

Deliverable 5.3 – E-Pedagogical training concept and Guidelines for virtual mobility and exchange scenarios

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Abstract	<p>This deliverable D5.3 includes the description of the general EDUC training concept as well as the EDUC modular training units for the various modalities of virtual mobility and exchanges as defined in EDUC.</p> <p>This deliverable also includes the EDUC Guidelines for virtual mobility and exchange scenarios. The EDUC Guidelines are both a handbook, which describes important instructional design principles and a quality assurance tool for EDUC's study programme coordinators, as well as for curriculum development, to ensure equal standards, comparability and scalability.</p>
Keywords	Mobility, Virtual mobility, Virtual exchange, e-pedagogical training, methodological guidelines

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1. Purpose of this document

Within EDUC, the purposes of these tasks are:

- (1) establishing the e-pedagogical training units,
- (2) developing the virtual mobility and virtual exchanges guidelines.

This deliverable encompasses the two outputs of these Tasks:

- The design and initial release of the EDUC **e-pedagogical training units**,
- The design and initial release of the EDUC **Virtual Mobility and Exchange Guidelines**.

2. EDUC and its context

One of the central goals of the EDUC European university alliance is the creation of blended and online educational offers that are shared between the member universities. This virtual campus includes the creation (or repurposing) of (1) digital learning resources for self-directed learning, of (2) blended and online educational scenarios at course level and prospectively of (3) new forms of blended and virtual international mobility at the level of study degree programmes.

This benefits students as they are offered more options for cultural exchange through international online collaboration and, all in all, a wider range of mobility formats (physical, blended, virtual) for broadening their disciplinary horizon. Chairs and departments benefit from possible synergies with other partner institutes in the alliance that can arise from making well-designed online course offers available within the EDUC alliance or by fostering teaching cooperation (blended and online) between academic staff from member universities.

3. Objectives and outputs

The expected outputs described in this deliverable are twofold:

- E-pedagogical training units for virtual mobility and exchanges,
- Virtual Mobility and Exchange Guidelines for EDUC.

3.1. E-pedagogical training units for virtual mobility and exchanges

EDUC's e-pedagogical training concept is constituted with the description of the general training framework, as well as specific modular training units, for the various modalities of virtual mobility and exchanges as defined in EDUC. It will enable teams to identify and develop the training tracks necessary to accompany emerging digital teaching projects.

- EDUC's community of e-teaching practitioners and e-pedagogical experts, which includes the EDUC pedagogical engineers, develops the concept for a rotating training package.
- Training concept relies on appropriate design principles to mutualise resources, to push coordinated formats forward and to implement innovations, which can be compared and checked for scalability.

3.2. Virtual Mobility and Exchange Guidelines for EDUC

The **Virtual Mobility and Exchange Guidelines for EDUC** is an important output of EDUC. The goal is to develop a practical handbook that will allow all practitioners to comprehend and implement VM and VE. It will orient the experiments to be done in EDUC on the whole.

It is also necessary to aid in the establishment of quality assurance; the guidelines will support EDUC in developing steering mechanisms, facilitating the standardisation of digital teaching.

The Virtual Mobility and Exchange Scenarios Guidelines are built from:

- Existing reference material notably from the European Association of Distance Universities (EADTU)
- Local e-pedagogy practises and implementation.

Virtual mobility and exchange scenarios have to be considered at 2 levels:

- At the course unit level, where the question is to have the appropriate pedagogical modalities to implement a course offering virtual mobilities and exchange capabilities to students,
- At the program level, where the question is how to integrate virtual mobility courses in whole programs.

These 2 levels are discussed in the guidelines. Indeed, in order to structure our approach in EDUC, the different ways to integrate virtual mobility in programs have been classified through an ‘EDUC virtual mobility matrix’. This matrix is an extension of the EADTU mobility matrix (references in the Guidelines section 3). The EDUC matrix comprises 5 levels that are presented in the figure below. The full description of this matrix is in Section 3 of the guidelines.

In this EDUC pilot phase, the experiments primarily belong to the first 2 levels (‘EDUC 2019-2022’ in the figure below):

- First level: Putting emphasis on student-student and teacher-teacher collaborative formats within a course, in a COIL format (Collaborative Online International Learning: references in the Guidelines section 3).
- Second level: Relying on an individual form of virtual mobility, where a student can elect to replace courses of the program where he/she registered by virtual mobility courses offered by another university.

The other levels offer longer term more ambitious and more integrative approaches for more structural inclusion of virtual mobility and exchanges into programs and more cooperation between programs.

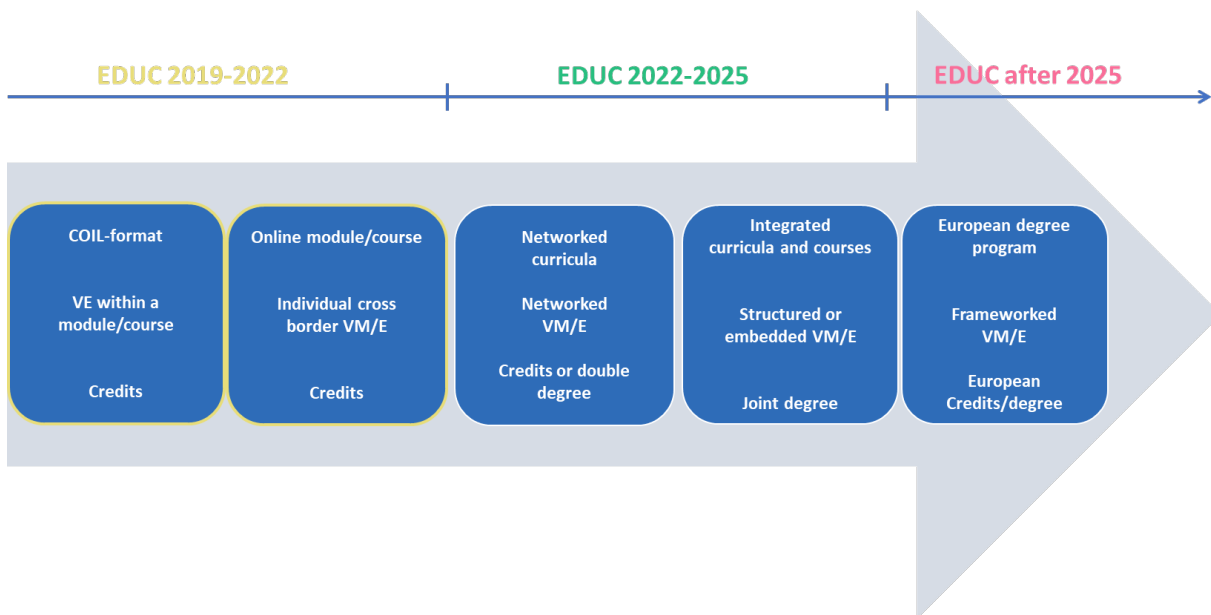


Figure 1: ‘EDUC virtual mobility matrix’ for virtual mobility and exchanges in EDUC.

4. Task execution principles

The EDUC guidelines will be made available throughout the EDUC Alliance to teachers, pedagogical engineers and other stakeholders in charge of, or involved in, EDUC projects or in the early phases of on-boarding to be an aid in their pedagogical conception.

Below are some of the guiding execution principles for what constitutes the EDUC Academy and its training units as well as the EDUC guidelines.

4.1. E-pedagogical training units for virtual mobility and exchange

The foundations of the EDUC training Academy find their roots in the work carried on the virtual mobility and exchange scenarios and their classification. After an identification of the needs, the design approach has been to leverage existing practises, detect the specific expertise available and further develop based on this wealth of knowledge in digital teaching already available in the EDUC Alliance.

4.1.1. Design principles

To achieve a coherent portfolio of EDUC training units, a **common set of design principles** have been defined to structure the general approach:

- Training units will be structured according to the EDUC VM/VE classification (VM/VE educational formats), which is an attempt at operationalising what has been stated in the proposal (i.e. notably covering: MOLOs, Virtual Exchange, OERs).
- In order to focus on priorities, our training may initially focus only on a subset of the identified VM/VE classes. This is to ensure that the tracks developed will be aligned with the teachers' initial needs, aiming to be as operational as possible.
- Training may take place in local languages; however, the overall goal is to develop internationally accessible content. The main communication language remains English and training tracks will be geared to this international reality, allowing for the greater number to benefit from them.
- Our training units will be primarily online, incorporating a mixture of presentations with discussions, practical labs (supervised coaching on teachers' own projects), practices-sharing sessions between peers (teachers), focus-groups with students. The online training packages will favour, where possible, synchronous approaches in order to create short dynamic sessions (maximum 2 hours). However, the need for asynchronous tracks will allow easier accessibility for teachers, alleviating time constraints and generating a more flexible flow (recorded videos, dynamic documents, slide casts...).

4.1.2. EDUC training units description framework

Also to achieve a coherent portfolio of EDUC training units, a **common training units description framework** has been defined. It is described in the figure below.

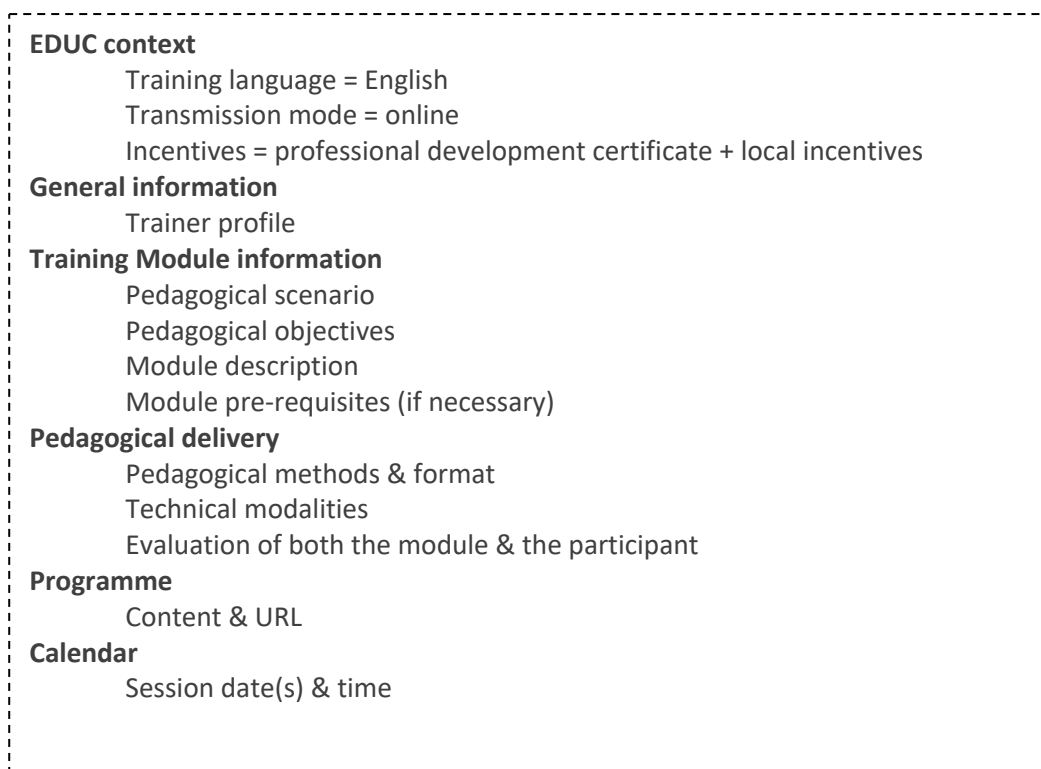


Figure 2: Common Framework for the EDUC Academy

4.1.3. EDUC training units selection

The selection of the portfolio of the training units to be offered was done through the following process (cf. figure below):

- Indexing of the existing local training units in the EDUC Alliance universities,
- Identification of the training units needed to develop VM/VE courses and resources, notably enlightened by the actual needs arising from the first VM/VE courses development projects,
- Selection in the above of the training units that could actually be developed by the partner universities. With a scheduling of development and delivery.

In order to fit short term needs, there is a strong correlation between the scope of the first EDUC training units and the first digital teaching projects retained through the 'call for projects' and other EDUC calls for projects. As a result, the initial portfolio of EDUC training

units puts a strong impetus on VM/VE scenarios involving teacher and student collaboration. EDUC training units were categorised into two families:

- Pedagogical training units: all training units in relation to digital teaching,
- Technical training units: training units designed to assist teachers in their capacity to manipulate and exploit tools and applications when conceiving e-pedagogical delivery.

The following table illustrates the selection process mentioned above. It can be looked upon as a multiple entry document, crossing the training needs with the existing training modules from the partner universities, but also under-lining needs emanating from EDUC activities, that will require the conception of entirely new training units. Each training need was proposed by one or several universities, covering several topics. These overarching topics have been attributed a priority level depending on the first emerging project in EDUC (e.g. 1st Call of WP5). Then, depending on the topics, partners offered up to 3 proposed training units covering different topics. All uncovered topics will be reviewed after the first run of existing training units, to observe eventual changes in needs and priority, which depends on the incoming projects within the alliance.

Identified training needs	Identified training needs topics	Needs identified by	Needs priority	Proposed training units	Proposed training units contributors	Proposed training units delivery
Pedagogical			(weak to strong - X, 3, 2, 1)			
Virtual mobility: fundamentals of online teaching	Presentation of different online formats + introduction to virtual mobility, online methods, what can be used generally in online teaching + fundamentals of virtual mobility (attract or confirm known practises)	Universities of Paris Nanterre, Masaryk, Rennes 1, Cagliari	1	/	/	/
Course design & pedagogy (in Virtual Mobility)	Introduction to online pedagogy + asynchronous course design principles	Universities of Potsdam, Rennes 1	1	Course design & pedagogy	University of Rennes 1	Q1 2021
Teacher collaboration and student collaboration	COIL-style workshop / course / training + teacher & student collaboration	Universities of Cagliari, Masaryk, Rennes 1	1	Collaborative international learning (COIL): Experiences at the UP	University of Potsdam	Q4 2020/ Q1 2021
Teacher-student relationship, interaction & animation	Managing relationship in online teaching + moderation in synchronous videos	Universities of Cagliari, Potsdam	1	Managing relationship in online teaching and	University of Cagliari	Q1 2021

				Methodologies for interactive online teaching		
Group/Project Management & tutorship	Working group management and online tutorship	University of Cagliari	1	Working group management, online tutorship and evaluation in online experience	University of Cagliari	Q1 2021
Online Evaluation (basics, advanced)	Monitoring and evaluating in online experiences + distributed evaluation (self assessments & e-exams) + design e-assessments (in Moodle)	Universities of Cagliari, Rennes 1, Potsdam	2	Working group management, online tutorship and evaluation in online experience	University of Cagliari	Q1 2021
Interculturalism and softskills	Intercultural online teaching / pedagogy and soft skills courses / improvements	Universities of Potsdam, Rennes 1, Masaryk	2	/	/	/
Project management to put VM/VE in place	Project management and methodology to put VM/VE in place	University of Paris Nanterre	3 or X	/	/	/
European Rating Systems	Understanding rating systems of each partner university	University of Paris Nanterre	3 or X	/	/	/
English language learning	Boost your english to better handle virtual mobility & exchanges	University of Paris Nanterre	X	/	/	/
Moodle / Video / Slidecast (+ more)	Opportunities and limits of online teaching tools, training on digital tools	Universities of Potsdam, Paris Nanterre	X	/	/	/
Project-based scenarios	Online project/ challenge-based scenarios	University of Rennes 1	X	/	/	/
Technical			(weak to strong - X, 3, 2, 1)			
Moodle	EDUC Moodle tutorial	Universities of Cagliari, Rennes 1	1	Moodle tutorial	University of Cagliari	Q4 2020
Moodle	EDUC Moodle: expert features (h5p, etc...)	Universities of Potsdam, Rennes 1	1 or 2	Create and design an attractive Moodle design	University of Rennes 1	Q1 2021
MS Teams	MS tutorial	Universities of Cagliari, Rennes 1	3 or X	/	/	/
Video	Video creation support	University of Masaryk	3 or X	Video mentoring	University of Masaryk	Q4 2020
Slidecast	Templates for EDUC educational resources	University of Potsdam	3 or X	/	/	/

Templates	Templates for EDUC educational resources	University of Potsdam	3 or X	/	/	/
Adobe connect	Adobe connect tutorial	University of Cagliari	X	/	/	/

Figure 3: Training units indexing and first training tracks 2020-21

4.1.4. EDUC training unit's delivery

Regarding the **training unit's mode of delivery**, in general, we observed that teachers' needs are twofold:

- 1) Local: Local support through their local e-learning services and in their local language.
 - This is particularly useful for starters in digital teaching or those embracing the concepts in an initial and more global approach. The constraints or potential difficulties related to foreign language mastery is removed and they can embrace digital learning with more serenity.
- 2) EDUC-global: A common EDUC pathway, with EDUC-specific training units on topics related to VM/VE.
 - Whether it relates to pedagogy (e.g. COIL: Collaborative Online International Learning; or 'How to teach in a digital and international context in an intercultural perspective') or tools (e.g. EDUC Moodle: catered for different user levels).

These EDUC-specific training units provide a complementary approach to local e-learning services and bring appropriate added-value to the learning experience targeting specifically virtual mobility and exchange scenarios in an international network.

EDUC-specific training units are:

- In English
- Specific to VM/VE topics
- Based on pedagogical methods: practice-sharing, working on participants' own cases/projects, ...
- Covering topics relating to: VM/VE principals, teachers' collaboration, student's collaboration, distributed students' projects, tools (Moodle, ...)

These principles are illustrated in the next figure below.

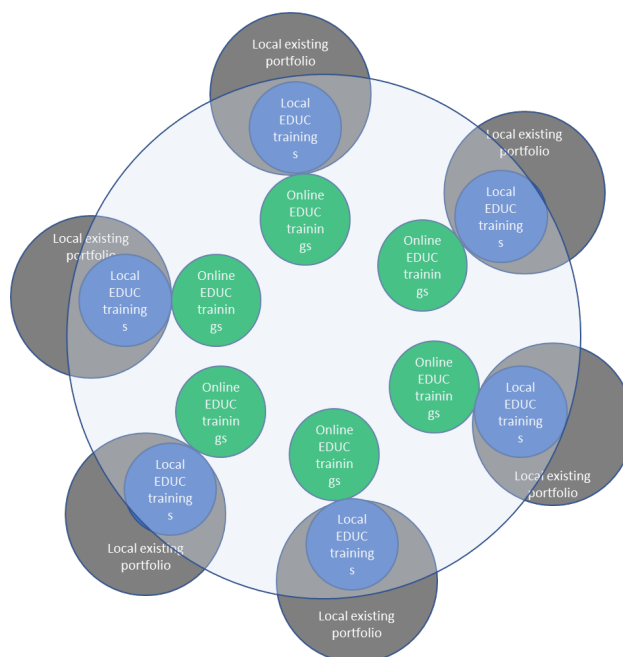


Figure 4: Principles of training unit detection, and the green EDUC training units

4.2. EDUC guidelines for virtual mobility and exchange

The EDUC guidelines may be seen as complementary to the EDUC portfolio of training units, where EDUC provides project leaders, teachers, pedagogical engineers, managers and other EDUC stakeholders a handbook detailing the properties and methodologies related to the development, deployment and use of virtual mobility and virtual exchange scenarios.

4.2.1. EDUC guidelines design principles

The EDUC-guidelines were developed based on the following design principles:

- These guidelines document standards for the design, approval and quality assurance of virtual mobility & virtual exchange courses and programs,
- The focus of these guidelines is on virtual mobility & exchange scenarios,
- The focus of these guidelines is at both the course and programme levels,
- The objective is to cover all the steps of the development pipeline (from teacher-training to contents production, from contents delivery to assessment of student's satisfaction) in order to ensure a standardised and reproducible conduction of teaching and learning scenarios that meet certain properties of quality.
- With these guidelines, we should provide all the information that a future European University will need when providing digitalised teaching and learning scenarios with an "EDUC perspective",

- These guidelines represent our unified agreement on how we understand VM/VEs, how to develop them collaboratively, how to evaluate them, ... in order to ease future deep collaborations,
- These guidelines serve as a basic reference point for:
 - The production of courses / resources,
 - The design of programmes in the context of other EDUC activities,
 - The EDUC Academy,
 - The EDUC support services and tools.
- These guidelines may also serve as a basic reference point for:
 - The overall EDUC 'digital university' strategy.

4.2.2. EDUC guidelines development steps

In order to establish the EDUC guidelines, several steps were necessary:

- 1) Establish the design principles and have a common understanding of the goals and objectives,
- 2) Share views on the topics to be covered and what the key sections should be,
- 3) Establish the table of contents, with the identified sections that need to be elaborated,
- 4) Design a common template for the sections, with common points that all sections should contain,
- 5) Determine the organisation for production,
 - a. Production roadmap, with successive versions,
 - b. Breakdown of the writing responsibilities per section across the universities,
 - c. Organisation of the sections review,
- 6) Distributed guidelines writing.

4.2.3. EDUC guidelines versioning

Another important principle for the development of the EDUC guidelines is its iterative nature. Iterative development is motivated by 2 reasons:

- The need to serve the needs of the first EDUC virtual mobility development projects as soon as end of 2020.
- The fact that we are going to learn on - and improve - our methodologies to develop virtual mobility and exchange courses all along the EDUC pilot project and after, according to a continuous improvement process.

We decided on the following roadmap for the publication of the EDUC guidelines:

- Version 1 ('V1') provided with this deliverable early 2021,
- Version 2 ('V2') contemplated for mid-2021,
- Version 3 ('V3') envisaged for the end of the EDUC pilot.

4.2.4. EDUC guidelines production

For the elaboration of the table of contents and guidelines sections template, it was decided that a centralised approach would be favoured.

For the writing of the sections, we decided to organise ourselves in a distributed manner. The work plan was as follows:

- 1) Write each individual section in a distributed fashion, between alliance partners,
- 2) Each section to be written by two universities, one as lead, the other as contributor,
- 3) Each section to respect the common sections template and headers (see figure below),
- 4) All sections to be shared in a common space (repository), allowing all partners to consult, comment and suggest adaptations,
- 5) All sections contemplated for the V0 and V1 of the guidelines to be written within the same timeline:
 - a. November 2020: V0 'Beta' version of the guidelines,
 - b. December 2020: V1 version of the guidelines.

The EDUC guidelines are also part of the key points of discussion within the EDUC Global Community of Practice (composed of teachers, pedagogical engineers, and some project coordination members). This confrontation of the guidelines with a Global CoP allows us to have the user's perspectives, to ensure that the sections are meaningful, comprehensible and usable.

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Figure 5: Guidelines template, illustration of headers

4.2.5. EDUC guidelines sections

The full EDUC Guidelines will be composed of 16 sections - as presented in the figure below - answering the needs of 3 target audiences:

- (O) section for Organizers (universities, EU team, e-learning services, ...),
- (T) section for Teachers and pedagogical engineers,
- (O, T) section for Organizers, Teachers and pedagogical engineers.

<ol style="list-style-type: none"> 1. Objectives of these guidelines (O, T) 2. Virtual mobility and exchange scenarios in EU networks and EDUC (O, T) <ul style="list-style-type: none"> o Definitions o Educational formats 3. Virtual mobility and cooperation in EU networks programs and EDUC (O, T) (for each: cooperation, opportunities/limitations, contractual frameworks) <ul style="list-style-type: none"> o Individual mobilities o Mobility windows o Joint programs 4. Online and blended pedagogical scenarios for VM/VE courses in EDUC (T) (for each: principles, common requirements, good practices, examples) <ul style="list-style-type: none"> o Online course o Blended course o Students collaboration o Teachers collaboration 5. Educational contents and resources for VM/VE courses in EDUC (T) (for each: principles, common requirements, good practices, examples) <ul style="list-style-type: none"> o Recorded lectures o Interactive multimedia contents (quizzes, ...) o Textual documents o Slidecast o Podcast 6. Languages handling for VM/VE courses in EDUC (T) (principles, common requirements, good practices, examples) <ul style="list-style-type: none"> o Considerations o Use of English as pivot-language o Multilingual courses (and translation, subtitling, etc.) 7. Engaging students in VM/VE courses in EDUC (T) (principles, common requirements, good practices, examples) <ul style="list-style-type: none"> o Student-centered learning, teaching, assessment o Stimulation of students' engagement o Student support structures o Onboarding tools 8. Assessment, credits recognition, transfer, ... in VM/VE context in EDUC (T) (principles, common requirements, good practices, examples) 	<ol style="list-style-type: none"> 9. Teachers onboarding and pedagogical cooperation in an EU network and EDUC (O) <ul style="list-style-type: none"> o Teachers onboarding: motivations, models, lifecycle o Teachers Communities of Practice: purpose, rules, examples o Call for projects o Teachers Incentives o Teachers Matchmaking 10. Teachers training services for VM/VE in EDUC (O) <ul style="list-style-type: none"> o Topics, portfolio o Formats, planning o Pedagogical methods o Distribution and delivery o Economical model, funding 11. Technical support services for VM/VE in EDUC (O) <ul style="list-style-type: none"> o Matters o Organization o Economical model, funding 12. Digital infrastructure for VM/VE in EDUC (O) 13. Quality assurance, quality assessment, continuous improvement in EDUC (O, T) 14. Data management, data protection, intellectual property rights in EDUC (O, T) 15. Communication on VM/VE opportunities, distributed catalog in EDUC (O, T) 16. Life cycle of VM/VE courses and resources in EDUC (T) <ul style="list-style-type: none"> o Specifications o Production o Delivery, interaction o Maintenance (charte, ...) <p>End</p>
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Figure 6: Full EDUC guidelines sections

5. Task outputs

5.1.E-pedagogical training units on virtual mobility and exchanges

The EDUC training units are materialised in:

- A shared database of EDUC Academy training units available in the EDUC Alliance partner universities,
- A catalogue of EDUC-specific training units, developed or adapted in the context of EDUC,
- Common template and tools.

These instruments allow EDUC to englobe all practises, both local and European, with the aim of concretely supporting VM/VE development projects undertaken in the context of EDUC.

The database indexes training units existing in the EDUC Alliance partner universities on the basis of the following criteria:

- Responds to the virtual mobility pedagogical scenarios,
- Successful local training tracks, with a confirmed local expertise,
- Specific expertise tracks, such as the COIL (Collaborative Online International Learning) model,
- Specific technical training units.

This enabled the identification of the scope and depth of existing courses, their nature (e-pedagogical or technical), the training language, whether they are already EDUC-friendly (dispensable to the alliance with little or no modifications) and in which annual periods they are offered. This approach fed into the second stage of preparing the first EDUC Academy training units, as demonstrated in Section 5 of this document.

The indexing process was carried out in two stages.

The first stage was global indexing to screen the local e-pedagogical practices and the available training units on themes that are deemed relevant for the EDUC Academy (figure 7 and 8).

The second stage, was then conducted to expand on initial indexing, with the objective of matching existing training units with training needs arising from the EDUC VM/VE pedagogical scenarios and projecting into the development phase, to adapt existing training units to the EDUC needs (translations, pedagogical transposition) or develop new ones.

These training units, emerging from needs identified in the EDUC context, are supported locally by the EDUC pedagogical engineers and/or the e-learning and pedagogical services from each of the partner universities. This support can take many shapes: personal assistance and counselling, through local training, documentation production (tutorials, ...).

Each partner houses and manages its own repository for such training services. You will find an example below from the Université de Rennes 1:

→ <https://drive.google.com/drive/folders/1NQZ59HNbo9yjuAHGA7tJL3kM3ep1QDLT>

This can also be found directly on the university website.

→ <https://suptice.univ-rennes1.fr/sites/suptice.univ-rennes1.fr/files/asset/document/catalogue-formations-suptice.pdf>

Pedagogical theme identification and training units' proposals that emerged from this stage 2:

Identified training themes	Training ideas	Topic priority	Identified training themes	Training ideas	Topic priority
Pedagogical aspect 1/2		(weak to strong - X, 3, 2, 1)	Pedagogical aspect 2/2		(weak to strong -
Virtual mobility: fundamentals of online teaching	Presentation of different online formats + introduction to virtual mobility, online methods, what can be used generally in online teaching + fundamentals of virtual mobility (attract or confirm known practises)	1	Interculturalism and softskills	Intercultural online teaching / pedagogy and soft skills courses / improvements	2
Course design & pedagogy (in Virtual Mobility)	Introduction to online pedagogy + asynchronous course design principles	1	Project management to put VM/VE in place	Project management and methodology to put VM/VE in place	3 or X
Teacher collaboration and student collaboration	COIL-style workshop / course / training + teacher & student collaboration	1	European Rating Systems	Understanding rating systems of each partner university	3 or X
Teacher-student relationship, interaction & animation	Managing relationship in online teaching + moderation in synchronous videos	1	English language learning	Boost your english to better handle virtual mobility & exchanges	X
Group/Project Management & tutorship	Working group management and online tutorship	1	Moodle / Video / Slidecast (+ more)	Opportunities and limits of online teaching tools, training on digital tools	X
Online Evaluation (basics, advanced)	Monitoring and evaluating in online experiences + distributed evaluation (self assessments & e-exams) + design e-assessments (in Moodle)	2	Project-based scenarios	Online project/ challenge-based scenarios	X

Figure 7: Phase 2 indexing. EDUC E-Pedagogical training theme identification

Technical theme identification and training ideas that emerged from this process:

Identified training themes	Training ideas	Topic priority
Technical aspect		(weak to strong - X, 3, 2, 1)
Moodle	EDUC Moodle tutorial	1
Moodle	EDUC Moodle: expert features (h5p, etc...)	1 or 2
MS Teams	MS tutorial	3 or X
Video	Video creation support	3 or X
Slidecast	Templates for EDUC educationnal resources	3 or X
Templates	Templates for EDUC educationnal resources	3 or X
Adobe connect	Adobe connect tutorial	X

Figure 8: Phase 2 indexing. EDUC Technical training theme identification

The Academy repository is part of an on-going process, in line with LifeLong Learning principles of providing appropriate training according to the public's needs. The Academy will evolve and adapt according to EDUC needs.

The EDUC Academy shared database is available here:

<https://drive.google.com/drive/folders/11ktFfX6YrMgsEFBtoz3wh421P6srRXpM?usp=sharing>

5.2. EDUC Guidelines Version 1

The V1 of the EDUC guidelines can be found in the following folder, labelled per section.

https://drive.google.com/drive/folders/1No4NujmEi1yWtQxYDb1ruB_SObs-SF_T?usp=sharing

6. Problems and solutions

The following problems have been identified in the process of setting up the EDUC e-pedagogical training units and the EDUC guidelines. Solutions are briefly described.

6.1. E-pedagogical training units

	Problems	Solutions
Limited availability of pre-existing relevant training units or training skills at some universities	For some partners, the local e-learning support mechanisms and training services provide few support for virtual mobility projects.	High added value of the global delivery of EDUC training units covering needs of virtual mobility projects.
Language issues: local vs target language	A majority of the existing training units are in respective local languages. Although the Alliance encourages the added-values of European languages, this becomes a constraint for sharing and development on a transnational level.	Transform existing training units from local language to English when and as necessary.
Original pedagogical conception of existing training units is culture-specific	Some training units, beyond language specificities, are developed to cater for a local public. Each country and culture have their way of embracing learning; in some cases, the format or conception would find obstacles in European deployment.	Transformation or adaptation of the e-pedagogical training units, as appropriate, leveraging the transnational cooperation within the EDUC community.
Apprehending the international dimension of virtual mobility training	For teachers and students alike, the notions related to distance learning are twofold when encompassing the international dimensions	Address the specificities of international exchanges in a virtual mobility environment

	(language, multinational exchanges and collaboration). These dimensions are not inherent in our educational practises and have to be addressed in the framework of the EDUC Academy.	through the adaptation of training units or specific ones.
Dependencies to teachers / contents owners	The EDUC Academy is dependent on the teachers and e-learning services that are willing to put forward their units or to accept transformation, due to the time and effort necessary for an initially smaller number of beneficiaries.	On-boarding of practitioners and engaging commitments through local incentive systems and/or ascertaining guaranteed participation for the duration of the pilot phase of EDUC.
Unspecified / unknown rights to use	Necessary rights to use have to be offered by teachers / content owners prior to publication of a course / program / resource on the EDUC external Web index.	Have teachers / content owners sign appropriate agreement specifying rights to use in the EDUC context.

6.2. EDUC guidelines

Here are some of the problems/solutions encountered in producing the EDUC guidelines. This does not cover the more general problems/solutions that may arise from the development of VM/VE courses and programs in a European University.

	Problems	Solutions
Identifying the scope of the EDUC guidelines.	The general concept of virtual mobility and exchange is abstract. Guidelines have to be operational.	The guidelines are initially built based on both (1) an analysis of experiences, models and practices in other local, national and European projects (such as EADTU); (2) an analysis of the requirements emerging from the first VM/VE projects launched in EDUC in 2020.

		The guidelines need to be enriched through a continuous improvement process, based on the learning from all VM/VE projects done in the course of EDUC.
Multiple definitions of virtual mobility.	There is not yet an agreed-upon operational definition of virtual mobility in the European Union. It is important to have a common understanding of the definition of virtual mobility scenarios that the alliance is to implement.	Definition by EDUC or a virtual mobility scenarios taxonomy. EDUC definition by reference to existing reference models, such as the EADTU Mobility Matrix.
Alliance member experience in virtual mobility practises	Some members have limited experience of virtual mobility and exchange scenarios. Having a strong implication in the writing of technical / e-pedagogical sections becomes delicate.	Distributed approach, where each partner assumes the sections they feel comfortable with. More inexperienced members take on the role of proof-readers, to have an 'external' reading and bring overall coherence. The cooperative distributed writing and reviewing of the guidelines is a learning process in itself.
Producing a reference document in an heterogeneous distributed network	The problem here was to ensure a fair load balancing between partners in the production of the EDUC guidelines, while leveraging the existing and diverse competences in our universities, and while ensuring the necessary level of quality review.	Same as above.

7. Towards the publication, promotion and enrolment for the EDUC Academy

Based on the outputs, the next phase will incorporate the setting-up and promotion of the EDUC training units, enrolling participants and evaluating the training units. This will require a set of processes and procedures, determining

- the goal of the Training Academy,
- the target groups,
- the promotion and application phases,
- whether there is a centralised or decentralised process,
- how to interest and accompany track trainers for multiple sessions,
- the trainee appreciation as well as track evaluation,
- quality-assurance criteria and procedures.

8. Acronyms

EDUC: European Digital UniverCity

VM: Virtual Mobility

VE: Virtual Exchange

WP: Work Package

Global CoP: Global Community of Practice

End of report