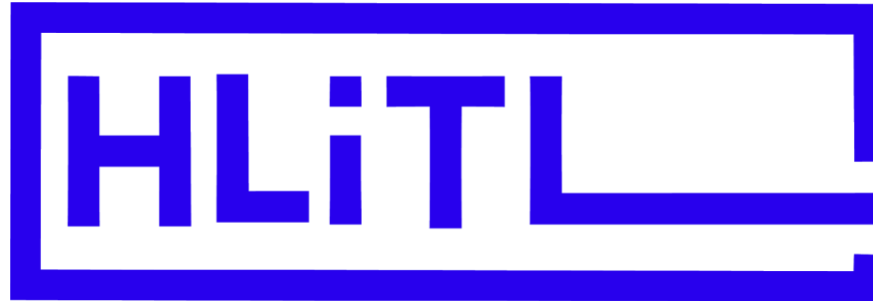




**HOW LONG IS TOO LONG**

**“How Long Is Too Long:  
Challenges of Virtual Exchange”**

**9<sup>th</sup> March 2022**



## Overview of the administrative challenges of a Virtual Exchange programme

Luísa Capitão – University of Porto – [international@reit.up.pt](mailto:international@reit.up.pt)



Co-funded by the Erasmus+ Programme of the European Union

UNIVERSITÉ DE  
VERSAILLES  
ST-QUENTIN-EN-YVELINES



université PARIS-SACLAY

EUF EUROPEAN  
UNIVERSITY  
FOUNDATION



U.PORTO

ESN

Erasmus Student Network

Philipps



Universität  
Marburg



Eötvös Loránd  
University

université  
PARIS-SACLAY

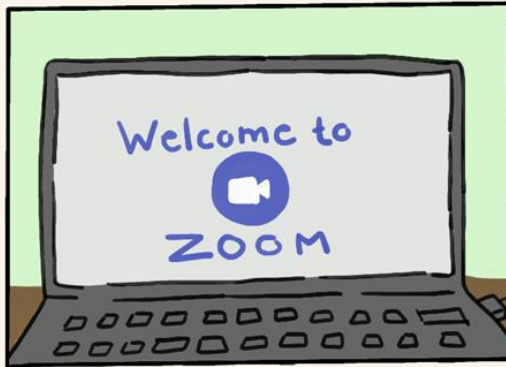
## Topics

- In between: Virtual and Blended exchange
- Blended exchange: starting point?
- Blended exchange at the U.Porto: state-of-the-art
- Blended exchange at the U.Porto: next steps
- (Extra-tips) Do's and Dont's!
- Good practices

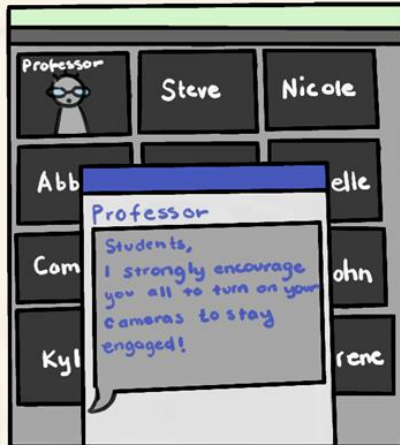


**But before coming up...**

# What zoom class is really like...



the class ↓



by: Lauren Huang

# **In between: Virtual and Blended exchange**

—

## **Virtual Exchange needs are quite similar to BE or PE**

- Development of contents or teaching material, rental/purchasing of spaces/ of equipment, study visits, activities of communication, translation and interpretation, preparatory visits, administrative tasks, etc.

**VE**  
**the biggest administrative challenges are**  
**mindset-related!**



## VE administrative challenges:



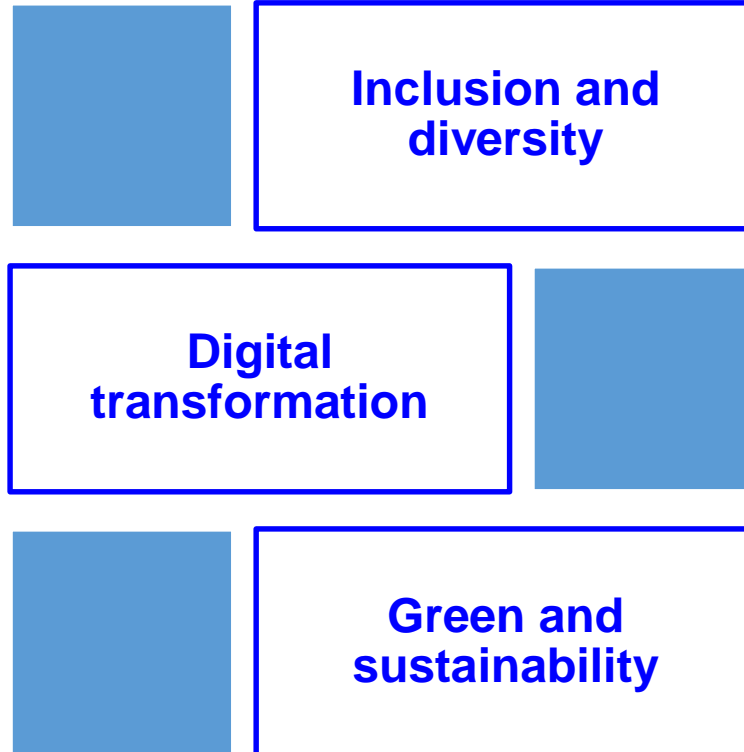
- Lower budget needed
- Reuse instruments, procedures and know-how from physical exchange: before, during, after Exchange
- Easygoing in terms of “paperwork”
- Connecting worldwide is easier
- Part of study programme or complementary to it
- Enrol in reputed programmes that seemed “unreachable”



- Participant’s recruitment
- Teachers engagement
- IT systems adapted
- No scholarships
- Difficult to cope with different timezones for joint transnational classes
- No traditional appealing factors – destination, immersive intercultural experience (...)

## **VE additional added-values**

**in line with international priorities / 2030 Agenda for Sustainable Development**



## How to ensure the registration of participants (IN e OUT) in Virtual exchange?

- For Students:  
In Programmes with ECTS and without ECTS (placements): via existing cooperation module
- For Staff: via International, in-house IT system

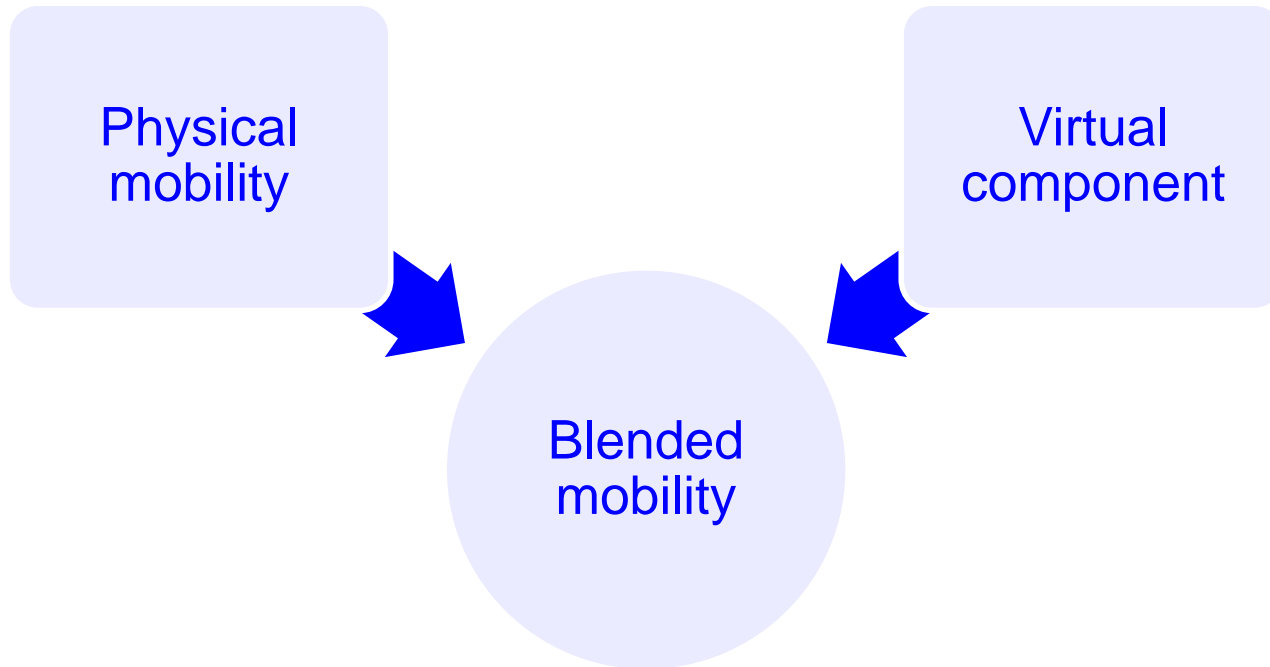
## Which instruments for recognition?

- With ECTS : with ToR (studies) – via existing in-house IT system
- without ECTS : with final certificate/qualitative evaluation, recognition in Diploma Supplement; Europass

**Blended exchange:  
Should have been the starting point?**

—

## Blended exchange



**Goal: to facilitate the collaborative exchange of online learning and team work through innovative approaches**

# **Blended exchange at the U.Porto: state-of-the-art**

—

Virtual/Blended Exchange

Preparation

Conception

Development

Implementation

Follow-up

Management and  
local coordination

Recognition

Quality assurance

Activities physical and/or  
virtual mobility

## **Tips for action**

### **Action plan our faculties (1):**

---

Identification of coordinating teacher(s)/Team

---

Identification of topic(s)

---

Invitation of Partners

---

Practical aspects: definition of evaluation mechanisms, contents for each HEI, joint definition of eligibility criteria and ranking of participants, calendar, academic recognition instruments (ToR, DS), etc.



## Tips for action

### Action plan our faculties (2):

---

Internal accreditation of the proposal at the Faculty

---

Request for creditation/ECTS (when applicable)

---

Setting an agreement (eg Multilateral Erasmus)

---

Dissemination of the programme (within and/or outside of the partnership)

---

Participants' registration – in-house informatic systems in use and “new course catalogue” for these offers



## **Do's and Don'ts!**

—

## **Do's (1)**

**Engage** your community – schools, teachers, students and relevant stakeholders

**Encourage the partners** you intend to invite to do the same!

Ensure **transnational** participation – groups of learners different countries

Include **challenge-based learning** where transnational teams work together

Offer **new learning opportunities**, skills development, transversal competences - access to information and to state-of-the-art research results (for teachers and learners)

## **Do's (2)**

Have **added value** to the existing programmes or courses: specialized content or **taught in a unique** way

Allow the learner to gain **new perspectives** on the topic being studied

Encourage **transdisciplinary** and **multinational** teaching and training, benefitting of conditions which are not available in a single HEI

Allow teachers to **exchange perspectives** on contents, test innovative teaching methods (may lead to a new joint course) in an **international classroom environment**

---

**Dont's**

Underestimate the added-value of virtual exchange

---

Decline invitations to be a partner in VE, COIL  
(especially if you still have no experience)

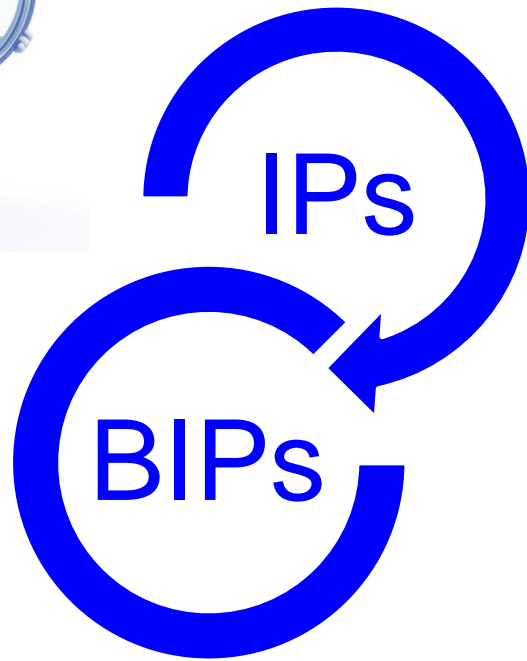
---

Miss the boat...

---

## Good practices

—



## **EUGLOH training opportunities, during the pandemic**

Schools on  
entrepreneurship and  
professional skills  
development

U.Porto: EUGLOH  
Summer School in  
Nutrition and Food  
Sciences

Fairs with industrials  
and other potential  
employers of the EU

U.Porto: FINDE.U  
Find Your Career -  
Virtual Career and  
Jobs Fair Week

Online courses on  
entrepreneurship and  
professional skills  
development

Lund University:  
Entrepreneurial Skills





WED  
13<sup>TH</sup>  
OCTOBER

SAT  
11<sup>TH</sup>  
DECEMBER

EUGLOH

DIGITAL MEDIA  
IN HEALTH COMMUNICATION  
AND LITERACY

SECOND EDITION

**Inspire yourself. Inspire others.**

<https://www.youtube.com/watch?v=kBABjwzPsg0>