International Collaboration and Virtual mobility

Bonn, 24 July 2018
Conference: Improving Quality in Legal Studies

Edelnet Conference (OUNL, UNED, Fernuniversität Hagen)
Kompetenzzentrum für juristisches Lernen und Lehren, Köln

Piet Henderikx
EADTU
Philosophy of higher education

Participating in research: investigating the truth

Ethics and citizenship: values for personal development and a better society

Professional skills and competencies: creativity and innovation for a better life
THREE EMERGING AREAS OF PROVISION
Three areas of provision emerging

- National
  - Continuous education / CPD
- Open education
- International
  - Degree education
The complex pedagogical landscape

**Blended degree education:**
- Bachelor, Master, PhD
- Business model: regulated, not-for-profit, for profit
- Education as a public good, not as a commodity

**Blended and online continuous education**
- CPD, SLP’s and non-accredited education
- Business model: non-regulated, not-for-profit, for profit

**Open Education**
- MOOCs, OERs, open media, open knowledge
- Business model: non-regulated, not-for profit

**National**

**International**

24 July 2018

Piet Henderikx, Quality Legal Studies, Bonn
Three areas of provision: again different profiles

**Degree education zone**, backbone in the education system to develop complex academic and professional competences: bachelor, master, PhD – increasingly blended solutions to raise quality and to face growing student numbers. Online distance higher education provides flexibility for lifelong learners.

**Continuing education and training on demand**, valorisation of knowledge to support innovation in the public and private sector, based on research and development. Flexibility requires online or blended solutions, such as (virtual) seminars, CPD, knowledge alliance and corporate university initiatives, short learning programmes, master classes, expert schools, etc. It includes knowledge networks for professionals or business sectors.

**Open education and knowledge sharing area**, pushing knowledge online into the public domain: OERs, MOOCs, open media, open access/open innovation materials – preferably to be designed and arranged according to the needs of user groups/networks.
PRODUCTS

OpenCourseWare
- Course Materials
- Free
- Big Exposure, Worldwide audience
- Both Bachelor and Master level
- No interaction with faculty
- No accredited certificate

MOOCs
- Learning Activities & Course Materials
- Free
- Enrolled students only, massive numbers
- Bachelor level
- Certificate of Completion

ProfEds
- Learning Activities & Course Materials
- Paid enrollment
- Enrolled students only, moderate numbers
- Course Certificate
- Continuous Education Units

Online Courses
- Learning Activities & Course Materials
- Paid enrollment
- Enrolled students only, limited numbers
- Accredited Course Certificate
- Full Master Degree

Blended Education

TU Delft
On-campus
30,000 students
all courses
since ~1990

Off-campus
2000 students
50 Masters
since ~2005

Edinburgh: An educational portfolio with technology - 2013

14 MOOCs
750k learners
since 2012
~15 MOOCs
under construction

Open studies
Extension
~17,000 learners enrolled

LITTLE/NO TECHNOLOGY
An educational portfolio with technology: 2015

On-campus
33,000 students
all courses
since ~1990

Off-campus
2700 students
60 Masters
since ~2005

Open studies Extension
~17,000 learners enrolled

20 MOOCs
1.5M learners
since 2012
~19 MOOCs
under construction

EU NL2016 conference, Amsterdam March 2016
An educational portfolio with technology: c2025

On-campus AND off-campus
40,000 students, all with at least one fully online course

Off-campus
10,000 students
100 Masters
10s of PGRs

Open

Open studies
Extension
~17,000 learners enrolled

100s MOOCs
1000s OERs
10,000,000 learners since 2012
BLENDED AND ONLINE EDUCATION
Good reasons to organise blended/online education

• You want to teach *large numbers of students* through deep level learning and a personalized approach
• You want to integrate *resources, international research and innovation* on the internet in your course, e.g. open educational resources, open access journals, virtual labs (enriched learning environments)
• You want to organize *collaborative learning* in learning communities
• You want to *flexibilize* your course in terms of place, time, pace of study for part-time students or students at work
• You want to teach in a *multi-campus* mode, synchronously or asynchronously
• You want to deliver *international education* (online masters, blended (joint) doctorates)
• You want to organize *continuous education/continuous professional development* with a large scale impact
• You want your course to reach out to *massive numbers of students* in open education (MOOCs)
Assets of ICT based learning

- Personalized teaching and learning, putting the students with their ambitions and talents at the centre, with individual learning arrangements. Learning tools and learning analytics with personalized feedback make this possible.

- Small scale and intensive education, looking for a balance between education for qualifications, socialization and personal development. All this together is Bildung. Smaller scale is made possible by learning communities.

- Rich learning environments relating to research, innovation and professional employment, involving the student

- Openness to learners through flexible, inclusive structures and methods that take higher education to students when and where they need it. Education is not exclusive. More than 50 pct. of an age cohort follows a form of higher education

- Networked education and mobility, where students can learn national, sectoral and institutional boundaries.
EDUCATION IS A DESIGN SCIENCE
Five main dimensions in designing a course (EMBED discussion)

**Structuring learning activities**
- which learning activities should be designed for students in the course to reach the learning objectives? How to sequence the learning activities?

**Flexibility**
- Extent of learner control on BL activities. Impact of personal preferences on BL activities.

**Presence and community building**
- Extent and types of individual and group interactions during blended learning activities

**Delivery**
- Amount and types of (e-) learning resources to enable blended learning activities

**Assessment of learning paths**
- Assessment of the actual learning paths during the process
International collaboration and mobility

• *Teaching and learning activities are distributed* over different partner institutions (e.g. lecture series and staff mobility, networked programs) or can be jointly designed (e.g. intensive programs, virtual seminars, joint courses, joint programs, ...).

• *More flexibility* is needed at the organizational level, requiring asynchronous delivery because of different time zones and course tables, not excluding synchronous activities like virtual classrooms. In many cases, more flexibility is also needed because of different levels of prior knowledge.

• *International learning communities* are a particular asset in international education, e.g. in virtual seminars, projects, think tanks, especially also when international staff is integrated. International resources can be brought together by students of international partner institutions, including systematic observations and non-published material.
INTERNATIONAL COLLABORATION AND VIRTUAL MOBILITY
Collaborations

• *Course teams*: within institutions, between institutions (incl. educational designers, media experts,...);

• *Communities of practice*: promote the exchange of patterns of good practice by teachers, e.g. at the subject level;

• *Sharing resources*, e.g. open educational resources (OERs);

• (International) *collaborative programmes and online mobility*
Collaborative teaching and learning formats online

- International classroom
- Joint doctorate space
- Blended / online seminars
- Think tanks
- Blended intensive programmes
- International asynchronous discussion groups
- Blended project groups
- International lecture series
- MOOCs
- Blended / online apprenticeship

Piet Henderikx, Quality Legal Studies, Bonn
## Benefits of Virtual Mobility

- **It is scalable.** It can engage all students in a classroom, as there are no barriers for trans-border education. More students are involved, if not all in a class.

- **It is flexible,** as it can be applied just in time, synchronously and asynchronously, from any place.

- **It can create new, virtual learning spaces and communities,** in which staff and students of different institutions can be integrated and synergies can be developed, e.g. in virtual classrooms or learning communities.

- Students who want to study a subject which is not available at the home university can follow online courses at a host university as well as a virtual seminar, a virtual lab, a MOOC, a micro-master, etc. The unit of mobility can be small and stretched over time. It can also be a mobility window.

- **Part-time students** can replace a face to face course in the home university program by an online course of another university, which is enhancing the flexibility of learning paths.

- **Multiple universities and different countries/continents can be engaged simultaneously,** which is in particular useful for networked or joint courses and curricula.

- **Part-time and working students, adult students and students with special needs** can participate conveniently.

- **It is cost-effective** for the student.
Types of virtual mobility

- Exchange curricula and courses
  - Individual exchange mobility
  - Credits
- Networked curricula and courses
  - Networked mobility
  - Credits, double or joint degrees
- Integrated/joint curricula and courses
  - Structured or embedded mobility
  - Joint degrees
Collaborative doctoral programmes

- A structural cooperation with regard to doctoral training of the candidate with co-supervision and a jointly agreed research track ending with a joint doctoral degree
- A broader and more intensive cooperation between the research groups concerned
- Access to seminars, conferences, specialized courses
- New research themes, resulting from the cooperation between two or more research schools
- Sharing of resources and research environments like unpublished reports, data bases, labs, infrastructure, libraries in the partnership, etc.
- Direct communication with relevant research staff in the partnership
- Access to new networks at the national and international level
- Earlier and more (co) publications, especially when research in the partnership is well coordinated
INNOVATIVE PEDAGOGIES
Innovative International Pedagogies

• The Virtual Exchange Scheme: https://www.tudelft.nl/studenten/onderwijs/virtual-exchange/

• European Virtual Seminar for Sustainable Development: https://www.ou.nl/eCache/DEF/1/23/424.html

• The Lived Experience of Climate Change: http://www.leche.open.ac.uk
  https://www.ou.nl/web/the-lived-experience-of-climate-change
  http://www.open.edu/openlearncreate/course/view.php?id=1767

• Think tanks: https://www.kuleuven.be/english/international/thinkthank/index

• Coriolanus Online: http://telepresenceintheatre.coventry.domains/uncategorized/hello-world/
Innovative International Pedagogies

• Global Health Education TropEd: https://www.uib.no/en/cih/114159/virtual-mobility

• Master in Social Security: https://www.law.kuleuven.be/EMSS

• Joint Master's Programme in Comparative Social Policy and Welfare:

• http://www.cosopo.lt
Edelnet

European Distance Education in Law Network
https://blog.fernuni-hagen.de/edelnet/about-us/

Tags: comprehensive online collaborative programme at bachelor, master and doctoral level (networked); virtual mobility; summer and winter schools
THE EADTU MOBILITY MATRIX
### Mobility Matrix

<table>
<thead>
<tr>
<th></th>
<th>Physical exchange mobility</th>
<th>Virtual exchange mobility</th>
<th>Open virtual exchange mobility</th>
<th>Transnational online distance education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Physical mobility as individual (Erasmus) exchange, window mobility in networked programs and individual study programs with mobility paths in joint programs</td>
<td>Exchange by mobility online, following similar rules as physical (Erasmus) exchange, window mobility in networked programs and individual study programs with mobility paths in joint programs or courses</td>
<td>Exchange by mobility online, same rules as standard virtual exchange mobility, but outside of a previous institutional agreement. Courses are found on an open course catalogue / programs of other universities.</td>
<td>Transnational online distance education delivers programs or courses in another country which is different from the country of the provider. There is no exchange mobility, except when foreseen by the program.</td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td>Online learning activities can support physical exchange</td>
<td>Virtual exchange can be supported by physical introduction days/week, wrap-up days/week at the end of the program/course, depending of the organising universities, e.g. in the case of virtual seminars/labs, networked or joint programs</td>
<td>Face to face activities only dependent from the course(s) at the host university</td>
<td>Transnational online distance education programs can be blended, e.g. by introduction weeks, lab sessions, thesis weeks, summer or winter schools, etc. This is certainly the case in doctoral programs.</td>
</tr>
<tr>
<td><strong>blended / online mobility</strong></td>
<td>In a study career, both physical and virtual mobility can take place</td>
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</table>
## Mobility Matrix

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Physical exchange mobility</th>
<th>Virtual exchange mobility</th>
<th>Open virtual exchange mobility</th>
<th>Transnational online distance education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A long term international academic experience (at least 15 ECTS)</td>
<td>A short or long term international learning experience</td>
<td>A short or long term international learning experience</td>
<td>Large scale and flexible transnational delivery of degree programs, continuous education programs / CPD, single courses, MOOCs, etc.</td>
</tr>
<tr>
<td></td>
<td>Immersion</td>
<td>Intercultural competencies</td>
<td>Intercultural competencies</td>
<td></td>
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<tr>
<td></td>
<td>Personal development</td>
<td>Digital communication skills</td>
<td>Digital communication skills</td>
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<tr>
<td></td>
<td>Language learning</td>
<td></td>
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<tr>
<td></td>
<td>Intercultural competencies</td>
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</tbody>
</table>
# Mobility Matrix

<table>
<thead>
<tr>
<th>Unit of mobility</th>
<th>Physical exchange mobility</th>
<th>Virtual exchange mobility</th>
<th>Open virtual exchange mobility</th>
<th>Transnational online distance education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum-based, at least 15 ECTS, except for specific activities as intensive programs, summer schools, think tanks</td>
<td>Curriculum or course-based</td>
<td>Individual exchange on the basis of courses found on an open course catalogue on the internet; window mobility (a minor, a specialization, ...) found an open course catalogue; unlikely in joint programs as the approval of all partners in a consortium has to be sought</td>
<td>Curriculum or course e.g. degree program, short (postgraduate) learning program, single courses, MOOCs</td>
</tr>
<tr>
<td>Course catalogue</td>
<td>Yes, restricted to programs/courses in the institutional or consortium agreement</td>
<td>Yes, restricted to programs/courses in the institutional or consortium agreement</td>
<td>Open course catalogues or programs of other universities</td>
<td>Not applicable, courses or programs at registration. Course catalogue are the courses of the program. Mobility can be practiced according to policies of the institution, then column 1,2,3 is applicable</td>
</tr>
</tbody>
</table>
## Mobility Matrix

<table>
<thead>
<tr>
<th>Physical exchange mobility</th>
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<th>Open virtual exchange mobility</th>
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<tbody>
<tr>
<td><strong>Short term mobility</strong></td>
<td>Next to long term, also short term mobility on the course level is possible: e.g. an online course, a virtual seminar, a virtual lab, learning games, a MOOC, a project, a think tank, a virtual internship,...</td>
<td>Next to long term, also short term mobility on the course level is possible: e.g. an online course, a virtual seminar, a virtual lab, learning games, a MOOC, a project, a think tank, a virtual internship,...</td>
<td></td>
</tr>
<tr>
<td>In networked curricula: complementary or specialized windows (minors, research and thesis work,...)</td>
<td>In networked curricula: complementary or specialized windows (minors, research and thesis work,...)</td>
<td>Complementary or specialized windows (minors, research and thesis work,...)</td>
<td></td>
</tr>
<tr>
<td>In joint programs: an intensive international experience with integration of staff and students</td>
<td>In joint programs: an intensive international experience with integration of staff and students</td>
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</tr>
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## Mobility Matrix

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional agreement</strong></td>
<td>A bilateral institutional agreement in the case of individual mobility - A bilateral or multilateral agreement in the case of window mobility in networked programs with mobility windows (curriculum network agreement) and joint programs (consortium agreement)</td>
<td>A bilateral institutional agreement in the case of individual mobility - A bilateral or multilateral agreement in the case of window mobility in networked programs with mobility windows (curriculum network agreement) and joint programs (consortium agreement)</td>
<td>No, as courses / MOOCs / virtual seminars or labs / online think tanks are retrieved from universities outside of a previous institutional agreement</td>
</tr>
<tr>
<td><strong>Learning agreement</strong></td>
<td>Yes, a tripartite learning agreement guarantees the rights of the student: all teaching and learning activities, interaction with staff and peers, assessments, exams, credits for recognition, transcript of records. For double and joint degrees a common diploma supplement is given.</td>
<td>Yes, a tripartite learning agreement guarantees the rights of the student: all teaching and learning activities, interaction with staff and peers, assessments, exams, credits for recognition, transcript of records. For double and joint degrees a common diploma supplement is given.</td>
<td>Not applicable, as there is no exchange. The university in which the student is registered delivers credits, awards, degrees, which subsequently can be recognized when the student registers at another university. Diploma supplement is given</td>
</tr>
</tbody>
</table>

**Note:**
- MOOCs: Massive Open Online Courses
- Diploma supplement: Supplement to the student's diploma
# Mobility Matrix

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Physical exchange mobility</th>
<th>Virtual exchange mobility</th>
<th>Open virtual exchange mobility</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Institutional agreements and tripartite learning agreements guarantee the institutional commitment for taking a number of students (after selection) and guarantee the rights of the student</td>
<td>Institutional agreement and tripartite learning agreement guarantee the institutional commitment for taking a number of students (after selection) and guarantee the rights of the student</td>
<td>No institutional agreement, therefore universities don’t guarantee to take a student (it depends on number of places available and on academic criteria).</td>
<td>Student has to check accreditation and recognition of credits for a course or a program for subsequent valorisation in other universities or by employer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional decision level</th>
<th>Rector</th>
<th>Rector</th>
<th>At least dean for window mobility</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Staff level or dean for single courses, depending on local procedures</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Registration</th>
<th>Physical exchange mobility</th>
<th>Virtual exchange mobility</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In two universities for individual exchange and networked or window mobility- In two or more universities when the student successively follows parts of the program (joint programs)</td>
<td>In principle, the student can register for exchange at more than one university as he can follow exchange courses at different universities without moving to another place. All depending on policies and decisions the home curriculum</td>
<td>In two universities for following a single course or a minor or specialization. Unlikely that a university allows for a completely free or open program</td>
<td>In the institution, which owns the program</td>
</tr>
</tbody>
</table>
## Mobility Matrix

<table>
<thead>
<tr>
<th></th>
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<th>Virtual exchange mobility</th>
<th>Open virtual exchange mobility</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Main challenges</strong></td>
<td>Cost to the student, especially when no (Erasmus+) grants are available – mainly travel and subsistence</td>
<td>Methodologies for examinations to be considered (Tesla)</td>
<td>Methodologies for examinations to be considered (Tesla)</td>
<td>Costs to student dependent on the fees to be paid (for the entire course, including exams)</td>
</tr>
<tr>
<td></td>
<td>Delivering a truly intercultural experience for students in a host university</td>
<td>Building a community by designing courses accordingly – cost of learning communities</td>
<td></td>
<td>Building a community by designing courses accordingly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Designing and developing courses and curricula</td>
<td>Balancing scale, quality and cost (the iron triangle)</td>
</tr>
</tbody>
</table>
## Mobility Matrix

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Main benefits for students</strong></td>
<td><strong>A student can benefit from a long international learning experience</strong></td>
<td><strong>A student can benefit from a flexible offer of a short or long international learning experience</strong></td>
<td><strong>Large scale and flexible delivery of programs and courses</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A student can have courses or learning activities which are made available by mobility agreements with other universities</strong></td>
<td><strong>A student can have a course or a learning activity which is made available by mobility agreements with other universities</strong></td>
<td><strong>International online distance programs give students worldwide the opportunity to follow academic degree programs, continuous education programs/CPD or single courses, especially those not available in their own country</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The rights of the student are guaranteed as in the standard Erasmus exchange scheme (learning agreement)</strong></td>
<td><strong>The rights of the student are guaranteed as in the standard Erasmus exchange scheme (learning agreement)</strong></td>
<td><strong>Online distance programs are flexible, which is especially important for students at work and part-time students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No barriers of place and cost when a scholarship or grant is available (e.g. Erasmus +)</strong></td>
<td><strong>No barriers of place and cost</strong></td>
<td></td>
</tr>
<tr>
<td>Mobility Matrix</td>
<td></td>
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<tr>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main benefits for institutions</strong></td>
<td><strong>Physical exchange mobility</strong></td>
<td><strong>Virtual exchange mobility</strong></td>
<td><strong>Open virtual exchange mobility</strong></td>
</tr>
<tr>
<td>Universities offer additional opportunities for an international academic experience by an immersion in another university and culture/language</td>
<td>Universities offer additional opportunities for an international academic and intercultural experience by online exchange and joint learning activities</td>
<td>Universities enrich their programs, notably in the case of networked and joint curricula</td>
<td>Host universities and academic staff increase their academic visibility and reputation by the quality of the learning activities offered</td>
</tr>
<tr>
<td>Universities enrich their programs, notably in the case of networked and joint curricula</td>
<td>Universities enrich their programs, notably in the case of networked and joint curricula</td>
<td>Multi-campus solutions are very well possible</td>
<td>By the participation of international students in learning activities, e.g. learning communities, projects, seminars, think tanks, host universities can easily organize online international classrooms</td>
</tr>
<tr>
<td>Recruitment of international students for subsequent programs is facilitated</td>
<td>Universities can easily organize online international activities, e.g. international classrooms, learning communities, projects, seminars, think tanks, etc.</td>
<td>Universities can easily organize online international activities, e.g. international classrooms, learning communities, projects, seminars, think tanks, etc.</td>
<td>Recruitment of international students for subsequent degree or continuous education programs as well as for eventual regular Erasmus exchange is facilitated</td>
</tr>
<tr>
<td>Universities increase internationalization credits for funding (in some countries)</td>
<td>Recruitment for subsequent programs</td>
<td>Recruitment for subsequent programs</td>
<td></td>
</tr>
</tbody>
</table>

**Physical exchange mobility**

- Universities offer additional opportunities for an international academic experience by an immersion in another university and culture/language.
- Universities enrich their programs, notably in the case of networked and joint curricula.
- Recruitment of international students for subsequent programs is facilitated.
- Universities increase internationalization credits for funding (in some countries).

**Virtual exchange mobility**

- Universities offer additional opportunities for an international academic and intercultural experience by online exchange and joint learning activities.
- Universities enrich their programs, notably in the case of networked and joint curricula.
- Multi-campus solutions are very well possible.
- Universities can easily organize online international activities, e.g. international classrooms.
- Recruitment for subsequent programs.

**Open virtual exchange mobility**

- Host universities and academic staff increase their academic visibility and reputation by the quality of the learning activities offered.
- By the participation of international students in learning activities, e.g. learning communities, projects, seminars, think tanks, host universities can easily organize online international classrooms.
- Recruitment of international students for subsequent degree or continuous education programs as well as for eventual regular Erasmus exchange is facilitated.

**Transnational online distance education**

- Recruitment of international students for flexible, scalable and high quality online courses and programs.
- Organising open education, e.g. MOOCs.
Different cost structure

• For both forms of mobility, the organisational costs, the eventual “language and culture preparation” costs and the educational cost are high.

• The cost of physical mobility is particularly high with regard to travel, housing, insurance and other costs. In most cases, it is covered by the Erasmus+ KA1 Mobility or the Erasmus Mundus Program.

• The cost of virtual mobility is particularly high with regard to the organization of examinations and in cases where virtual exchange is combined with face to face events (travel and subsistence costs, short mobility cost).
Conclusions

1. Student mobility is always related to the curriculum. Its place is defined by the design of the curriculum.
2. Three main types of curricula can be distinguished:
   - Exchange curricula and individual exchange mobility
   - Networked curricula with mobility windows and networked mobility
   - Joint curricula and embedded mobility paths
3. As international collaborative curricula become more integrated, the mobility schemes become more structured and integrated as well.
4. Mobility can be organised at all qualification levels (bachelor, masters and PhD level) as well as in postgraduate programs. Short term mobility can also be organised at the course level (online courses, MOOCs, virtual seminars, virtual labs, think tanks, projects, micro-masters)
5. Virtual mobility can be organized for individual exchange, for networked mobility (mobility windows) and as embedded mobility in joint curricula.
6. Physical mobility and virtual mobility are complementary to each other as each serves own objectives. Both can be organized at different stages in a curriculum, depending on the design of the program or course
Conclusions

7. Physical mobility creates for the student an immersion in another academic, linguistic and cultural environment. No less than 20% of the students will participate in a physical mobility scheme (in some subject areas even more).

8. Virtual mobility creates flexible, scalable and affordable mobility solutions for all types of curricula and courses, but not an immersion. It is expected that in the future all students will participate in virtual mobility schemes, including those who go abroad. Virtual mobility can be organised synchronously (virtual classrooms) and asynchronously (online) and it can involve multiple universities.

9. Virtual mobility is suitable for the course level as well as for the curriculum level, especially for engaging in mobility windows and in joint programs (at least partly). It delivers an international academic experience and intercultural collaboration and communication competences.

10. In a short term, open online course catalogues can boost virtual mobility in all universities.
Conclusions

11. In all mobility schemes, a tripartite learning agreement is a most important condition to guarantee the rights of the student and to engage home and host universities or university networks/consortia.

12. The EADTU mobility matrix shows the features, strengths and challenges of physical and virtual mobility.

13. Although the cost components of physical and virtual mobility are almost the same (except the travel, housing and insurance cost), the cost structure is different, legitimating both for funding by the EU.

14. European projects have already developed a thesaurus of innovative international pedagogies both for physical and virtual mobility.

15. Physical and virtual mobility opportunities should be integrated in the eU.University, the European hub for higher education.
Thank you!

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