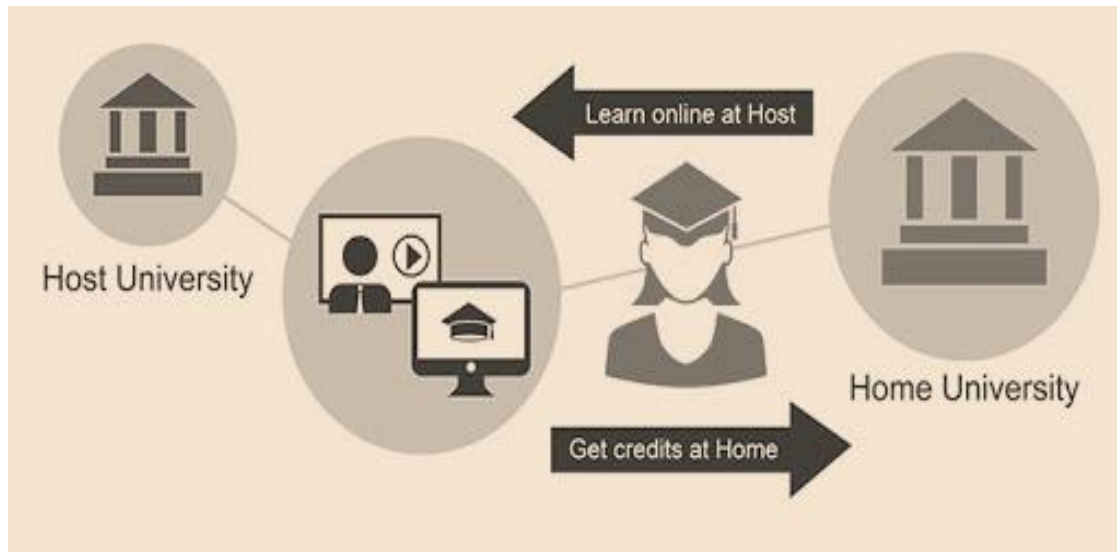


## Online UNICA EduLAB Workshop

### Innovative pedagogies and virtual mobility in the (post) COVID-19 era



**Academic virtual mobility:  
institutional and pedagogical  
challenges**

Anca Nedelcu, Romita Iucu, University of Bucharest

# Beyond concepts:

- **Virtual mobility** represents an educational opportunity that is **no longer location dependent**; it enables students to benefit linguistically, culturally and educationally from the experience of other countries and universities, , while being a green, sustainable, environmentally conscious form of mobility as well
- **Virtual mobility: Any Time, Any Place, Any Path, Any Pace** (Albalooshi, 2010)

- **“Internationalisation at Home”** (Bengt Nilsson, 1998)
- **MOOCs:** the result of one university’s effort vs. virtual mobility
  - cooperation with universities from different countries, the results of collaborative intercultural efforts
- **E-learning or distance learning:** is highly used in VM framework
- **Virtual exchange** - learning enhanced by technology, remote learning, focus primarily on people-to-people interaction and dialogue vs virtual mobility – focus on the content, cooperation of educational institutions, the recognition of achievements
- **Digitally enhanced mobility**

# Benefits of VM:

- more students engaged in learning (including employed ones or special needs students)
- institutional visibility increased
- enriched educational offer
- cross border collaborations
- flexibility of learning process
- skills for working in international teams and solving problems in diverse plural environments

# Questions:

Can virtual formats provide a similar learning experience compared to physical mobility one?

Can virtual mobility provide the same benefits as those derived specifically from immersion in another culture?



# Questions:

## 2. Can virtual mobility reduce environmental impacts?

- Physical academic hypermobility generates a significant environmental burden
- Virtual mobility can be a green, eco friendly, cleaner mobility within academic world (with its own carbon footprint as well)



## *The 5P of VM:*

- **People** - interactions, abilities, presence
- **Purpose** – scope, mutually negotiated guidelines
- **Process** – reflection, transformative learning, constructivism, conectivism
- **Policies** – strategic directions
- **Pedagogy** – new approach (enhance collaborative learning using technology, electronic learning environment, assess individual and group projects etc)

# Pedagogy

- "A coherent e-learning pedagogy on how to organize VM initiatives does not yet exist. Experiences show that students in general require more guidance from and communication and with their peers and teachers. Their intrinsic motivation, however, increases substantially if they are involved in the organization from the earliest stage possible" (Engineering mobility in Europe for all sectors, 2019).





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# Micro-credentials - a vision about the future CIVIS

## About flexible curricula and microcredentials



## Rome Communiqué, 2020



**Flexible and open learning paths** (...) are important aspects of student-centred learning and are in increasing demand in our societies. **In addition to full degree programmes**, many higher education institutions offer or plan **to offer smaller units of learning**, which enable learners to develop or update their transversal skills and competences at various stages in their lives.



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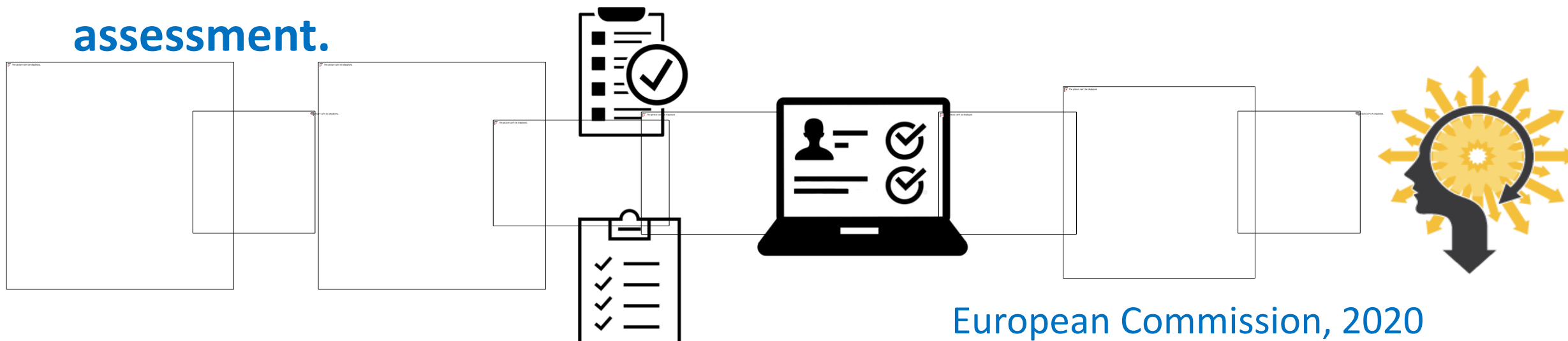
# Understanding micro-credentials





# European Approach to Micro-credentials

A micro-credential is a **recognised proof** of the **learning outcomes** that a learner has achieved following a **short learning experience**, according to **transparent standards** and **requirements** and upon **assessment**.



European Commission, 2020







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About virtual mobility or ...  
“digitally enhanced mobility”



# European Universities: It Is About the Students

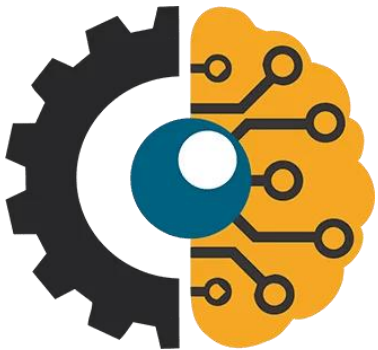
ESU wants to stress that this mobility should include only physical mobility and that **virtual mobility can only be used to support physical mobility or enable it for students** that don't have the possibility to go on physical mobility, but **this can never be for financial reasons. Virtual mobility can however not be counted as part of the 50%**. Broader mobility within the Erasmus program should always still be a possibility and also be promoted by alliances.



# Micro-credentials and virtual mobilities



Using **small-sized learning opportunities** as base for delivering virtual mobilities inside CIVIS, with the aim of issuing a **European level degree (CIVIS Certificate)**



Building a **curricular frame** at CIVIS level for all future virtual / blended learning programmes developed as **joint learning opportunities**



# Micro-credentials and virtual mobilities



Diverse learning opportunities on **transversal fields**, according to the students's learning needs

Certification linked with **ECTS credit points** and **quality assurance regulations**



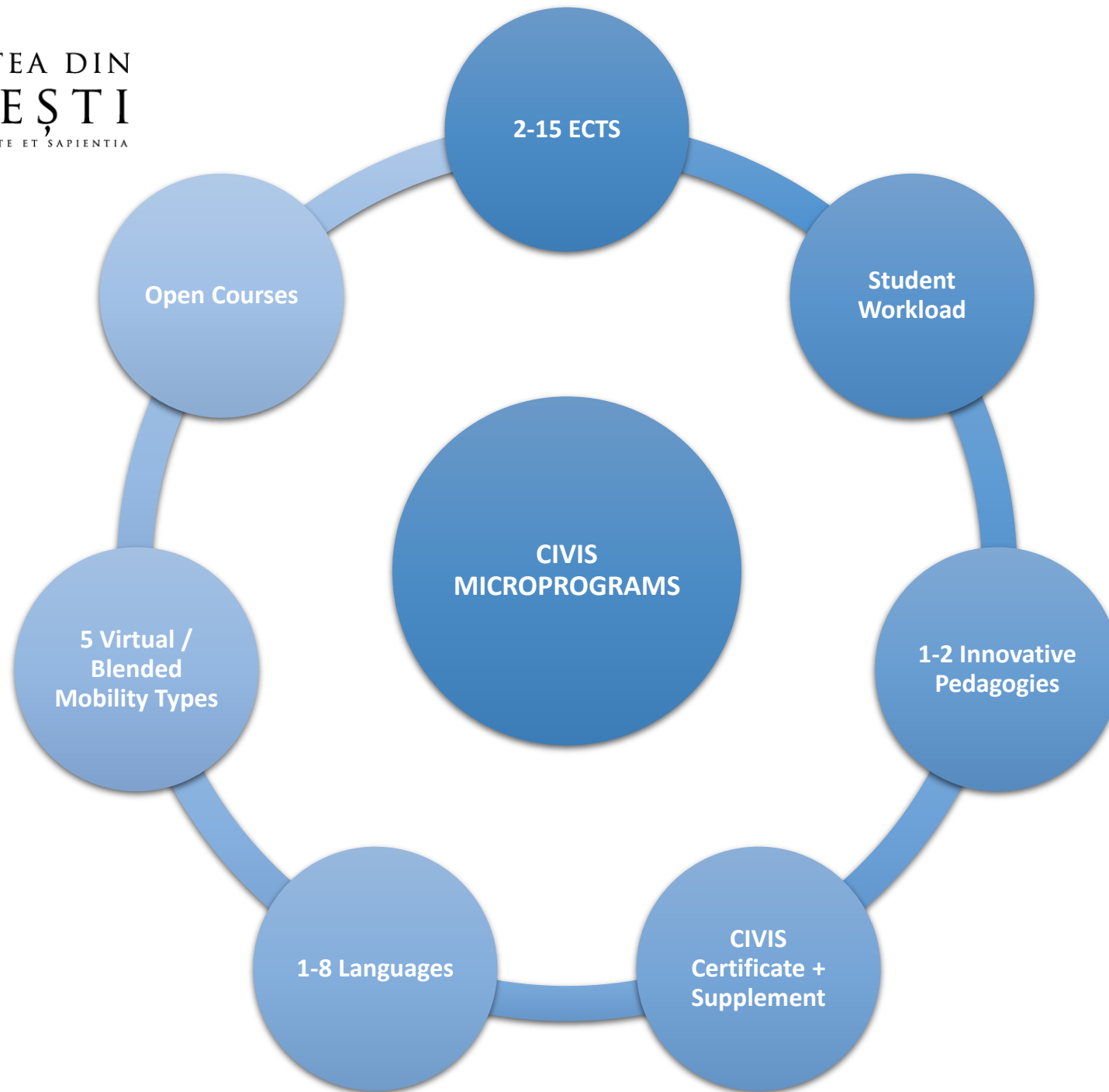
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# A Vision ... about CIVIS micro-credentials



# Virtual / Blended Mobility Matrix

- Five types of **Virtual / Blended mobilities** provided at CIVIS Alliance level:
  - Transdisciplinary Micro-Programmes
  - CIVIS Hubs Micro-Programmes (five main challenges / fields addressed at CIVIS level)
  - Summer / Winter School
  - Research Activity / Practice / Internship
  - Open Courses
- All these learning opportunities are linked with **ECTS credit points** (expressed also as workload) and **Certification** (CIVIS Certificate)



## Scenarios for CIVIS endeavours

- Transfer from **formal**, to **nonformal** and, finally, **informal learning**
- Recognition across all **learning types**
- Openness for **lifelong learning opportunities**
- Transfer of learning from institutions to **learners of all types**



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Thank you very much for attention !



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