FRAMES
FRAMES

TOOLKIT FOR INTEGRATING VIRTUAL

EXCHANGE IN HIGHER EDUCATION

Acknowledgements

About FRAMES

The FRAMES project aims to foster a harmonised implementation and accreditation of Virtual Exchange (VE), as an integral part of (blended) mobility approaches, among European Higher Education Institutions (HEIs), making the European Higher Education Area more innovative, intercultural and resilient.

This toolkit represents the third Intellectual Output of FRAMES, a Strategic Partnership funded by the Erasmus+ programme of the European Union spanning over 2 years (March 2021 – February 2023). The project is implemented by a consortium composed of UNIMED – Mediterranean Universities Union (coordinator), UNICollaboration, Sharing Perspectives Foundation, Universitat de Girona, University of Limerick, and Università di Siena.

VE as an educational practice has been shown to work as a complementary component of physical exchange programmes, allowing more students to benefit from meaningful international and intercultural experiences as part of their higher education. Now it is time for EU universities to mainstream this approach into their institutionalised mobility activities.

Visit the FRAMES project site for more information.

Co-funded by the European Union

Contents

TOOLKIT+

WHY THIS TOOLKIT?

Evidence shows that motivation is crucial for the success of any educational intervention, including Virtual Exchanges (VEs), and that accreditation plays an important role in increasing participants' motivation and commitment. While research has mainly focused on describing VE as an educational practice, this toolkit aims at helping you make a plan to integrate VE at your Higher Education Institution (HEI), and to get it accredited. We do this by showing, through selected cases, how VE has been integrated and accredited at different HEIs. The cases are used to illustrate four different scenarios of integration and accreditation of VE, including challenges and opportunities, and help the reader identify potential paths for future implementation of this innovative pedagogy within their institutions.

FOR WHOM?

This toolkit is for Higher Education professionals and specifically for teaching and administrative staff interested in implementing Virtual Exchange as part of broader mobility/internationalisation strategies within their institutions. This toolkit will support their efforts to integrate and accredit VE in a sustainable way.

HOW TO USE IT?

This toolkit is an audio-visual project, QR codes to the FRAMES website provide additional resources as well as the full information on the cases introduced per scenario. The included tools, in the form of activities and worksheets, will help you to ultimately create an original 'ACTION PLAN FOR INTEGRATION AND ACCREDITATION OF VE' suitable for your institution's context. The roadmap on p. 9 will present an overview and step-by-step guide to using the tools. Next to this, an original podcast series has been developed where practitioners share their experiences and best practices and discuss challenges they encountered in their own VE integration efforts.

Scenarios
Four scenarios for the integration and accreditation of VE in Higher Education will be described in this toolkit, alongside some of their opportunities and challenges.

Cases
Examples from the field of Higher Education that illustrate the specific scenario of integration of VE. Each scenario is followed by a page with an introduction to related cases and links to the website to read the full VE project.

QR Codes
Scan the presented QR codes with your phone for digital materials and links to relevant webpages.

Tools
Through different activities and worksheets, you will be able to construct a unique action plan suitable for your institution's context. The roadmap on p. 9 will present an overview and step-by-step guide to using the tools.

Podcast
Listen to interviews with practitioners to learn about best practices as well as challenges they encountered in their efforts to accredit and integrate VE and how they overcame these challenges.

WHAT IS VIRTUAL EXCHANGE?

Virtual Exchange (VE) is a practice that consists of **sustained, technology-enabled, people-to-people online exchange sessions in which constructive communication and interaction take place with the support of educators or facilitators.**

VE projects are educational programmes that include:

- an element of collaboration and exchange between participants
- a focus not only on content learning, but also on the development of transversal skills
- intended learning objectives like intercultural communication and digital literacies

A core principle is that the collaboration needs to be sustained: in other words, a one-off meeting – such as taking part in a webinar – does not constitute a VE project.

🔊 **Learn how expert practitioners define VE in episode one of the FRAMES podcast.**

Why Virtual Exchange?

The VE methodology has proven to work as a synergistic and complementary component of physical exchange programmes, showing that it can prepare, deepen, and extend physical exchanges, allowing more students to benefit from meaningful international and intercultural experiences as part of their Higher Education Development. Now it is high time to work to facilitate the integration of this approach in the daily mobility activities of as many HEIs as possible.

ⓘ Terms such as COIL, Global Digital Exchange, Tele-collaboration, Teletandem and e-Tandem (the latter three used primarily in the area of foreign language learning) all share the same defining elements.

WHAT IS MEANT BY RECOGNITION AND ACCREDITATION?

Although **recognition** and **accreditation** have different meanings in different contexts, here we use the word recognition to refer to the process of granting official status to the knowledge, skills and competences developed as a result of a course or of an educational experience (e.g. an internship) by an HEI. This can be done, for example, through the award of certificates, open badges or credits. If the process of recognition involves the granting of credits, then we refer to accreditation of the learning process.

01

Ready-made programmes

Pedagogical experts from external educational providers have developed virtual exchanges. These programmes are distinguished from other forms of online education by the synchronous exchanges between students led by trained online facilitators. During weekly 'live' sessions, the students meet in small groups to discuss different topics – often around global issues – with peers from a variety of geographical and cultural backgrounds and engage in interactive tasks and collaborative assignments.

02

Teacher-designed project

Educators in HEIs develop a project with one or more partners in a different country to integrate a more international and intercultural perspective into their courses, thus maintaining full control over the contents and duration of the programme. The VE can be developed in any discipline and subject area, or can be transdisciplinary. This enables the students and teachers to acquire different perspectives on their subject while learning to collaborate with their international peers through the use of ICT.

TERMINOLOGY EXPLAINED

Terminology used in relation to Virtual Exchange by different stakeholders can be confusing, particularly when referring to virtual mobility and exchange, blended mobility or MOOCs. While ICT is at the centre of all these educational practices, there are significant differences.

Within the FRAMES project, we differentiate these concepts as follows:

Virtual Mobility

Educational practices that allow students from one educational institution to follow courses organised at a different institution (usually based in a different country) without having to leave home. The focus of Virtual Mobility is to provide subject knowledge (possibly in an area or a specific topic not taught at the student's home university) by taking advantage of complementary expertise, and does not require the student to interact with peers from the host institution.

Blended Mobility

Blended mobility is the combination of physical mobility with a virtual component, aimed at facilitating collaborative online learning and teamwork. The virtual component can be used to prepare students for physical mobility, or it can be used after physical mobility, to deepen cultural learning, or it can even take place during the physical mobility to directly enhance some aspect of it.

MOOCs

Massive Open Online Courses are courses usually delivered online through a platform such as EdX, Coursera or Futurelearn. The focus of these is primarily on content delivery – they are mostly based on recorded video lectures and learning materials. Although many have a forum component and encourage students to interact, the interaction is not sustained and is optional.

iOOCs

Interactive Open Online Courses, such as the ones offered by the Sharing Perspectives Foundation, combine content presented in a similar format to MOOCs, with an interactive component which includes weekly synchronous discussion sessions in small groups with the support of a dialogue facilitator, to encourage people-to-people intercultural communication.

SCENARIOS FOR THE INTEGRATION OF VE PROJECTS

There are different ways of integrating VE projects into your institution's curriculum. FRAMES presents four distinctive scenarios for integration. Deciding what scenario is a best fit for your VE integration efforts depends on factors like institutional needs, ambitions, challenges, involved stakeholders and administrative context. Before going into a more detailed description and case examples, have a look at a basic introduction of the four scenarios here.

> 🔍 **For more on this scan the QR code for access to the report 'Scenarios for the integration of Virtual Exchange in Higher Education'.**

Blended mobility

Virtual Exchange as a preparatory or follow-up activity to physical mobility

→ Great for: Offering high quality preparation for physical mobility, and ensuring that students make the most of their stay abroad or reflecting on their international experience.

Blended mobility

Virtual Exchange as an intertwined component of physical mobility

→ Great for: Ambitions for diversifying the participating student body of a physical mobility, by including students who are unable to travel for longer periods of time.

Virtual Exchange as stand-alone learning activity

→ Great for: Institutions to introduce VE projects centrally with minimal teaching staff involvement if desired.
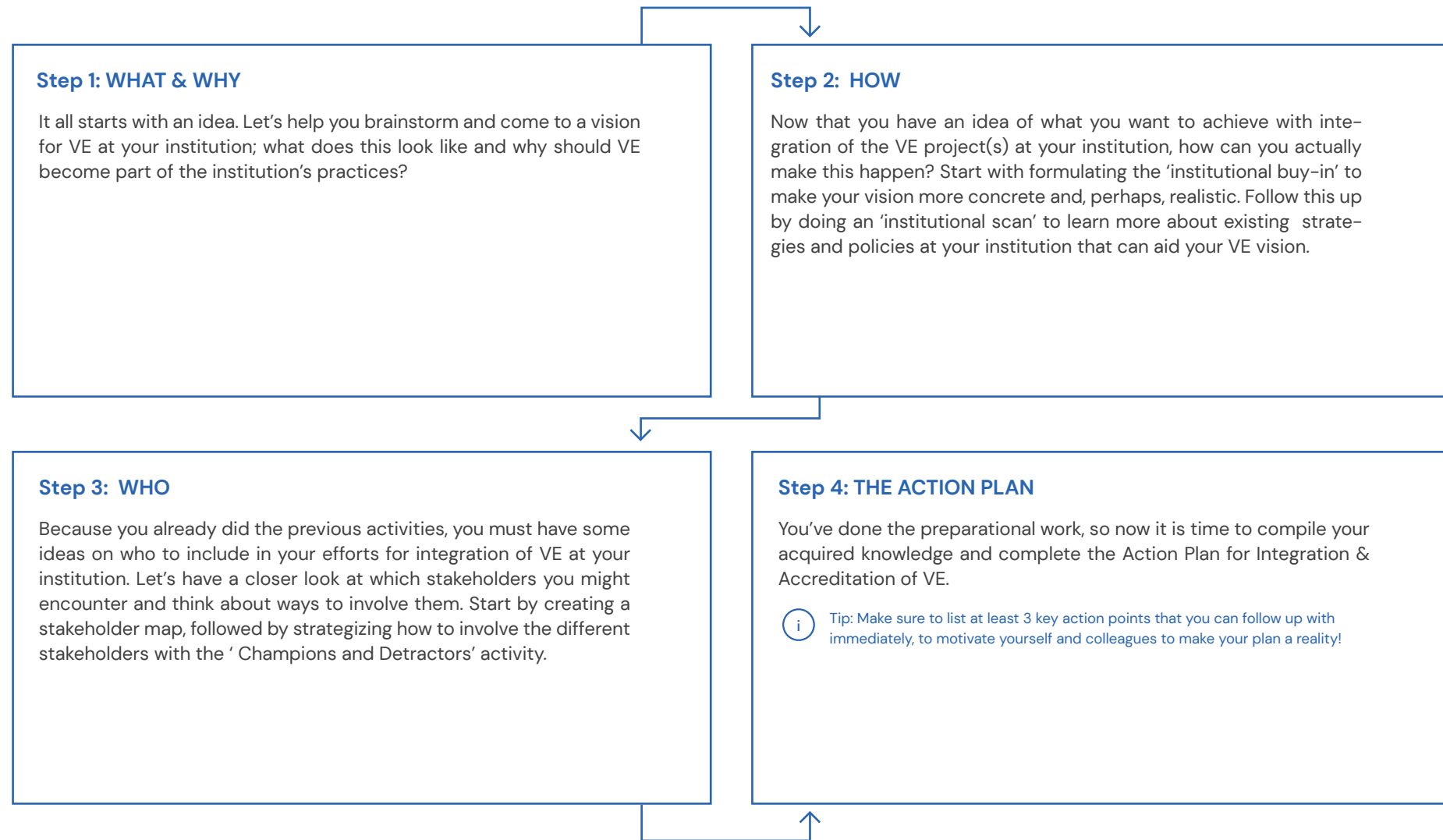
Traditional or online

Virtual Exchange as a component of a course

→ Great for: Teaching staff who wish to give their course an international dimension, either by integrating a VE project co-designed by the teachers, or by including a ready-made VE within a single course.

ROADMAP TOWARDS YOUR VE INTEGRATION ACTION PLAN

Follow these steps to create an original plan suitable for your institution's context.

Step 1: WHAT & WHY

It all starts with an idea. Let's help you brainstorm and come to a vision for VE at your institution; what does this look like and why should VE become part of the institution's practices?

Step 2: HOW

Now that you have an idea of what you want to achieve with integration of the VE project(s) at your institution, how can you actually make this happen? Start with formulating the 'institutional buy-in' to make your vision more concrete and, perhaps, realistic. Follow this up by doing an 'institutional scan' to learn more about existing strategies and policies at your institution that can aid your VE vision.

Step 3: WHO

Because you already did the previous activities, you must have some ideas on who to include in your efforts for integration of VE at your institution. Let's have a closer look at which stakeholders you might encounter and think about ways to involve them. Start by creating a stakeholder map, followed by strategizing how to involve the different stakeholders with the ' Champions and Detractors' activity.

Step 4: THE ACTION PLAN

You've done the preparational work, so now it is time to compile your acquired knowledge and complete the Action Plan for Integration & Accreditation of VE.

ⓘ Tip: Make sure to list at least 3 key action points that you can follow up with immediately, to motivate yourself and colleagues to make your plan a reality!

🔊 **Need more information or inspiration? Listen to the FRAMES PODCAST where practitioners are interviewed about their experience with Virtual Exchange integration and accreditation in Higher Education.**

Scan to access all the tools in a digital format.

Blended mobility

VIRTUAL EXCHANGE AS A PREPARATORY OR FOLLOW-UP ACTIVITY TO PHYSICAL MOBILITY

Using VE as a **preparatory or follow-up activity to physical mobility** means that the VE is offered to students either before or after the physical mobility exchange. In this sense, such a scenario is an example of blended mobility.

The aims and benefits of the VE project vary according to when it takes place. If the VE is offered <u>before</u> the physical exchange, it mainly aims to prepare students linguistically, culturally, but also psychologically, for the period they will spend abroad.

When the VE takes place <u>after</u> the international exchange, it is mainly aimed at reinforcing the experience by allowing students to reflect on their learning together with their international peers and foster cooperation after mobility.

Opportunities

VE used as a preparatory activity to physical mobility prepares future outgoing students for their experience abroad, both linguistically and (inter)culturally. It can also make the experience of travelling abroad less daunting for students feeling anxious about the experience, helping establish contacts between these students and local students at the host university.

VE used as a follow-up activity can offer students an opportunity to reflect on, and learn from their experience abroad.

Challenges

Sustainability depends on all the institutions involved putting the necessary resources into the project, and ensuring the participation of their students.

Lack of accreditation can undermine the offer in the eyes of prospective students

CASES

E-Tandem

Who?
The University of Padova

What?
This 8 to 10 week programme developed in 2015 pairs incoming international students with domestic students. The students connect through an e-community, they take part in facilitated dialogue sessions with 8 to 12 participants, and are paired for their tandem sessions.

Domestic students enrolled in language and literature degree courses are awarded 3 ECTS credits upon successful completion of the project, formalised as an optional activity within their curriculum. All students are issued a certificate of attendance when they successfully complete the required activities.

The project has four key learning aims; Linguistic; Cultural and Intercultural; Social; and Technological and Digital.

This is an example of integrating VE as a language learning tool to prepare students for physical exchanges.

I-TELL PREP

Who?
The Universities of Limerick and Leon

What?
An 8 week task based programme that ran in 2014. All participants were travelling to either Ireland or Spain as part of their studies or work placement. The VE project was carried out using email, video recordings and video conferencing tools. Each exchange was conducted half in Spanish and half in English.

The Irish students took part in the project on a voluntary basis, receiving a certificate of participation at completion, whereas the Spanish students received 2 ECTS credits.

Through this VE project students gained an international experience at home by being paired with an incoming student.

TRANS-ATLANTIC ENGAGEMENT

Who?
The Newcastle University School of Dental Sciences (NUSDS) and Indiana University School of Dentistry in the United States of America (IUSD)

What?
A two year exchange developed in 2015. **Students participate in a unique face-to-face collaborative and interdisciplinary education programme within respective dental schools and community settings.**

In the first academic year, a VE serves as initial preparation for the physical exchange, before the US students visit the UK for 10 days (May/June); in the second academic year, the VE takes place in Spring, before UK students visit the USA for 2 weeks in July.

Although this VE project does not reward students with credits, inclusion of the course on a CV has proved to be motivation for participants.

Scan for more details on these cases.

Blended mobility

VIRTUAL EXCHANGE AS AN INTERTWINED COMPONENT OF PHYSICAL MOBILITY

A VE project as an intertwined component of physical mobility is another example of blended mobility. In this case, the VE is 'intertwined' with physical mobility into a single educational experience from its design phase. The VE may take place while students are abroad, for example through a 'while abroad' module designed by two or more institutions. It may also take place as part of a specific initiative, like a summer school, an international conference or workshop, or a broader initiative, for example for students to set up a specific project during their mobility. This means that the VE does not necessarily have to take place while the students are abroad. However, **the VE should be directly related to the activities undertaken during the physical mobility period.**

Examples of this approach show how VE activities are designed in direct connection to the activities that take place during the physical mobility period. The specific tasks and activities completed virtually, which often include subject-related content, are crucial for the students to be able to participate in the activities undertaken during the physical mobility period.

Opportunities

VE activities designed to match activities during physical mobility reinforce each other.

Inclusive of students who are unable to travel for longer periods of time, and diversifies the participating student body.

The combination of VE and physical mobility enhances international and intercultural competence acquisition.

Challenges

Sustainability of these activities heavily depends on the willingness and ability of the participating institutions to invest in the project with staff hours and – in some cases – the hosting of the physical mobility.

Lack of resources and funding to implement the physical mobility component.

CASES

Euroweek

Who?
Prime Networking

What?
Euroweek is an annual event, organised by Prime Networking, a European network of 17 universities. It is a one-week academic conference bringing together students and academics from member universities.

The VE activities are directly related to the physical mobility element. Students from two or three different institutions are placed in teams and given a specific project, on which they will work together online for 3 months. Students are expected to write a paper, prepare a poster and present the results, in the form of a pitch and a longer presentation. During the conference week, the student teams present the results of their research projects, attend other workshops and compete for prizes.

The recognition and accreditation of the Euroweek is decentralised and varies for each participating university. For some institutions, Euroweek is offered as an independent course leading to credit recognition of the activities. Other universities recognise it as independent (free) credits.

This example shows how physical mobility can be used as an end stage of a VE project, reinforcing the learning that took place in the VE.

NICE project

Who?
The Network for Intercultural Competence to facilitate Entrepreneurship

What?
The Network for Intercultural Competence to facilitate Entrepreneurship (NICE) is a blended exchange programme, consisting of an introductory course on intercultural competence and entrepreneurship. For the virtual element, NICE students complete seven online modules. Each module requires students to complete individual work in their own time, meet virtually with their team to complete group work, and attend an online session as a team with a dialogue facilitator. For the physical element, the summer school incorporates interactive sessions with lecturers and entrepreneurs, student group work, team pitches, and a cultural and social programme to foster a sense of community.

For the recognition and accreditation of the NICE activities, a centralised approach has been adopted where NICE has developed a mechanism for providing credits to students undertaking a VE programme, through the NICE SLICC (Student- Led, Individually-Created Course). The NICE SLICC is a self-designed, experiential learning assignment, where students reflect on their experience of working within a transnational team to address a Global Challenge. The course is based on the creation of an e-portfolio, which is a space for students to provide evidence of their Learning.

Accreditation of the SLICC remains the responsibility of the single university. The University of Edinburgh provides formal accreditation and awards 10 ECTS credits to each individual participant. Other partners have begun to explore how to incorporate reflective learning within their own institutions.

Scan for more details on these cases.

VIRTUAL EXCHANGE AS A STAND-ALONE LEARNING ACTIVITY

A VE as a stand-alone learning activity means that it is not embedded within a longer module, nor is it seen as a part of a blended educational experience. As such, the VE in itself is recognised as a learning activity and therefore leads to the granting of credits upon completion.

The positioning of this accreditation can be done as part of a broader curriculum, for example by offering the **VE as a compulsory or elective course** within a languages degree; the VE can also constitute a **'practicum',** in other words one involving practical work that sits alongside more theoretical courses.

Alternatively, the VE can be offered as part of a pool of 'General Key Qualifications' or **transversal skills modules** offered to students across the different disciplines and courses of study. In this way, the VE can be offered to all students, following an interdisciplinary approach. Finally, the VE can be positioned as an **extracurricular activity** and listed in a diploma supplement with additional credits, recognising the international and/or intercultural experience of the student in the VE.

Opportunities

The VE can be embedded in different fields and subjects within Higher Education.

It can be offered as an alternative to physical mobility or a specific module.

A limited coordination workload because VE can be designed by an external organisation.

All students could potentially be included, because it is not embedded in a module or course.

The VE can be introduced centrally and doesn't depend on the teacher's initiative if an external organisation is involved.

Challenges

Accreditation can be difficult if used as an extracurricular activity or because it is offered by an external organisation.

There are costs if organised by an institution from outside of the university.

Often, these courses are available mainly in one language (for example in English) which could pose an issue.

If organised by an institution from outside, it can add unrecognised workload to coordinating staff.

If offered as an elective, uptake might not be satisfactory.

CASES

Soliya Connect Program

Who?
The University of Padova

What?
The Soliya Connect Program is a VE established in 2003 by the NGO Soliya. The University of Padova (UNIPD) started integrating the course in 2009. Every year, between 20 and 50 UNIPD students from two departments - the Department of Linguistic and Literary Studies (DiSLL) and the Department of Political Science, Law, and International Studies (SPGI) - take part in the programme.

At SPGI, the 8-week Connect Program has been offered as an alternative to the Advanced English Language Course. At DiSLL the Connect Program is available as an elective, and participation is recognised with 3 ECTS credits as "in-depth Language Study. The activities required for the recognition of the VE include participation in an initial meeting with the co-ordinator, attending the eight weekly 2-hour dialogue sessions, reading the recommended texts, completing a collaborative assignment and writing a weekly reflective journal. The co-ordinating professor receives weekly updates on student participation and performance in sessions, and a final evaluation

Throughout the VE project there is cooperation between a university coordinator and a liaison from the exchange provider Soliya concerning student progress, grading and more.

Climate Movements

Who?
The Sharing Perspectives Foundation and ESIEE Paris

What?
Climate Movements is a VE developed by the Sharing Perspectives Foundation (SPF). During 9 weeks, students from Europe, North Africa and the Middle East have weekly discussions in online groups on different socio-political aspects of climate change under the guidance of trained facilitators, while completing interactive assignments.

In 2021 a partnership between SPF and ESIEE Paris (École Supérieure d'Ingénieurs en Electronique et Electrotechnique de Paris) enabled 23 students to enrol, with 21 successfully finishing it. The VE project was offered at the ESIEE as an alternative to a regular course on International Communication, enabling students to choose between the regular course or the VE 'Climate Movements'.

Student participation is monitored by SPF through attendance in the online group sessions as well as completion of the interactive and reflective assignments. In turn, the university reviews the students' assignments and participation to validate and accredit the VE.

Teaching and Learning in Primary Education in International Comparison

Who?
The University of Erlangen-Nürnberg and the University of Latvia

What?
This is a teacher-designed VE project, building upon an existing Erasmus+ Agreement. It is addressed to 2nd and 3rd year students in initial primary teacher education: about 12 students from Germany and 12 students from Latvia take part in it in each iteration. The focus is placed on online collaboration between students, who tackle tasks together from their country-specific perspective. Students work on assignments in an international team and reflect on similarities and differences between the education systems. The course lasts 10 weeks. Students work individually on the learning module during the week before the online synchronous sessions. The group assignments are worked on during and after the synchronous sessions. 4 ECTS credits are awarded for the VE at each HEI.

Scan for more details on these cases.

Traditional or online

VIRTUAL EXCHANGE AS A COMPONENT OF A COURSE

A VE offered as a component of a course means that the VE is an integral part of a course and must be carried out in order to successfully complete the course. Recognition and accreditation of the VE component are thus connected to other course requirements. In this way, the VE is used to support the specific learning objectives within that course (as opposed to the previous scenario, where the VE has its own learning objectives and contributes to the wider learning objectives of an entire programme or major). The positioning of the VE is hereby always within a specific course.

The integration of a standard course with a VE component is often motivated by the wish to give the course an international dimension. This can be done by integrating a VE project co-designed by the teachers of the courses in the partner institutions (see the 'Shared Garden case') or by including a ready-made VE within a single course (see the case from Julius Maximilian University).

> ⓘ The integration of a teacher-designed VE might be the better option if teachers wish to tailor the VE to suit their specific disciplinary area, schedules, learning objectives and assessment.
>
> The integration of a ready-made VE can offer the students the possibility to bring their own specific expertise when addressing global issues together with young people living in different geographical areas, and thus develop crucial skills and understanding to work and live in a global society. The integration of a teacher-designed VE might be the better option if teachers wish to tailor the VE to suit their specific disciplinary area, schedules, learning objectives and assessment.

Opportunities

Could solve crucial issue of recognition and accreditation.

Offers possibilities for students collaborating across disciplines.

Teachers get exposed to different approaches to the same discipline.

Challenges

It does not require the HEI to commit to VE as part of the strategy plan, potentially decreasing the long term integration of VE.

Motivating teaching staff to include the VE in their course can be difficult.

Managing students' workload and motivation could be a challenge if the VE is integrated in an existing course without increasing credits.

CASES

Shared Garden

Who?
The University of Bordeaux and the University of León

What?
The Shared Garden, based in a physical area situated on the campus in Bordeaux, is a collaborative project between the University of Bordeaux and the University of León, aimed at designing a garden within ecological and sustainable parameters; the students can plant, design their watering system, measure humidity and production.

The specific courses into which the VE was inserted were Fluid Mechanics Engineering in English, which involves 6 ECTS, for the Spanish students, and a Science class in English for the French students following the "international track".
The VE is part of a compulsory tutored project for the French students, whereas, for the Spanish students it is a voluntary component of their course.

There is no separate recognition or accreditation of the VE component, as these two aspects are given to the entire course within which the VE has been embedded.

University of Applied Sciences Utrecht

Who?
The University of Applied Sciences Utrecht (The Netherlands)

What?
At the Hogeschool Utrecht University of Applied Sciences (HU), there are two types of VE activities: the co-designed, discipline-based VE, and ready-made, intercultural-dialogue-based VE. The former is developed by two teachers from partner universities and focuses around their specific subject matter, while the latter came about through partnerships with VE providers such as Soliya and The Sharing Perspectives Foundation. **All VE components at HU are credit-bearing, and are assessed individually against the learning outcomes of the course.** VE is regarded as an additional tool to achieve the learning outcomes on a particular module and is thus included in the assessment matrix as one of the learning components.

Julius Maximilian University

Who?
The Julius Maximilian University (JMU), Würzburg (Germany)

What?
Students at the JMU can take courses for up to 20 ECTS from the pool of General Key Qualifications subjects. In 2019 the **Career Centre decided to use the General Key Qualifications courses to include VE activities** of the 'Erasmus+ Virtual Exchange' initiative. To receive the ECTS credits, students had to successfully complete the VE activities as well as attend two (local) classes at the Career Centre to further strengthen the transversal skill development of the participants. In support of students' participation in the VEs, the Career Centre offered many advisory services to their students, allowing them to collect evidence of the fact that participating students increasingly become aware of the fact that the VE programme enhances not only their foreign language skills, but also other transversal skills such as critical thinking and global responsibility.

Scan for more details on these cases.

THANK YOU!

Thank you for using this toolkit!

Visit the FRAMES project website for more information and useful resources.
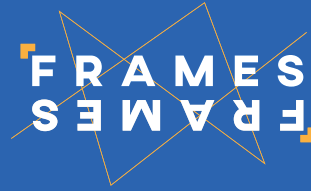
Don't forget to listen to the original FRAMES podcast where practitioners share their experiences with Virtual Exchange integration and accreditation.

TOOLS TO SUPPORT YOUR VE INTEGRATION

IDEATION ACTIVITY: ENVISIONING VIRTUAL EXCHANGE INTEGRATION & ACCREDITATION

Let's start by creating your vision for VE at your institution.
Brainstorm, make notes and let the questions guide you.

**What is your vision of
VE at your institution?**

⊙ *Think of: What does your VE project intend to achieve?
What are the expected financial and non-financial benefits?*

**Why should VE become
part of institutions' practices?**

⊙ *Think of: Which needs or challenges does your institution
have that VE could solve? Who are affected by these needs
or challenges? Why are these important?*

DREAM IT UP

What if it's totally up to you, without any (financial) restrictions; What would be the ideal scenario for VE at your institution? Take 5 minutes to brainstorm your ideas and dreams.

My ideal VE scenario...

? **Can you identify some quantitative indicators like;**
How many students?
How many VE's?
With how many partners?
In how many courses / programmes / faculties?

? **Can you identify qualitative indicators like;**
What are the key (learning) objectives achieved through the VE project?

PREPARING INSTITUTIONAL BUY-IN

Now that you have an idea of what you want to achieve with the integration of the VE project(s) at your institution, how can you actually make this happen? Start with formulating the 'institutional buy-in' to make your vision more concrete.

> (i) Adapted with permission from work by Carine Ullom.

What is a feasible number of participants to be reached by VE at your institution?

How many colleagues (teaching and/or admin staff) is likely to join this endeavor?

How does your institution define success? And what do they need as proof?

PREPARING INSTITUTIONAL BUY-IN

Translate your ideal scenario(s) to your institutional reality by answering
the questions below in short paragraphs.

NAME

INSTITUTION

What is a feasible number of participants to be reached by VE at your institution?

How many colleagues (teaching and/or admin staff) are likely to join this endeavour?

How does your institution define success? And what do they need as proof?

What is needed to convince the decision makers?

Which learning objectives are likely to "sell"?

Anything else that is important to keep in mind?

INSTITUTIONAL SCAN

Which strategies and policies exist at your institution that can aid your VE vision? Doing an 'institutional scan' can greatly support your VE integration efforts.

(i) Adapted with permission from work by Carine Ullom.

INSTITUTIONAL SCAN

Which strategies and policies exist at your institution that can aid your VE vision?
Find three strategies, policies or internal objectives to which VEs could contribute.
Complete the worksheet with useful information and summaries on how VE can support
each objective.

Possible starting points for your scan:

Strategies & objectives:
Internationalisation (at home)
Digitisation
Online learning
Inclusion and diversity

Potential relevant offices:
Internationalisation office
Education office
Curricular design teams
Ombuds office (regarding inclusion)

Partnerships:
Which existing international partnerships
might be interested in or could benefit
from a VE?

01

Describe the respective strategy/policy/objectives:

Where are the linking points to your VE vision?

Formulate a pitch on the relevance of your VE vision for the respective strategy/policy/internal objectives:

02

Describe the respective strategy/policy/objectives:

Where are the linking points to your VE vision?

Formulate a pitch on the relevance of your VE vision for the respective strategy/policy/internal objectives:

O3

Describe the respective strategy/policy/objectives:

Where are the linking points to your VE vision?

Formulate a pitch on the relevance of your VE vision for the respective strategy/policy/internal objectives:
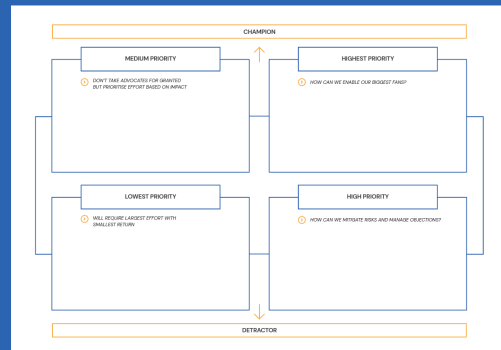
STAKEHOLDER MAP

You must have some ideas on who to include in your efforts
for the integration of VE at your institution.

Let's have a closer look at which stakeholders you might encounter
and think about their position in relation to your VE vision.

(i) Adapted with permission from work by Carine Ullom.

STAKEHOLDER MAP

Identify people in your organisation who would benefit from seeing VE become part of your organisational fabric or whose support you will need in order to succeed. Equally important, identify those people who might challenge VE to become part of your institution.

Champions can be:

- international education office
- internationalisation implementation administrators
- instructional/academic technology staff
- (language) teachers/lecturers
- research project leaders
- grant writers

- registrar/enrollment office/admissions & recruitment personnel
- budget officers (i.e., those who determine how funding is allocated)
- instructional designers
- people who already conduct virtual exchange or something like it (e.g., telecollaboration and globally networked learning are sometimes used to refer to similar practices)

Detractors can be:

- Management lacking financial capacity
- Colleagues preferring the analogue way of teaching
- Mobility enthusiast who love to travel.

CHAMPIONS

MEDIUM PRIORITY

> *DON'T TAKE ADVOCATES FOR GRANTED BUT PRIORITISE EFFORT BASED ON IMPACT*

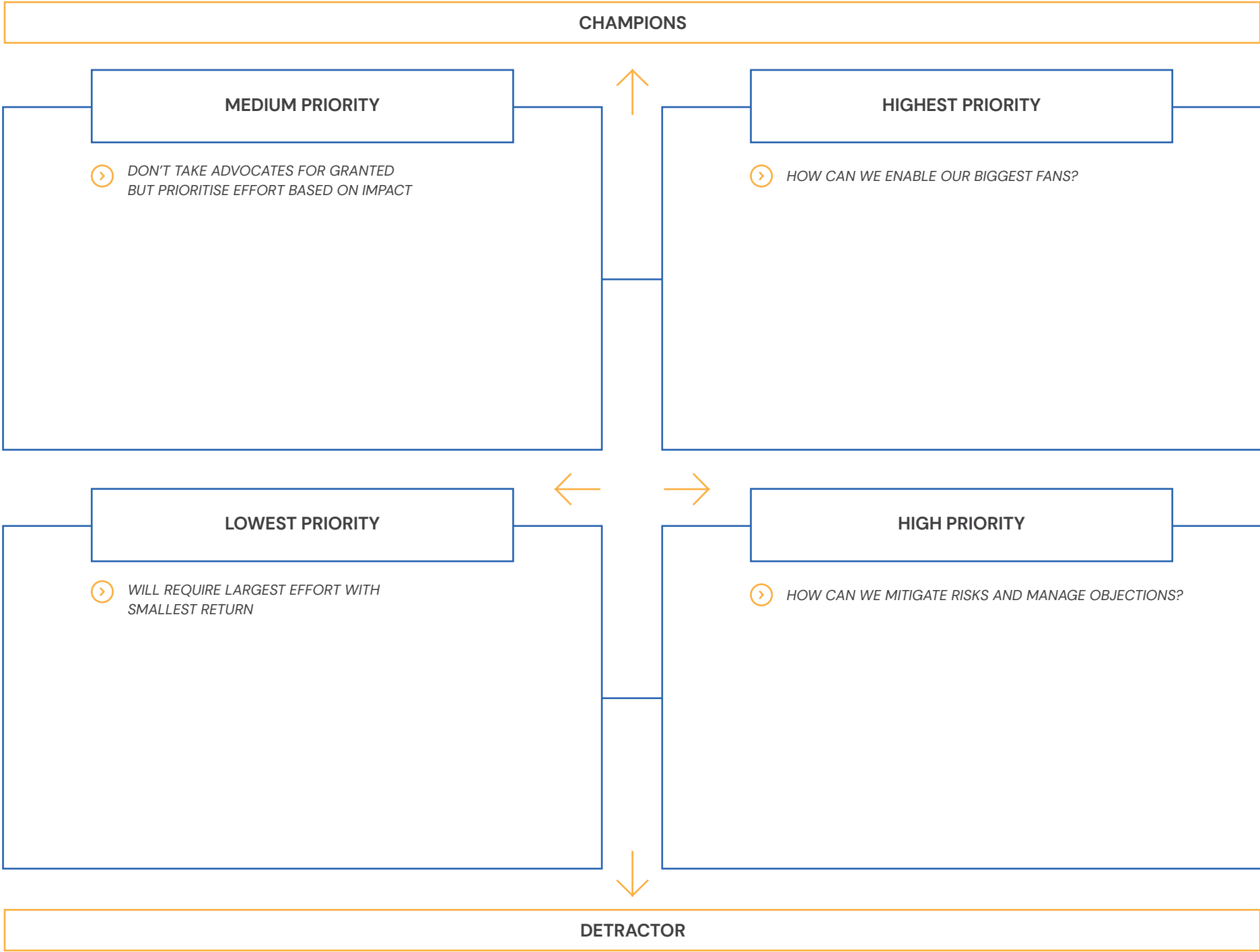**HIGHEST PRIORITY**

> *HOW CAN WE ENABLE OUR BIGGEST FANS?*

LOWEST PRIORITY

> *WILL REQUIRE LARGEST EFFORT WITH SMALLEST RETURN*

HIGH PRIORITY

> *HOW CAN WE MITIGATE RISKS AND MANAGE OBJECTIONS?*

DETRACTOR

CHAMPIONS AND DETRACTORS

Did you map the stakeholders that are somehow involved in your efforts to integrate VE at your institution? Take your stakeholder mapping to the next level by working out a detailed strategy on how to either mobilize as your supporters or how to manage objections.

ⓘ   Adapted with permission from work by Carine Ullom.

Who?	How can this stakeholder impact the plan's success? What do you need from this stakeholder?	What motivates the stakeholder? How does the stakeholder win?	How does the stakeholder lose?	What actions can be taken to support this stakeholder?

WORKSHEET CHAMPIONS
HIGHEST PRIORITY: How can you enable the biggest supporters?

Who?	How can this stakeholder impact the plan's success? What do you need from this stakeholder?	What motivates the stakeholder? How does the stakeholder win?	How does the stakeholder lose?	What actions can be taken to support this stakeholder?

| Who?	How can this stakeholder impact the plan's success? What do you need from this stakeholder?	What motivates the stake-holder? How does the stake-holder win?	How does the stakeholder lose?	What actions can be taken to support this stakeholder?

ACTION PLAN FOR VE INTEGRATION & ACCREDITATION OF VE

You've done the preparational work, so now it is time to compile your acquired knowledge and complete the Action Plan for Integration & Accreditation of VE.

Make sure to list at least 3 key action points that you can follow up with immediately, to motivate yourself and your colleagues to make your plan a reality!

See some examples of Action Plans completed by various practitioners here.
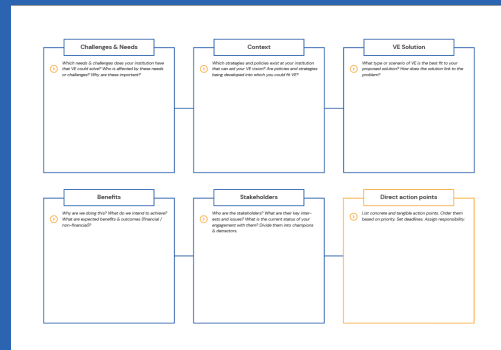
WORKSHEET

VE SCENARIO REMINDER

Blended
VE as a preparatory or follow-up activity to physical mobility;
VE as an intertwined component of physical mobility;

Virtual only
VE as a stand-alone learning activity;
VE as a component of a course (traditional or online).

NAME

INSTITUTION

ROLE

Challenges & Needs

Which needs & challenges does your institution have that VE could solve? Who is affected by these needs or challenges? Why are these important?

Context

Which strategies and policies exist at your institution that can aid your VE vision? Are policies and strategies being developed into which you could fit VE?

VE Solution

What type or scenario of VE is the best fit to your proposed solution? How does the solution link to the problem?

Benefits

Why are we doing this? What do we intend to achieve? What are expected benefits & outcomes (financial / non-financial)?

Stakeholders

Who are the stakeholders? What are their key interests and issues? What is the current status of your engagement with them? Divide them into champions & detractors.

Direct action points

List concrete and tangible action points. Order them based on priority. Set deadlines. Assign responsibility.

FRAMES
FRAMES