Annex: Educational Formats for Virtual Mobility in the European Digital UniverCity Alliance

The following pedagogical scenarios and educational formats can contribute to virtual mobility within the European Digital UniverCity alliance.

Pedagogical Scenarios

1. **Online learning**
   - Synchronous (interaction mediated by video conferencing or live chat; participants are present at the same time)
   - Asynchronous (interaction mediated by asynchronous tools and virtual learning space with educational resources and activities; participants do not need to be present at the same time)
   - Mixed Approach

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 video classes with partner/s (e.g. discussion of a certain topic/task together with the peer group)
   - Flipped/inverted class concept (the method of excluding instruction phases from the physical classroom by providing them as online educational content)

3. **Student collaboration**

   - Distributed lectures / assignments (forms of synchronous cooperation based on video conferencing 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**

   - Pairing-based:
     Direct teaching cooperation between two, or more, teacher(s) from EDUC partner universities who integrate a jointly designed collaborative online phase into their local seminars during which their student groups interact in virtual form. This co-teaching requires the partial or full alignment of their course syllabuses.

- Community-based:
  Based on their similar/complementary expertise, some teachers within EDUC cooperate to share their practices as well as to co-design and co-develop their (blended and online) courses and shareable educational (online) content and resources.

Types of Educational Content and Resources

- Recorded lectures (Video, Audio)
- Interactive multimedia contents (interactive learning quizzes etc.)
- Textual documents, Images
- Slidecasts
- Podcasts

Educational Activities, Tasks and Assessments (non-limitative)

- Informal activities: getting to know each other (participants presenting themselves), agreement on intercultural netiquette
- Discussions/exchanges (moderated forums or live discussions via chat or video conference)
- Research presentations (via video conference)
- Collaborative knowledge production (wiki glossaries, individual or collaborative blogging)
- Online laboratory sessions (research-oriented tasks, often involving simulations; e.g. work in virtual research environments, natural sciences online labs or online programming environments)
- Writing tasks (journaling, production of academic text genres)
- Production of multimedia educational content (explanatory video, slide/podcasts etc.)
- E-Assessments (formative assessments and final exams)

Educational Formats for Virtual Mobility in EDUC

1. Online course

1.1 Small private online course (SPOC)
Example: I want to offer an interactive online seminar for a limited number of students, either alone or with a colleague from one of the EDUC partner universities. This seminar course is designed as a 100 % online educational offer and is offered in at least one academic semester to EDUC students.

1.2 Online lecture or MOOC
Example: I want to offer an online lecture for an unlimited number of students, either alone or with a colleague from one of the EDUC partner universities. This lecture course is designed as a 100 % online educational offer and is offered in at least one academic semester to EDUC students.

2. Blended course

2.1 Resource-based Blended learning
Example: I want to offer an international blended seminar together with a colleague from one of the EDUC partner universities. This seminar contains an online phase in which both student groups (and both teachers) collaborate and discuss mainly through the use of asynchronous online tools like forums, wikis, blogs or joint presentations. Both, me and my colleague from the EDUC partner university, advertise the co-designed seminar in the traditional way to our programme students.

2.2 Distant classes (synchronous)
Example: I want to offer an international blended seminar which includes a series of video conference sessions with one or more colleagues from EDUC partner universities.

3. Learning Opportunity

3.1 Web-based Training
Example: I want to offer an online course for self-directed, self-paced learning to EDUC students and/or to EDUC colleagues who would like to integrate it into their teaching. This training course includes educational content, tasks and self-assessments.

3.2 Lecture series
Example: I want to offer a series of thematically related video or audio resources based on lecture recordings to EDUC students and/or EDUC colleagues who would like to integrate it into their teaching. Such lecture series can be produced from recordings of live-events or from recordings of smaller script-based thematic units produced in a studio. The series can contain podcasts (spoken word), slidecasts (spoken word + slides) and/or videos (video image of lecturer + slides).

3.3 Recorded class
Example: I want to offer a single video or audio recording of a lecture, seminar, workshop or discussion event as an online learning resource to EDUC students and to EDUC colleagues who would like to integrate it into their teaching.