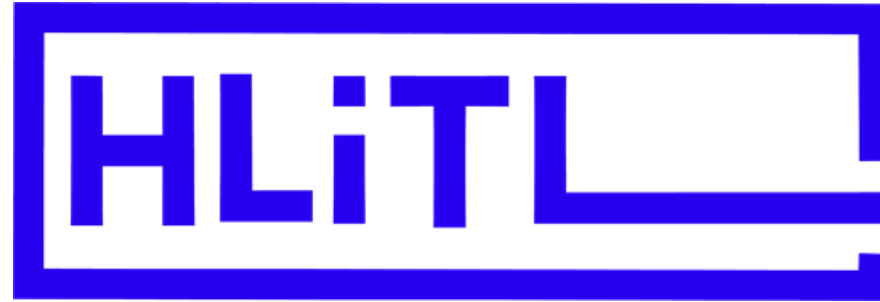




HOW LONG IS TOO LONG

Porto Multiplier event

9 March 2022



Technical challenges

Infrastructures, tools and procedures of technical nature: dealing with diversity among institutions



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ANALYSIS OF DIFFERENT TYPES OF VIRTUAL AND BLENDED MOBILITY AND THEIR TECHNICAL CONDITIONS & CORE SCIENTIFIC AREAS FOR VM/BM


<https://www.hlitl-project-eu.uvsq.fr/analysis-of-existing-types-of-mobility>

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IO2 consists of an “analysis of different types of virtual and blended mobility and their technical conditions”.



Two surveys have been conducted among the universities of the consortium:
mobility practices (regarding physical, virtual and blended mobility)
identification of core scientific areas for virtual and blended mobility.

Design and implementation of a shared online course was organised by three universities of the consortium: UMarburg, UPorto and UVSQ.

Handbook of good practices

**What topics can be at the forefront of virtual exchange?
(Teachers' perspectives)**

**What challenges can occur from an academic point of view
during VE implementation?**

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Technical challenges

Infrastructures, tools and
procedures of technical nature:
dealing with diversity among
institutions

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Teaching methodologies and evaluation

- F2F (face-to-face)
- lecture;
- F2F group discussion/work (group work, group discussion, plenary discussion, seminar discussion);
- problem-based learning (practical exercises, training work);
- project-based learning (research project discussion, individual work, homework).

As for innovative methodologies:

- the use of polling tools like Kahoot or Socrative
- no systematic data collection about the use of pedagogical methods used on mobility related courses: methodological planning is not centrally coordinated.

Pedagogical methodologies used in blended mobility

- problem-based learning (practical exercises, training work);
- project-based learning (research project discussion, individual work, homework)
- digital research collaboration (data, texts, videoconference)
- gamification, flipped-classroom, polling tools, flashcards (for training in medical school), MOOC, interactive lecture (physical and virtual), F2F lecture or virtual class

Comparative analysis

PEDAGOGICAL METHODOLOGIES USED IN MOBILITY

| Physical | Blended |
|---|---|
| <ul style="list-style-type: none">• F2F lecture | <ul style="list-style-type: none">• F2F lecture or virtual class |
| <ul style="list-style-type: none">• F2F group discussion/work | <ul style="list-style-type: none">• Problem-based learning |
| <ul style="list-style-type: none">• Problem-based learning | <ul style="list-style-type: none">• Project-based learning |
| <ul style="list-style-type: none">• Project-based learning | <ul style="list-style-type: none">• Polling tools |
| <ul style="list-style-type: none">• Polling tools | <ul style="list-style-type: none">• Digital research collaboration |
| | <ul style="list-style-type: none">• Flipped-classroom |
| | <ul style="list-style-type: none">• Gamification |
| | <ul style="list-style-type: none">• MOOC |
| | <ul style="list-style-type: none">• Flashcards (for training in medical school) |

Identification of core scientific areas for VM/BM – Interview topics

- Impact on the sharing of research and teaching interests
- Scientific areas with more social impact
- Technological skills and abilities

Identification of core scientific areas for VM/BM – Interview results

- All scientific areas are suitable for the implementation of virtual mobility programs.
- Social sciences present fewer obstacles than the health and life sciences and technology.
- All disciplines in the different scientific areas have their impact on the sharing of new ideas and results.
- All areas that normally involve hands-on physical interactions with subjects, materials or equipment require more creativity, technological skills and abilities to adapt to a virtual environment.
- All teachers need technological knowledge, skills and attitudes to make appropriate use of virtual environments.

- The sharing of pedagogical and evaluation experiences between teachers combined with good organization, supervision and creativity are key elements for the success of virtual exchange programs.
- All scientific areas have the potential to be taught in a virtual environment.
- All teachers need technological knowledge, skills and attitudes to make appropriate use of virtual environments and digital tools.
- All partners have the technical conditions to develop and implement virtual exchange programs.

I02.A – Survey topics

6. Technical conditions for blended-learning of the HEI

- Learning management systems
- E-assessment
- Videoconference tools & facilities
- Audiovisual studios
- Lecture Capture software
- Streaming software

IO2.A – Survey results

6. Technical conditions for blended-learning of the HEI

- All partners are technically equipped to implement virtual mobility programmes.
- All institutions have distance learning courses delivered mostly by institutional LMS, MOOC platforms and other LMS.
- Computer and online based exams carried out mainly through the Moodle platform.

IO2.A – Survey results

6. Technical conditions for blended-learning of the HEI

| TECHNICAL CONDITIONS | | INSTITUTIONS | | | | |
|-----------------------|------------------------------------|--------------|------|-----|----|--------|
| | | UVSQ | ELTE | UOL | UM | UPORTO |
| LMS AND OTHER SYSTEMS | Moodle | ✓ | ✓ | ✓ | | ✓ |
| | Canvas | | ✓ | | | |
| | Ilias | | | | ✓ | |
| | Big Blue Button | | | | ✓ | |
| | Coospace | | ✓ | | | |
| | Panopto | | | | | ✓ |
| | Turnitin | | | | | ✓ |
| | Neptun | | ✓ | | | |
| | Sigarra | | | | | ✓ |
| | Information/Administrative Systems | ✓ | | ✓ | ✓ | |

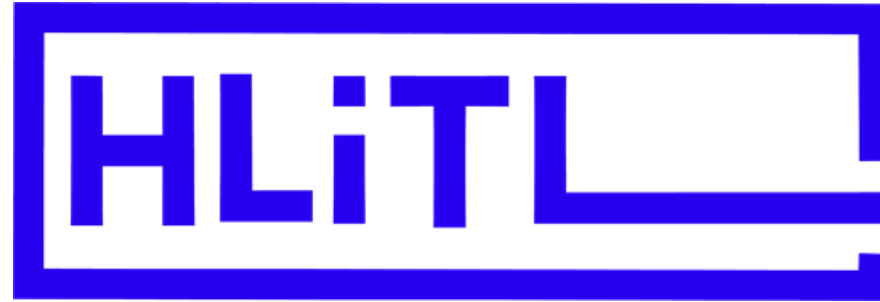
IO2.A – Survey results

6. Technical conditions for blended-learning of the HEI

- All partner universities use videoconference tools.
- All partners, except one (UoL), have studios for video and audio production.
- Academic members of all partner institutions can borrow audiovisual equipment.
- Lecture capture software in use is Panopto (UVSQ, ELTE, UPorto), Zoom (UVSQ) and MS Teams (UoL).
- Streaming software in use is Panopto (UVSQ, ELTE, UPorto), POD (UVSQ), MS Teams and Webex (ELTE).

Technical challenges

- Different technologies in use
- Too many synchronous classes
- Hybrid classes
- Teachers' literacy in the use of more diverse technologies
- Lack of technical policies within the institutions to address T&L



Thanks!
Obrigado!



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