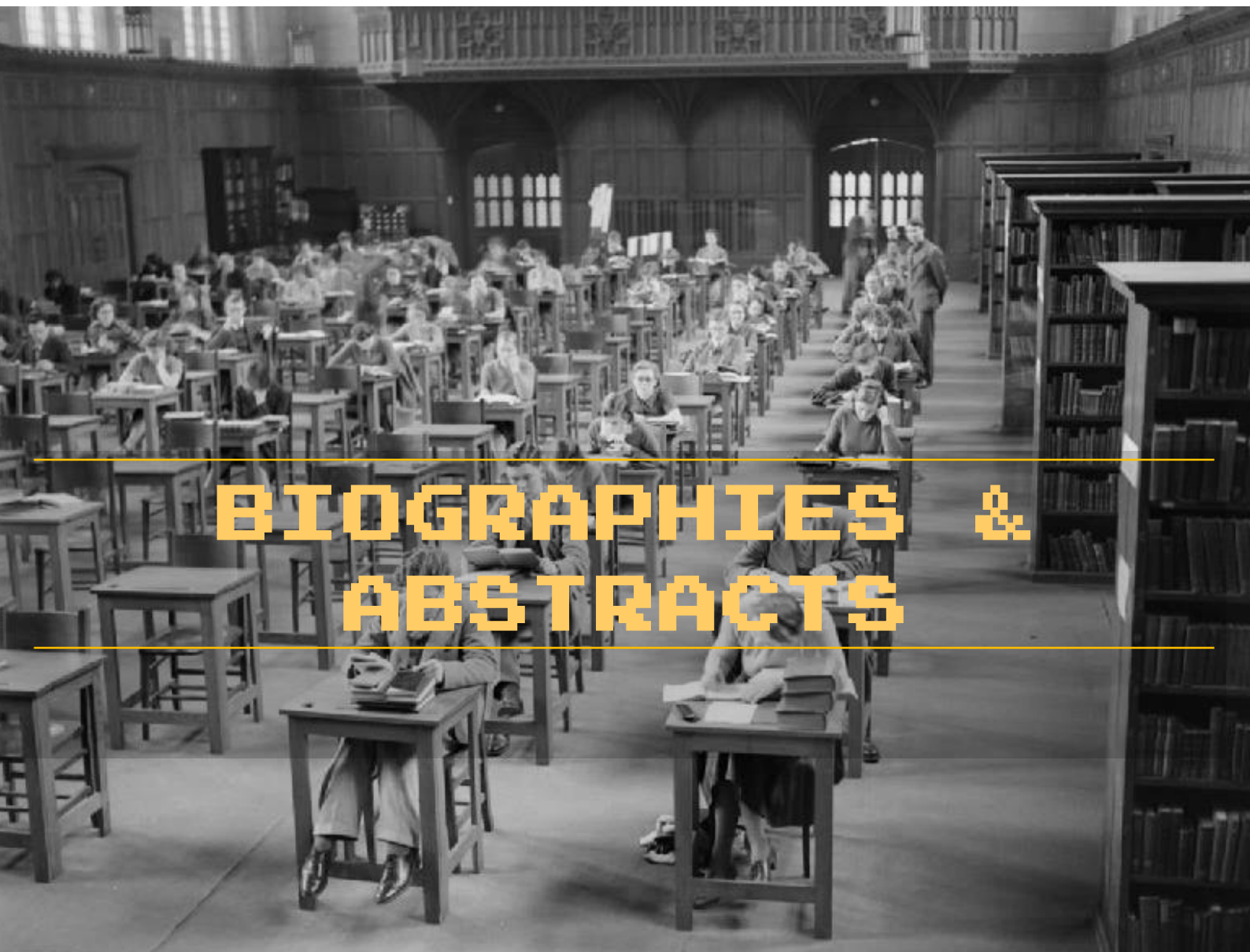


20th UNICA EDULAB MEETING

Bologna in the digital age

University of Vienna &
FH Campus Wien University of Applied Sciences
5 - 6 December 2019



**BIOGRAPHIES &
ABSTRACTS**

<http://www.unica-network.eu/page/unica-edulab>

DAY 1



OVERALL CHAIR

Luciano SASO

UNICA President
Sapienza University of Rome

Biography. Prof. Luciano Saso (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Italy) received his PhD in Pharmaceutical Sciences from Sapienza University in 1992. He is author of more than 220 scientific articles published in peer reviewed international journals with impact factor (SASO-L in www.pubmed.com, total impact factor > 500, H-index Google Scholar 43, Scopus 35). He coordinated several research projects in the field of pharmacology and has been referee for many national and international funding agencies and international scientific journals in the last 30 years. Prof. Saso has extensive experience in international relations and he is currently Vice-Rector for European University Networks at Sapienza University of Rome. In the last 15 years, he participated in several projects including IMS2020, EGRACONS, IMOTION, BUCUM, UZDOC, TRAIN and has been speaker and chair at many international conferences organised by UNICA and other university networks. He coordinates the Sapienza team in the European University CIVIS (www.civis.eu). Prof. Saso has been Member of the Steering Committee of UNICA for two mandates (2011-2015) and he has been recently re-elected for a second term as the President of UNICA.



Arthur METTINGER

Vice-Rector Academic Affairs
FH Campus Wien University of Applied Sciences

Biography. Arthur Mettinger (*27 Sept 1956) has his academic background in English linguistics, holding the position of associate professor at the University of Vienna's Department of English and American Studies. From 1999 to 2011 he served as the University of Vienna's Vice Rector for Academic and International Affairs, in this capacity driving the modernisation agenda in one of Europe's oldest Higher Education institutions: more than 100 degree programmes were re-conceptualised in the framework of the Bologna Process, new learning management tools and organisational structures were introduced, and a coherent institutional internationalisation strategy in combination with a language centre were established. Moreover, between 2004 and 2007 he was President of the UNICA Network of Universities in Capital Cities of Europe. Over the past 20 years he has been involved in many projects on the European level concerning curriculum development (including JD and Erasmus Mundus), ECTS and ECVET, and the training of HE reform and Bologna experts; in Austria he has been instrumental in the reform of teacher education. In 2012 Arthur Mettinger was elected Rector of FH Campus Wien University of Applied Sciences and reelected in 2014. In 2015 he was hospitalized with complete paraplegia. Since 2017 he has been serving as Vice Rector for Academic Affairs and Head of Department, FH Campus Wien UAS.

SESSION 1. Strategic aspects of the digital agenda

PART A: The Vienna Case



CHAIR

Barbara GOOD

Head, International Relations Office
University of Vienna

Biography. Dr Barbara Good is Head of the International Relations Office at the University of Vienna. In this role, she leads the university' internationalisation agendas, ensuring the strategic role of internationalisation in the institution and coordinating internationalisation activities across it. Before joining the University of Vienna, she was Head of International Affairs and Head of R&D at FHWien der WKW/University of Applied Sciences for Management and Communication in Vienna. Between 2007 and 2016, Barbara worked as a senior consultant for the Technopolis Group, a leading public-sector consultancy specialised in research, innovation and higher education policy. In this role, she worked for a variety of clients – ministries, agencies, international organisations, research councils etc. – both in Europe and beyond. She has published on research evaluation and research funding.

Barbara holds a PhD in Political Science with Economics and a Masters in Political Science and Economics, both from the University of Zurich. In addition, she has a degree in applied modern languages. She started her career as a (post)doctoral researcher at the University of Zurich and ETH Zurich, Switzerland.

University of Vienna



Ronald MAIER

Vice-Rector Digitalisation and Knowledge Exchange
University of Vienna

Biography. Ronald Maier has been Vice-Rector for Digitalisation and Knowledge Transfer at the University of Vienna since 1 October 2019. He is Professor of Information Systems and was head of the Department of Information Systems, Production and Logistics Management at the Leopold-Franzens University of Innsbruck from 2008 - 2019. Maier studied Business Informatics at the Johannes Kepler University of Linz and obtained his doctorate from the Otto Beisheim Graduate School of Management in Koblenz (WHU), Germany in 1996. Following a visiting professor position at the Terry College of Business, University of Georgia in Athens (US), he received his habilitation degree from the University of Regensburg in 2001. From 2002 until 2007, Maier held a chair in Management Information Systems at the Martin-Luther-University of Halle-Wittenberg, Germany.



Charlotte ZWIAUER

Head of the Center for Teaching and Learning
University of Vienna

Biography. Charlotte Zwiauer holds a doctoral degree in philosophy and a degree in sociology, she studied at the Free University of Berlin and the University of Vienna. She has been head of the Center for Teaching and Learning at the University of Vienna since 2003. Charlotte Zwiauer is involved in numerous projects and initiatives in the field of teaching. Since 2016 Editorial Board of Zeitschrift für Hochschulentwicklung (ZFHE).



Sylvia LINGO

Center for Teaching and Learning
University of Vienna

Biography. Sylvia Lingo studied sociology and educational science at the University of Vienna and she is responsible for various agendas around digital teaching and learning at the University of Vienna.

Abstract. Flipped Classroom & MOOCs at the University of Vienna: context, results and future perspectives, by Ronald Maier, Charlotte Zwiauer, and Sylvia Lingo

In light of digitalisation's potential to profoundly transform organizations such as universities, we will discuss our digitalisation strategy process and share our thoughts and perspective on future activities in digital innovation and transformation at the University of Vienna. Specifically, we will outline the implementation of flipped classroom and MOOCs and discuss how these formats contribute to the digital transformation of teaching and learning.

FH Campus Wien University of Applied Sciences



Arthur METTINGER

Vice-Rector Academic Affairs
FH Campus Wien UAS

Biography: cf. supra

Abstract. FH Campus Wien on the way to becoming a digitized LLL university.

In my presentation I will outline the FH Campus Wien UAS overall strategic plan 2020-2025, zooming in on our mission as a provider of lifelong learning opportunities against the background of the digital transformation(s) in our society. The rationale of our strategic planning will be presented, and I will point out major (present and future) stepping stones on the institution's pathway into the digital future.

PART B. Sharing experiences on digital strategies

CHAIR

Arthur METTINGER

Vice-Rector Academic Affairs, FH Campus Wien UAS

Cf. supra



KEYNOTE

Jan HAARHUIS

Director Education & Innovation and programme leader

'Educate-it', Utrecht University

Chair of the LERU Thematic group 'Digital Education'

Biography. Jan is an Educationalist and a teacher in Mathematics and Physics. Since 2014 he is leading the University-wide programme Educate-it (education, innovation and technology) that supports teachers as they future-proof and enhance their teaching practice. Educate-it helps teachers to innovate their teaching practice by incorporating Blended Learning and using the available IT tools to engage students and clear the logjams that obstruct effective teaching. A big part of the Educate-it goal is to increase awareness and acknowledgement of cultural and organizational change and gives specific attention to quality and research as a driver for educational change.

In 2016, Jan received the Dutch Change maker SURF education award in the category ICT and Education Professionals. In 2013 Jan became programme manager Education and ICT at Utrecht University. In this role he was responsible for several projects: E-assessment; E-lectures; Learning Management System and was also leading a report committee on the Vision for Education and ICT for Utrecht University. In 2007 and 2014 he was a member of the steering committee responsible for the Self-Study report and preparation of the site visit to Utrecht University of the American Veterinary Medical Association (AVMA), the Canadian Veterinary Medical Association (CVMA) and the European Association of Establishments of Veterinary Education (EAEVA). From 2009 until 2013 he was responsible for the implementation of a new three-year Master programme in Veterinary Medicine, part of which included the implementation of programmatic/longitudinal assessment. In 2005 he became Head of the Department of Education and Student Affairs of Veterinary Medicine and first participated in the EU-project NOVICE (Network of Veterinarians in Continuing Education) and later took chair of this EU-project.

Abstract. Strategies of Educational Innovation in practice!

The educational model of Utrecht University is one of small-scale and engaged learning. It aims to stimulate students to be responsible for their personal development and academic progress. To innovate education and further improve the quality of education, Utrecht University

launched the programme Educate-it in 2014. Educate-it is a university wide programme which facilitates teachers in realizing the learning outcomes by innovating and enhancing their teaching practices by incorporating blended learning and using new and innovative IT tools to engage students. In order to implement sustainable educational innovation that reaches beyond the innovators and early adopters, a cultural and organizational change is needed. This is the overall goal of the Educate-it programme. But how do we realize this change?

Essential parts of digital transformation are strong leadership; a university broad comprehensive collaboration; a hybrid strategy (bottom-up approach with a top down support); autonomy of teachers and a broad offer of (technical and didactical) support. In summary this is what the programme Educate-it entails.

Within the Educate-it programme we used a combination of different theoretical innovation models and approaches to achieve change in our own institute in the past five years. We are now working on a Sustainable Innovation Model which we will finalize in the coming 3 to 4 years. We are most certainly not the only institute who is dealing with the difficulties of changing education and implementing innovation, therefore we see this presentation as an opportunity to share our practices and experiences, to start a dialogue and to learn from the experiences of others.

European Universities and the alliance CHARM-EU.

Utrecht University is one of the partners of the alliance CHARM-EU. Within the development of this 'new' university we not only develop and implement new innovative didactical concepts like Challenge Based Learning, but we will also build an innovative governance model and will integrate a system of sustainable innovation of education into the governance of CHARM-EU University.

References

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- <https://youtu.be/CdyVom4kZMY> (explanation of the programme Educate-it and results)
- <https://educate-it.uu.nl/en/project-kwaliteit-en-onderzoek/> (quality and research)
- <https://www.uu.nl/en/news/jan-haarhuis-receives-surf-education-award>
- [https://leru.educate-it.nl/ \(LERU blended conference "Digital Higher Education Summit"\)](https://leru.educate-it.nl/ (LERU blended conference)
- Clayton Christensen: The Innovators Prescription (A Disruptive Solution for Health Care)
- Clayton Christensen: The Innovator's Dilemma
- Clayton Christensen: Innovative University
- Jim Collins: Good to Great
- John P. Kotter: Leading Change: Why Transformation Efforts Fail
- John P. Kotter: XLR8-Accelerate (building strategic agility for a faster-moving world)
- Bernie Trilling & Charles Fadel: 21st century skills
- Peter Senge: the Fifth Discipline
- Geoffrey A. Moore: Crossing the Chasm
- Kezar, 2001; Noordegraaf et al.,2010; Moldogaziev & Resh, 2016: "Innovation in education is closely linked to a bottom-up approach"
- Vodegel, Smid en Van den Bosch, 2011: "Innovation of education stands the best chance to succeed if the ownership for its realisation is handed over to those that have to work with it, i.e. the teachers."
- Johan van Strien, Femke Kirschner, Liesbeth van de Grint: [Wat levert het gebruik van kennisclips op?](#)



Carlos DELGADO KLOOS

Vice President for Strategy and Digital Education
Universidad Carlos III de Madrid

Biography. Carlos Delgado Kloos is Full Professor and Vice President for Strategy and Digital Education at the Universidad Carlos III de Madrid. He holds a Ph.D. degree in Computer Science from the Technische Universität München and in Telecommunications Engineering from the

Universidad Politécnica de Madrid. Previously he has lectured at TU München, UP Madrid and Universität Passau. He has also been a Research Scholar at MIT and Harvard.

His main interest lies in the field of Educational Technology. He has participated in multiple national and international research projects, published in numerous conferences and journals, and managed international conferences. He is also the Holder of the UNESCO Chair on Scalable Digital Education for All and coordinator of the eMadrid network on eLearning in the region of Madrid. He is further the Spanish representative at TC3 about Education of IFIP (International Federation for Information Processing).

Title: *The University in the Age of Cloud Computing*

Panel:

Ronald MAIER, Vice-Rector Digitalisation and Knowledge Exchange, University of Vienna
Cf. supra



Kaido KIKKAS

Associate Professor, School of Information Technologies
TalTech

Biography. Kaido Kikkas (b. 1969) is an Associate Professor at the Information Technology College of Tallinn University of Technology. He has also worked as a Senior Research Associate and Associate Professor at Tallinn University (TLU). His main academic area is currently related to various ethical and social issues in IT, from cybersecurity to online behaviour to accessibility to free and opensource software. He has also been active in e-learning, having taught a number of e-courses since about 2009. Since 2017, he has designed and partially compiled the Digital Survival Skills e-course currently offered to all employees of the university. He is a supporter of Free Culture, being a full-time Linux user and publishing all course materials online under free licenses since about 2000.

Jan HAARHUIS, Director Education & Innovation and programme leader 'Educate-it', Utrecht University and Chair of the LERU Thematic group 'Digital Education'
Cf. supra

Carlos DELGADO KLOOS, Vice President for Strategy and Digital Education, Universidad Carlos III de Madrid
Cf. supra

DAY 2

SESSION 2. Hands-on experiences on digital content

CHAIR

Luciano SASO, UNICA President, Sapienza University of Rome
Cf. supra



Fares KAYALI

Professor of Digital Education and Learning
Centre for Teacher Education
University of Vienna

Biography. Fares Kayali is professor of digital education and learning at the Centre for Teacher Education at the University of Vienna. He is co-founder of the Positive Impact Games Lab and principal investigator of a number of projects situated at the intersection of design, people and technology. His research interests are situated in informatics, didactics, arts and HCI with a broad spectrum covering digital learning, teacher education, health care technology, game design and gamification, as well as music computing and interactive art.

Abstract. *The extension curriculum "Understanding and Shaping Digitalisation"*

In his talk Fares Kayali will discuss the newly established extension curriculum "Understanding and Shaping Digitalisation". The curriculum is available to all students at the University of Vienna and provides a means of engaging with the academic discourse around the implications, effects and potentials of the digital transformation. The lecture will discuss the three modules of the curriculum, which communicate a broad interdisciplinary knowledge base and foster empowerment in shaping the technological future.



Igor MILADINOVIC

Head of Degree programs Computer Science &
Digital Communications and Software Design and Engineering
FH Campus Wien UAS

Biography. Igor Miladinovic is the head of degree programs "Computer Science and Digital Communications" and "Software Design and Engineering" at the FH Campus Wien UAS Campus. Igor received his Ph.D. degree (with honors) in electrical engineering from Vienna University of

Technology in 2003. Igor worked for more than 10 years in leading positions with Alcatel-Lucent (later Nokia) in the area of telecommunication software and in parallel as a lecturer at two universities. His research interests cover telecommunication networks, software engineering, IoT and higher education, with over 50 publications in international journals, conferences and as book chapters.



Sigrid SCHEFER-WENZL
Senior researcher and lecturer
FH Campus Wien UAS

Biography. Sigrid Schefer-Wenzl is a senior researcher and lecturer at FH Campus Wien UAS, the Vienna University of Business and Economics (WU Wien), and the University of Salzburg. She has worked as a software analyst and developer in several companies and received her Ph.D. degree (with honors) in Information Systems from WU Wien. Her current research and teaching activities focus on the fields of software engineering and IT-security. Sigrid has published the results of her work in top ranked journals and presented her work at various international conferences.

Abstract. *Leveraging Collaborative Mobile Learning for Sustained Software Development Competencies, by Igor MILADINOVIC and Sigrid SCHEFER-WENZL*

The demand for software developers is growing fast, and programming skills are one of the most in-demand skills in the world. However, teaching and learning software development are challenging tasks.

We designed a new course concept to ensure that students apply software development knowledge in an industry-like project and are continuously engaged in further improving these skills. Our hypothesis was that by creating an interactive, collaborative and open learning environment we motivate students to extend their attitude from only learning for the exam, with short-term learning effects, to learning for a sustained competence growth, with self-motivated and long-lasting effects. In this talk we present our course design and show the results of students' evaluations with a particular focus on the sustainability of the gained knowledge.



Liisi JÄRVE
Head of the Educational Technology Centre
TalTech

Biography. Liisi Järve is the Head of Educational Technology Centre of Tallinn University of Technology. The aim of the Centre is to consistently search for new technologies and applications to strengthen TalTech in the field of e-learning. Previously, she has worked in international

marketing, being responsible for online marketing and the Finnish target market. She has also led various development projects at TalTech, such as implementing a CRM system for the Academic Affairs Office, TalTech Virtual Tour and the transition to the TalTech Moodle Learning Environment. She holds a Master's Degree in Educational Technology from Tallinn University and has studied the same field at the University of Jyväskylä in Finland.

Abstract. E-learning reform at TalTech

At Tallinn University of Technology, a supportive e-course is required for all compulsory subjects in the curriculum. In November 2017 a project was launched called “E-support for compulsory subjects. Creating and developing e-support for compulsory subjects of 1st and 2nd cycle studies” to standardize the quality and cover ~1300 subjects with basic level e-support by September 2020.

Main objectives of the project are development of educational infrastructure and services, increasing the teaching staff's digital competences, improving the efficiency and quality of teaching and learning and increase in student satisfaction.

In order to accomplish this goal, an e-learning standard was created that describes three levels of e-courses –basic level, advanced level and (super)advanced TalTechDigital e-course. The university's educational technologists work daily to evaluate e-courses and issue quality marks based on the e-learning standard. The presentation will provide an overview of all three levels and components of the e-courses assessed at each level. We also talk about the resources needed to carry out such a large-scale project, the challenges at the beginning of the project, and the benefits that it has brought.



Xenia ZEILER

Professor, Department of Cultures
University of Helsinki

Biography. Since 2014, Xenia Zeiler is tenure track Professor of South Asian Studies at the Faculty of Arts, University of Helsinki.

Xenia Zeiler's research and teaching are situated at the intersection of digital media, culture and society, specifically as related to India and the global Indian community. Her research foci are video games and gaming in India, digital religion (especially Hinduism), global Hinduism, and Tantric traditions. She also researches and teaches aspects of (Global) Digital Humanities and popular culture, especially as related to India.

Title: *Video games as driver for innovation: Educating with video games.*

SESSION 3. Empowering Teaching staff for the digital era

CHAIR

Arthur METTINGER, Vice-Rector Academic Affairs, FH Campus Wien UAS

Cf supra



Lukas SCHNABEL

Center for Teaching and Learning
University of Vienna

Biography. Lukas Schnabel studied English language teaching at the University of Vienna and art education at the University for Applied Arts. As an instructional designer at the Center for Teaching and Learning (CTL), he engages in advising teaching staff, as well as designing, producing and evaluating digital teaching and learning materials. Currently, he focuses on animated and interactive video content in connection with Open Educational Resources.



Kora SCHUSTER

Center for Teaching and Learning
University of Vienna

Kora Schuster works as a camera operator and production manager at the Center for Teaching and Learning (CTL). She is enrolled in theatre, film and media studies, as well as electronics and is keen on combining those in order to make outstanding videos happen, both on a technical level and in terms of content creation. With her professional experience, Kora strives to find the optimal technical solutions for each individual video request.

Title. *How to become a teaching video star – The Making of ...*, by **Lukas SCHNABEL** and **Kora SCHUSTER**



Christopher **HANZL**

Head Teaching Support Center
FH Campus Wien UAS

Biography. Dr. Christopher Hanzl, BEd MA, is head of the Teaching Support Center at the FH Campus Wien UAS. In this capacity he reports directly to the Vice Rector Academic Affairs and has the overall responsibility for the implementation and continuing development of didactic innovations and e-learning, as well as for the development of the teaching competence of the university's teaching staff. He is active in educational processes himself, teaching in the fields of knowledge management, media didactics and E-Learning in several degree programmes of the FH Campus Wien UAS. Apart from that Christopher gives presentations and workshops for the Austrian Conference of Universities of Applied Sciences and other Austrian universities. Currently, he leads a five-year funded project called "Flipped Classroom Lab" and conducts research in the field of educational technologies and lifelong learning.

Abstract. Strategic and operational support measures to manage the shift from teaching to learning in the context of the digitalization of universities.

In the context of the Bologna process universities have been facing the challenge of student centered learning and its effects on the methodical and didactic design of higher education. More recently they have been confronted with the increasing transformation of university teaching through the use of educational technologies.

While before it may have been sufficient for university teachers to have sufficient subject expertise, today's state-of-the-art teaching requires didactic and media technology competence. In order to be able to meet these additional demands, university teachers need different forms of support as well as further education and training in the field of didactics and the use and design of e-learning scenarios. In this presentation such services and measures of the FH Campus Wien UAS will be presented from both a strategic and an operational point of view.



Kaido **KIKKAS**

Associate Professor, School of Information Technologies
TalTech

Biography. Cf. supra

Abstract. Digital Survival Skills – a Course for TalTech employees.

The Digital Survival Skills (DSS) course is an e-learning project to improve everyday IT skills among the employees of Tallinn University of Technology (TalTech). The first idea was conceived in late 2017, the course was designed in early 2018 and the native Estonian version developed during the first half of 2018. The official launch occurred in September 2018, followed by the development of an English version launching in September 2019.

The course is designed to be modular, with the core formed by six modules (basics of IT, online environments, office software, multimedia, basic programming and ethics/security/legislation module), additional modules can be developed in the future. Each module consists of 12 topics and concludes with a test. The course was initially envisioned to be compulsory (to be completed within 3 years), but the requirement was dropped later on and the participation has been voluntary since.

The main features of the course include:

- 'Human language' rather than technical slang.

- Practical necessity rather than just academic endeavour – many hands-on topics, yet many others with potential tangible impact.
- Hands-on topics aiming at deeper understanding of actions rather than „click here”.
- Everything and everyone matters in IT (not just IT professionals).
- Awareness-raising in various issues (security, privacy, storage/backup, accessibility, legal matters).
- Widening the horizon (there is more in IT than Microsoft Office).
- Stressing the danger of indifference (every user has impact).
- Multi-platform (finally implemented somewhat less than prescribed by the initial vision).
- Includes a module in programming (Python) – not so much for actual skills but for grasping the essence of software.
- FLOSS (Free, Libre and Open-Source Software) included in both technical (what and how) and legal/ethical aspects (why) – many similar courses tend to ignore it altogether.



Oksana **CHERNENKO**

Director for Innovations in Education HSE University
National Research University Higher School of Economics
Moscow

Biography. As Head of the Department for Innovations in Education and Short International Programmes at the National Research University Higher School of Economics (HSE) in Moscow and the founder of the International Summer University there, Oksana works to promote the quality improving process, identify and encourage the best teaching staff and support innovative educational developments and practices. She is in charge of the Teach for HSE project, developing and implementing programs aimed at raising the quality of instruction and teaching skills. Oksana earned her diploma of Specialist in Law at Moscow State University, Russia and her LL.M at the University of Manchester, UK. She also has an Associate’s level postgraduate certificate in higher education from the London School of Economics and Political Science. Oksana teaches constitutional and municipal law as a senior lecturer of the Constitutional and Administrative Law Department. Her research focuses on local governance issues and its contemporary models, teaching and learning agenda. Oksana is a member of the EAIE Professional Development Committee.

Abstract. *Teaching and Learning at the Digital Area: University Toolkit for Faculty*

Speaking on Teaching and Learning at the digital area and about University toolkit for faculty one should think about a question of how to teach at university has regained relevance because of changes in the external and internal conditions of HEI.

Outside the walls of the ivory tower, powerful players have appeared who provide educational services that compete in quality with university education. The labor market is changing the requirements for graduates, shifting the emphasis from mastering hard skills to cognitive and soft skills.

The situation is also changing inside universities. It is difficult to imagine a modern educational program without courses using Big Data and project-oriented training, online courses and blended methods. Students are changing too – e-learning and videogames for educational process are seen as must-have elements of their learning environment.

Are teachers and their approaches to teaching changing at the same speed? How do universities support teachers and students in the new teaching and learning digital environment? Universities are investing in the development of the research base, motivating teachers to be active researchers. They announce them to be digital universities. What does it mean for the everyday

university topic – teaching? How is that motivation built to maintain an appropriate level of teaching? What are the tools faculty should be familiar with and implement them in teaching (on evidence base)?

At the same time, what is the appropriate form of teaching teachers today? By using digital instruments when providing courses for teachers we invite them to change the role and become for a while a student of digital era and encourage them to follow the style of teaching practice.

SESSION 4.

Digitalization: a driver for internationalisation and innovation?



CHAIR

Raimonda MARKEVIČIENĖ

Head of International Relations Office
Vilnius University

Biography. Raimonda Markeviciene, Head of the International Programmes and Relations Office of Vilnius University, started her career as a university teacher before switching to administration. She took part in the national working groups developing implementation strategies of diploma supplement, recognition and internationalisation policies. As an expert she has participated in several national projects and is a co-author of several national studies aimed at improving mobility, recognition, internationalisation and the capability of universities to carry out Master studies, as well as introduce ECTS in Lithuania according to Tuning methodology. Raimonda has been a national ECTS/DS coordinator working on the European level since 1999, a national Bologna expert since 2004 and a member of the national BFUG. She has participated in ECTS appraisal visits, worked to develop the ECTS Key Features and ECTS Users' Guide 2009 and was active in a number of training seminars for the ECTS and Bologna experts on the European level. She was also a member of the Tuning management committee. Raimonda is a Steering group member of the EAIE Expert Community European Programme Management.



Barbara GOOD

Head, International Relations Office
University of Vienna

Biography. Dr Barbara Good is Head of the International Relations Office at the University of Vienna. In this role, she leads the university' internationalisation agendas, ensuring the strategic role of internationalisation in the institution and coordinating internationalisation activities across it. Before joining the University of Vienna, she was Head of International Affairs and Head of R&D at FHWien der WKW/University of Applied Sciences for Management and Communication in Vienna. Between 2007 and 2016, Barbara worked as a senior consultant for the Technopolis

Group, a leading public-sector consultancy specialised in research, innovation and higher education policy. In this role, she worked for a variety of clients – ministries, agencies, international organisations, research councils etc. – both in Europe and beyond. She has published on research evaluation and research funding.

Barbara holds a PhD in Political Science with Economics and a Masters in Political Science and Economics, both from the University of Zurich. In addition, she has a degree in applied modern languages. She started her career as a (post)doctoral researcher at the University of Zurich and ETH Zurich, Switzerland.

Abstract. *Virtual mobility: rationale, opportunities and pitfalls*

Virtual mobility, sometimes also called Collaborative Online International Learning (COIL) or Blended Learning, is getting more and more visibility. Virtual mobility refers to students and teachers in higher education cooperating with a class at another university outside their own country, in order to work on a joint project or teach and study a topic from an international perspective. Virtual mobility can be fully virtual or combined with short mobilities. The University of Vienna has endorsed the second format and offers a programme called Joint Classroom, which (co-) funds virtual mobility combined with short physical mobilities. Based on the university's experiences with virtual mobility, this contribution will explore the rationale of virtual mobility as well as the opportunities and pitfalls faculty who embark on virtual mobility will need to take into account. It will also discuss to what extent virtual mobility can replace physical mobility.



Reneta BOZHANKOVA
Vice-Rector for Education
Sofia University St. Kliment Ohridski

Biography. Reneta Bozhankova is a Professor at Sofia University “St. Kliment Ohridski”, Bulgaria; Vice-Rector for Education. She is the author of the monographs “Horizons of digital Literature” (2013), “Digital Humanities and the Study of Literature” (2018), and of more than 90 articles. Reneta Bozhankova has participated in national and European educational and research projects, she has specialized in Oxford Internet Institute - University of Oxford, UK, University of Saarland, Germany, and the University of Kansas, USA. Her research is focused on digital literature, cyberculture, e-learning, new methods and interdisciplinary approaches in the Humanities.

Abstract. *The Digital Profile of Humanities Studies at Sofia University*

In the context of global development of the education market, increasing educational migration, intense competition, in order to attract prepared and motivated students and highly qualified scientists and faculty, the university is facing the need for targeted, financially supported measures to build its digital profile. The dynamics of digital technology development involves such relatively conservative structures as universities and they create their public image on the basis of the presence in the global networked communication and of the density of the e-administrative system. The websites of universities are the first university territory that students, including foreign ones, visit and which for some time is more comfortable for them because of the familiarity of this type of communication. The Internet informs, but it is also an environment for teaching and research. The building of the digital profile of the university is related to the development of its overall cyber infrastructure, with a number of features and approaches

specific for the Humanities. These characteristics are the focus of the presentation which reveals the experience and practices of recent years at Sofia University.



Martina FONDI

Head of the Biomedical Science Master's Program
FH Campus Wien UAS

Biography. Since 2008, Martina Fondi (*1. 8. 1957) has served as Head of the Biomedical Science Master's Program at the FH Campus Wien UAS. A graduate of the Biomedical Science Academy at Vienna General Hospital and Philosophy of Education at the University of Vienna, she began her career in medical laboratories at the Departments of Surgery, Traumatology and Obstetrics & Gynecology before serving as lecturer at the Academy for Biomedical Science, completing her training as a teacher in health studies, and gaining a rich knowledge in didactics. From 2001 to 2004, Martina contributed to a working group on behalf of the Federal Ministry of Health, developing a new and forward thinking curriculum for Biomedical Science in Austria. She was also instrumental in the development of the Bachelor's and Master's degree programs in Biomedical Science at FH Campus Wien UAS. Moreover, she has run several didactic best practice projects with a particular focus on digitalisation in higher education.

Defending a research thesis from abroad: experiences with video conferencing