

### Virtual Exchange & Collaborative Online International Learning (COIL)

Closed questions for activity description	Detailed description	
<p><b>Place:</b></p> <ul style="list-style-type: none"> <li>On campus</li> <li>Off campus (online)</li> <li>Blended</li> </ul>	<ul style="list-style-type: none"> <li>Off campus (online)</li> </ul>	<p>VE/COIL activities are, by definition, implemented only off-campus (online). These activities can be integrated into blended activities, such as BIPs, or can serve as preparatory and/or follow-up activities for physical mobility. They can also function as stand-alone activities.</p>
<p><b>Pace:</b></p> <ul style="list-style-type: none"> <li>Self-paced (at their own pace)</li> <li>Time bound (synchronous/asynchronous)</li> </ul>	<ul style="list-style-type: none"> <li>Time bound (synchronous/asynchronous)</li> </ul>	<p>VE/COIL activities are typically time-bound, involving both synchronous and asynchronous components. Asynchronous activities usually consist of individual tasks, serving as preparatory activities or opportunities for individual reflection linked to the synchronous activities. Synchronous activities typically involve dialogues or teamwork activities in a challenge-based format.</p>
<p><b>Access:</b></p> <ul style="list-style-type: none"> <li>Open</li> <li>Restricted</li> <li>For limited number (add comment, what is the maximum number of participants)</li> </ul>	<ul style="list-style-type: none"> <li>For limited number (add comment, what is the maximum number of participants)</li> </ul>	<p>VE/COIL activities typically accommodate a limited number of participants, often determined by the availability of facilitators. Participants usually work in groups of 5/6 members to facilitate effective and manageable dialogue and inclusive participation. Each team is facilitated by an external facilitator. Furthermore, depending on the VE topic, participation may be restricted to participants with a specific educational background. Conversely, in the case of interdisciplinary VEs, the target group is broader.</p>
<p><b>Funding:</b></p>	<ul style="list-style-type: none"> <li>Self-funded</li> </ul>	<p>VE/COIL initiatives can be funded by various types of grants, contingent</p>

<ul style="list-style-type: none"> <li>● Self -funded</li> <li>● Grant/ Government funded</li> <li>● Alliance-funded/ project funded</li> <li>● Free of charge/ funded by university</li> <li>● Other (comment)</li> </ul>	<ul style="list-style-type: none"> <li>● Grant/ Government funded</li> <li>● Alliance-funded/ project funded</li> <li>● Free of charge/ funded by university</li> <li>● Other (comment)</li> </ul>	<p>upon the availability of funding for the participating HEIs.</p>
<p><b>Inclusion into the curriculum:</b></p> <ul style="list-style-type: none"> <li>● Part of the curriculum <ul style="list-style-type: none"> <li>○ the compulsory study subject</li> <li>○ the elective study subject</li> </ul> </li> <li>● Extracurricular</li> <li>● Both options are possible (included/ apart from it)</li> </ul>	<ul style="list-style-type: none"> <li>● Part of the curriculum <ul style="list-style-type: none"> <li>○ the compulsory study subject</li> <li>○ the elective study subject</li> </ul> </li> <li>● Extracurricular</li> <li>● Both options are possible (included/ apart from it)</li> </ul>	<p>VE/COIL activities can be integrated into the curriculum, either as elective subjects or as compulsory study subjects, or as part of a compulsory study subject. They can also be extracurricular, particularly when their topic is highly interdisciplinary and/or aims to develop soft and transversal skills. The inclusion of VE/COIL activities in a student's academic journey largely depends on the specific topic and objectives of the activity.</p>
<p><b>Open questions of activity description</b></p>	<p><b>Detailed description</b></p>	
<p><b>Volume of the activity</b> Length in ECTS/ semesters</p>	<p>VEs/COILs can provide ECTS credits, which is typically desirable and commonly practiced. The duration of these activities can vary depending on the specific activity, with a minimum duration typically being at least a month.</p>	
<p><b>Price of the activity</b> If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>VE/COIL activities should be offered to students without any charge.</p>	
<p><b>Student application &amp; selection</b></p>	<p>Depending on the VE format, student selection may or may not be required. If the VE is a compulsory study subject (or part of it), there will be no selection, as all students taking that subject</p>	

<p>How students can apply and/ or are selected/ approved for each activity</p>	<p>participate in the VE. However, if the VE is elective or extracurricular, participants must be selected through a transparent and public call for applications, ensuring equal treatment of all applicants. The call may be open to all students or only to certain categories, depending on the VE topic and the skills/knowledge required to participate. Selection criteria may include foreign language proficiency, academic standing, and student motivation.</p>
<p><b>Student evaluation</b></p> <p>What methods are used to evaluate student performance in each activity</p>	<p>Evaluation methods are collaboratively determined by all teachers involved in the design and delivery of the VE, and they may vary from one VE to another based on the anticipated learning outcomes and specific activities. Students can be assessed through various means, such as reflective reports or videos, technical/academic reports, presentations, online portfolios, and more. Reflection on the activities should be integrated into the assessment process.</p>
<p><b>Recognition of student results</b></p> <p>How student results are transferred (if applicable)</p>	<p>Student results are automatically recognised at their home university upon completion of the activity. If the activity is part of a study subject, the marks (if any) and the credits are included in the final assessment and should be acknowledged as a result of an international study experience, for example, by using an open badge dedicated to VE activities. The open badge is essential because VE is not necessarily a mobility activity: credits can be issued by any of the universities involved in the VE, and it is not formally classified as a mobility activity.</p>
<p><b>Financial sustainability strategy</b></p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Sustainability should be ensured from the professors' side. An important step would be to formally recognize the teaching hours linked to VE activities within the standard teaching hours for each professor, rather than adding them on top of existing commitments.</p> <p>To ensure sustainable funding, universities are providing additional funding opportunities beyond project budgets. This includes Erasmus funding (e.g., KA2 or VE projects) or internal budget allocations, depending on the university's resources. This funding can serve as an incentive for teachers involved in developing VEs and can be used, for example, to compensate facilitators, tutors, or cover expenses related to meetings with teachers from other universities. Meeting in person can</p>

	<p>significantly aid in the design of activities, particularly if the involved teachers are not already familiar with each other.</p>
<p><b>Support</b></p> <p>How students are supported while studying through each academic offer activity</p> <p>How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.)</p>	<p>Students receive academic tutoring and/or facilitation during their VE activities, but it is typically not intensive. VEs are generally student-led activities, with teachers providing only general supervision or mild facilitation by a third party, such as a professional facilitator.</p> <p>Training for professional facilitators is desirable. The university could or should offer training courses to teachers interested in designing a VE course, enabling them to understand the characteristics of VEs and design methodologies.</p> <p>Teachers should be supported by an instructional designer who assists in the design of VE activities to meet the required specificities of dialogue and learner-led activities. These features are not spontaneous and must be intentionally embedded in the course.</p>
<p><b>Infrastructure</b></p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> <li>● for teachers</li> <li>● for students.</li> </ul>	<p>For both teachers and students, the most crucial technical equipment includes their computers, video conferencing tools, and a stable internet connection.</p>
<p><b>Analysis and QA</b></p> <ul style="list-style-type: none"> <li>● What data (and how) is collected to evaluate each academic offer activity success;</li> <li>● What QA tools/policies are existing to assure quality (if there are any)</li> </ul>	<p>Pre- and post-VE surveys are highly valuable tools. The "pre" survey assists students in self-assessing their starting point, while the "post" survey enables them to reflect on the learning experience and its outcomes. These surveys are also beneficial for teachers to assess if the VE achieved the expected learning outcomes. Various aspects of the VE can be evaluated, including the accomplishment of learning outcomes, intercultural experiences, interdisciplinary aspects (if any), the quality of facilitation, and more.</p>