

Expertise
and insight
for the future



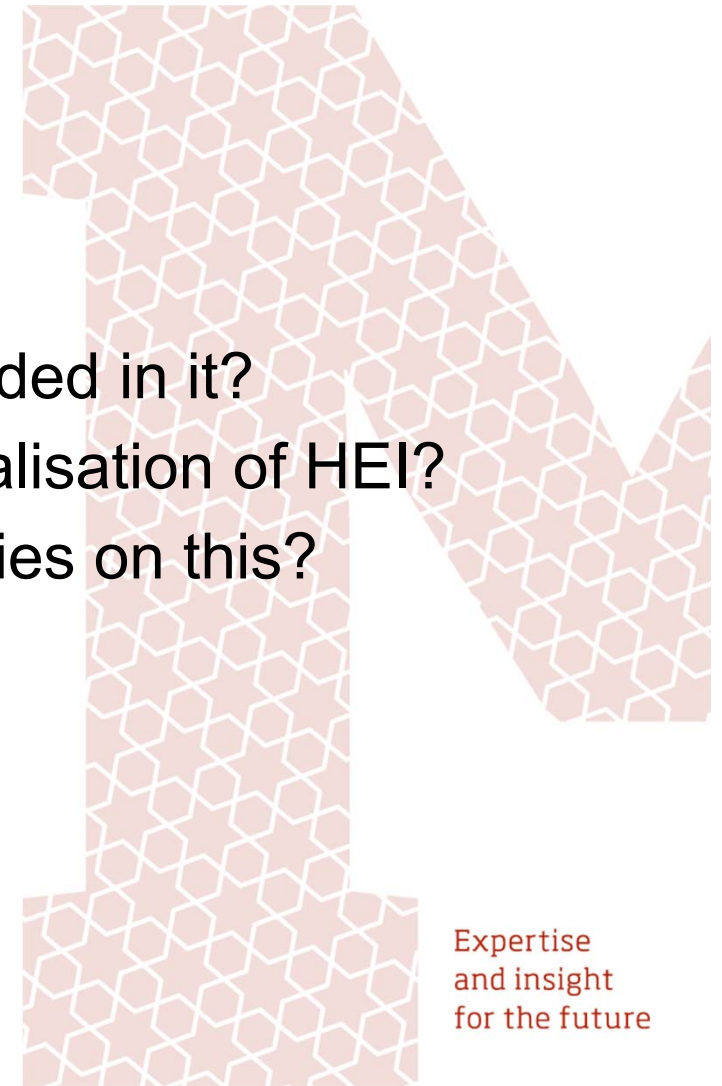
Examples of virtual mobility at Metropolia UAS

Tiina Piipponen & Dr Antti Piironen

Virtual mobility

Think and explore:

- How do you define it, what is included in it?
- How can you use it for internationalisation of HEI?
- Who in your institution are your allies on this?
- Are you ready for it?



Metropolia ICT Degree Programme and virtual mobility

- Way to **diversify internationalisation options** for students, especially for those hesitating physical mobilities and internationalisation in general
→ e.g. studying in English, studying in international group, taking courses from a foreign partner institution etc.
- Way to **diversify study opportunities**
→ e.g. on-line courses on interesting topics not offered at Metropolia, flexibility for the way to study a course
- Offer opportunity to learn to **work in an environment that imitates working life** realities (virtual working and virtual project teams)
- Part of strategic **partner cooperation**
- **Interesting challenge** 😊



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Conducted/developed through external funding (Erasmus)

- During **Socrates** and **LLP Erasmus** programmes ICT DP was involved as a coordinator and as a partner in some 11 different **Intensive Programmes**
 - in the ones Metropolia coordinated **blended learning** was always used, either prior to intensive period or after:
 - Example 1: students were divided into international groups well before actual intensive period and they had to start group work through **virtual mobility** to prepare the project to certain stage to be ready before the **intensive period**, when the next stage started.
 - Example 2: students were divided into project teams in the start of the **intensive period** and they continued working in these groups after the intensive period to complete their projects through **virtual mobility**
- Metropolia as a partner in Erasmus+ Strategic Partnership project **DECAMP** (Open Distributed European Virtual **CAMP**us (coordinated by Munich University of Applied Science) that was set up for the purpose of delivering specialist on-line courses focused on ICT Security. These courses are continuously offered to the students of this partner network, each partner being responsible of producing and conducting one course.

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Conducted/developed through self-funding

- Students are encouraged to explore and use e.g. MOOCs and similar resources available in the ICT field → if credit bearing and meets the criteria, can be transferred to degree studies (e.g. as an elective or optional, or even as professional studies)
- Blended learning project by ICT and Electronics DPs in cooperation with a partner university in Germany in which students from both institution jointly prepared project through **virtual mobility**, that was **followed with short intensive period** at either one of the partner institutions.
- Small **virtual mobility** project in cooperation with a partner institution in Japan, in which students from both institutions work on a project from a distance.
- Dr Antti Piironen goes to **teacher exchange** to certain long-term partners in Germany and in Japan to teach an **introductory section** of a course on [DSP Problem Solving](#), and the students of the partner institution continue the course's **on-line section** after that with Dr and Piironen and with support from local teacher.
- **COIL cooperation** with a partner institution in Mexico on certain assignments in the course *Student Exchange and Intercultural Learning*, that is compulsory for the outgoing exchange students of the field of technology. Tiina Piipponen as a co-teacher on course.

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New Erasmus programme and inclusion

- From the perspective engineering/technology field in:
 - opportunities for **mobility windows** should be explored more systematically with the support of the Commission and/or Erasmus programme. If including studies completed during student exchange into students' curricula is too difficult/impossible, the studies should be added into one's degree as "**Additional Erasmus studies/semester**" so that the work student is doing during her/his studies would be recognised in one's degree fully.
 - **re-introducing short-term mobilities** in the forms of Intensive Programmes and perhaps also as possibilities for individual students to join e.g. summer schools etc. would be an excellent way to improve inclusion as they are more accessible to bigger numbers than long-term mobilities and also much more doable for many student groups
→ this would enable also developing **blended mobility**
 - introducing certain forms of **virtual mobilities** under the scope of Erasmus funding mechanisms as well
→ e.g. COILs (cooperative on-line international learning) as they are structured and interactive

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THANK YOU!

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