



International, digital educational formats for virtual and blended mobility

1. International Online Seminar or Joint Online Sessions as part of a seminar (virtual mobility)

The **International Online Seminar** is designed together with your international colleague and conducted with student groups from both universities. Whether you moderate a session together with your colleague or take turns is up to you.



An international online seminar can be held throughout the semester. However, due to different semester times (overlap with most universities: mid-October to mid-January), it may also be convenient to choose a shorter period in the semester of about **4-6 weeks** for the international teaching cooperation.

- Option 1: **Joint planning and delivery** of the seminar
- Option 2: **Joint planning**, but **individual delivery** of the seminar: You run your online seminar alone but open it to a **subgroup of students** from your partner university, while a subgroup of FU students attends the partner teacher's online seminar. Halfway through the project, the subgroups switch.

Recommendations:

- Phases of **synchronous cooperation**, e.g. in joint video conferences, should ideally alternate with phases of **long-term, asynchronous cooperation**, e.g. in working groups in Webex Teams, in discussion forums in a Blackboard course or through jointly created wikis.
- The international exchange between students benefits even more if your seminar is enhanced by **collaborative formats**, e.g. group work, joint lectures or long-term project- or research-based cooperation between FU and Una/EIT students.



Good Practice:

- Language tandem with Dokkyô University: <https://wikis.fu-berlin.de/x/rwWfOw>
- Online Seminar in Neo-Greek Studies: <https://wikis.fu-berlin.de/x/Q4DmJ>

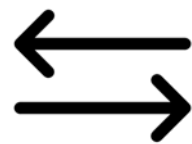
2. International Blended Seminar (blended mobility)



The International Blended Seminar extends the purely **online format with on-campus phases** at one or both partner universities, during which the student groups can communicate and collaborate face to face. Through physical short-term mobility, even those students who cannot go abroad for an entire semester gain international experience.

A popular option is to deliver the introduction of the course at one university and the closing at the other university during a stay of several days. During the semester, students then work together in the form of videoconferences, wikis, etc. Getting to know each other in presence can improve team building and joint discussions and thus increases motivation for long-term cooperation.

- Option 1: Joint on-campus introduction at FUB > online learning and cooperation phases > joint closing event at the Una/EIT partner university
- Option 2: A hybrid seminar (digital and on-campus at the same time) with a series of joint live online sessions via a video conferencing system alternating with digital, asynchronous collaboration phases



Good Practice:

- An example of good practice for a hybrid seminar is the **German-Israeli Virtual Campus** with teaching tandems from Berlin and Jerusalem who have delivered joint online lectures and moderated subject-specific tutorials: <https://www.givca.org>

3. Online Course / MOOC (virtual mobility)



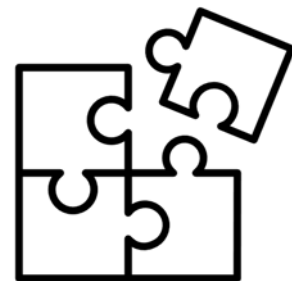
Jointly design and create a shared **Online Course / MOOC** between two or more partner universities with a series of English-language learning videos or lecture recordings as well as matching exercises and assignments, e.g. an introductory course, a preparatory course in mathematics or a preceding language course before physical mobility.

The course would enable your students to learn in a self-directed and self-determined way, but it could also be integrated into your face-to-face teaching, e.g. as part of the [inverted classroom model](#). It would include **educational content**, e.g. *learning videos, lecture recordings, screencasts, slide casts, podcasts*, **tasks and self-assessments**, **peer learning** opportunities, concept for ongoing online support by lecturer or peer feedback.

4. Networked and Joint Curricula (virtual/blended/physical mobility)

4.1 Mobility Window (Joint Module)

A **Mobility Window** brings together various (complementary) online, blended and face-to-face courses from the various partner universities under a common theme or module (networked curricula). This should give students the opportunity to expand their own university's course offerings with content from the partner universities.



Design process:

- **Identify:** Decide on the **subject/topic** of the mobility window/networked curricula.
- **Joint design** of the mobility window together with Una/EIT partners
 - Agreement on the profile and **outcomes** of the mobility window
 - **Identify** which modules or courses in your study program would be suitable for the planned mobility window.
 - **Transform** existing courses into a format which allows for virtual, blended or physical mobility.
 - **Manage** mobility flows to your offered course within the mobility window.

The creation of a mobility window includes: curriculum design, definition of learning outcomes, development of educational content, didactic design, credit points (for new

courses) and accreditation process, application and admission requirements, modalities of the registration of students, services to students along their mobility paths, joint examination methods, quality assurance mechanisms.

The accreditation process to be developed within the project must be coordinated with the respective department for teaching and study matters and, if necessary, with the examination offices of the faculties.

4.2 Joint Degree

Design a **Degree Program** with on-campus as well as online/blended courses from different Una/EIT universities. Una/EIT students will be able to attend different online modules and courses from FU and Una/EIT partner universities according to the curriculum of the jointly developed program.

A degree program includes: curriculum design, definition of learning outcomes, development of educational content, didactic design, development of online courses/MOOCs, credit points (for new courses), accreditation process, application and admission requirements, modalities of the registration of students, services to students along their mobility paths, joint examination methods and quality assurance mechanisms.

The accreditation process to be developed within the project must be coordinated with the respective department for teaching and study matters and, if necessary, with the examination offices of the faculties.

Digital Teaching Activities

1. Online learning

- **Synchronous** (participants are present at the same time): interaction mediated by video conferencing or live chat
- **Asynchronous** (participants do not need to be present at the same time): interaction mediated by asynchronous tools and virtual learning space with educational resources and activities
- **Mixed Approach**, *e.g. long-term, asynchronous collaboration between students and regular, synchronous meetings for preliminary findings, queries, discussions*

2. Blended learning

- Intermittent **physical presence** and **online collaboration** phase(s), *e.g. project-based work phase on a certain topic provided by teacher(s)*
- Intermittent **physical presence** and (synchronous) **video classes** with partner(s), *e.g. discussion of a certain topic/task together with the peer group*
- **Flipped/inverted class** concept: excluding instruction phases from the physical classroom by providing them as online educational content, phases on-campus for practice, application and discussion

3. Student collaboration

- Distributed lectures / assignments: forms of **synchronous cooperation** based on video conferencing, group work and video lectures followed by assignments
- Distributed projects / challenges: forms of **asynchronous cooperation** based on collaborative online projects jointly conducted by students from various locations

4. Teacher collaboration

- **Co-Teaching**: direct cooperation between two or more teachers from Una/EIT partner universities
 - Teachers integrate a **jointly designed** collaborative online phase into their local seminars and **conduct** (online) course **together**
 - requires the partial or full alignment of their course curricula
- **Community-based**: teachers with similar/complementary expertise
 - share their practices
 - co-design and co-develop their (blended and online) courses and shareable educational (online) content and resources