

# Blended... Mobility

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## Mainstreaming blended mobility

Nuno Escudeiro [nfe@isep.ipp.pt](mailto:nfe@isep.ipp.pt)

- *Polytechnic Institute of Porto, Portugal*
- *European Association of Erasmus Coordinators, Cyprus*
- *ATHENA European University, EU*
- *European Association of Career Guidance, Cyprus*
- *Innotecs International Network of Technical Schools, The Netherlands*

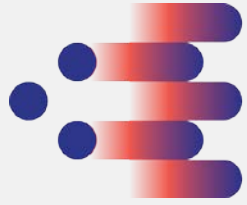
page 1



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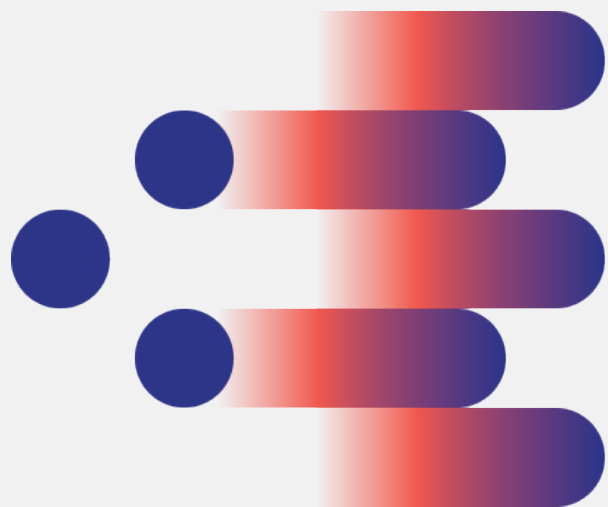
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# Outline

1. Blended Mobility World guided tour
  - Why Blended Mobility
2. Blended-AIM: a blended mobility course unit
  - Course plan
3. The rise of Blended-AIM since 2018.





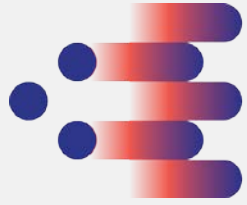
# Blended Mobility World



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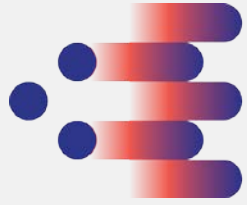
# Definitions

- What is Blended Mobility? (BlendEd workshop 1.1)

Menti.com

Go to .... [www.menti.com](https://www.menti.com) ... and use the provided code





# Definitions

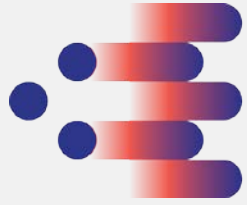
## 1. Virtual Mobility

- The use of ICT to obtain the same benefits as from physical mobility but without the need to travel (EU, DGEC, 2005)
- Fully ICT-supported learning environment that includes cross-border intercultural collaboration of people working and studying together (Being Mobile project, 2007)
- Computer-mediated activities regarding content and delivery of educational resources

## 2. Blended Education, Blended Mobility

- Any combination of several learning/teaching (mobility) approaches (physical, virtual, for studies, traineeship, content delivery, activity) organized for a specific course/subject with a concrete purpose and goal.





# Blended Mobility World

1. BlendEd: a blended mobility ontology.

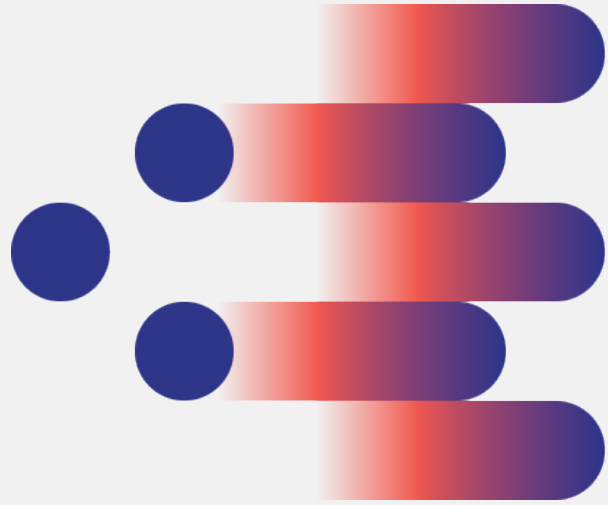
Mind map



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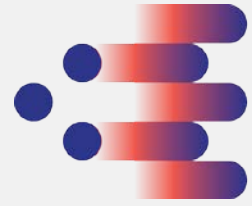
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# Why Blended Mobility



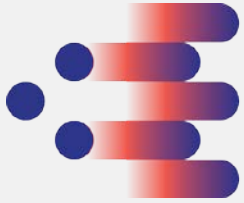


# Motivations

- Project/Internship activities foster students' employability
- International exposure during studies impacts students development as professionals, individuals and citizens







# Motivations

EMPLOYABILITY: set of skills to keep a job in a certain area

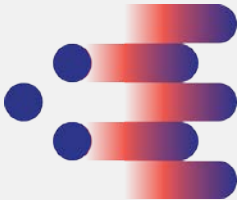
Intellectual capital

**What I know, Factual  
knowledge,  
Procedural  
knowledge, Technical  
/ Hard skills**

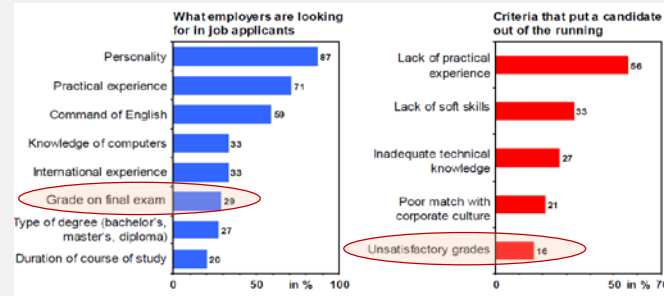
Emotional intelligence  
Social capital  
Ethical assets

**What I am, Behaviours, Soft skills**



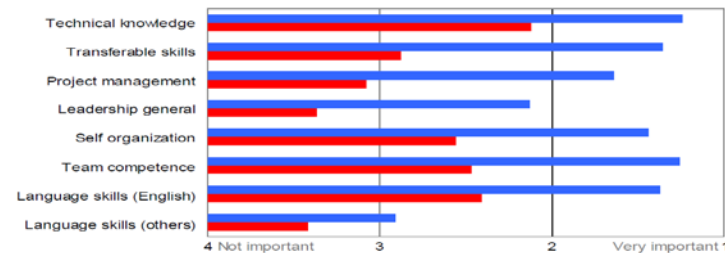


### Competences, Germany



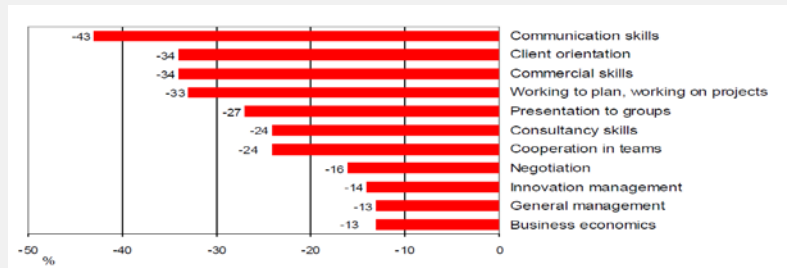
Source: Universum Communications and access KellyOCG for Wirtschaftswoche, 18 April 2011

### Competences, Germany Employers relevance and satisfaction



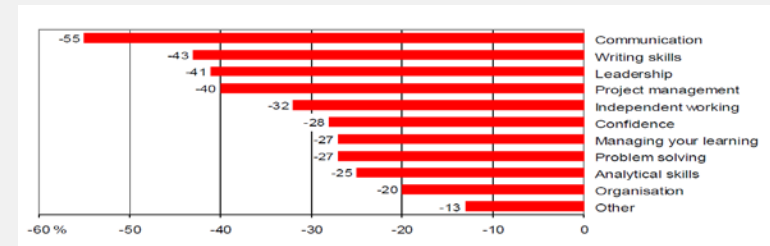
Source: A. Bunz et al., in Innovations, World innovations in Engineering education and research, International Network for Engineering Education and Research., W. Aung, et al. (eds), INEER, Arlington, VA, 2012

### Competences, The Netherlands Young employees deficiencies (Technology)



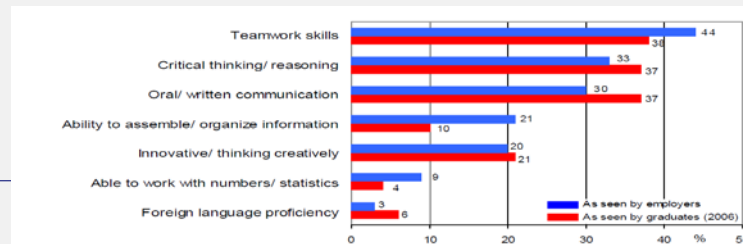
Source: Careers for Science Alumni, Radboud University Nijmegen, OECD presentation, Amsterdam, 11- 2005  
<http://www.eair.nl/forum/valencia/authors.asp?achternaam=9410&wat=achternaam>

### Competencies, Ireland Young employees deficiencies (higher education)



Source: P. Twomey, University of Limerick, presentation at the 2011 University Business Forum,  
<http://ec.europa.eu/education/higher-education/doc/business/forum2011/presentations/twomey.pdf>

### Most important competences, USA



Source: P. D. Hart, (2006): <http://www.oacu.org/advocacy/learn/documents/Re8097abcombined.pdf>

### Competences, Australia Employers relevance and satisfaction



Source: Nair et al., EJE 34-2, p.136

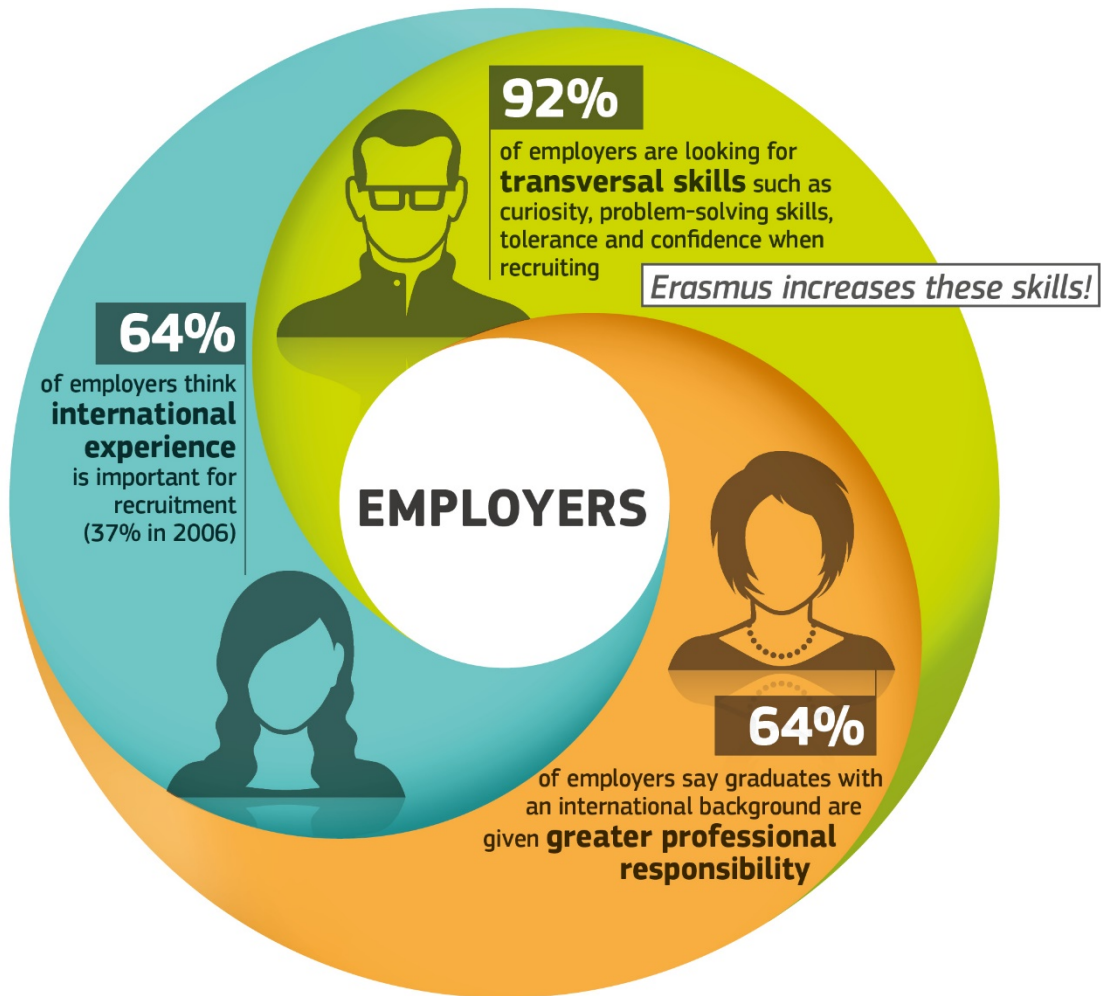


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## EMPLOYMENT AND CAREER DEVELOPMENT



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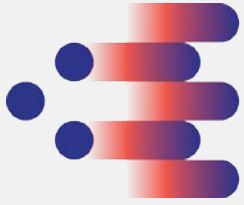
### ERASMUS STUDENTS



### The Erasmus Impact Study:

Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions

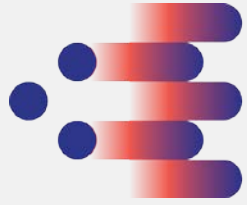
September 2014



# Motivations

- ✓ Project/Internship activities foster students' employability
- ✓ International exposure during studies impacts students development as professionals, individuals and citizens
- **The Blended-AIM paradigm overcomes all these barriers to mobility**
  - a) Cost of international mobility
  - b) Family issues
  - c) Risk of missing local job opportunities
  - d) Student workers
  - e) Anxiety while anticipating long periods abroad
  - f) Prevalence of impairments, disabilities, handicaps
  - g) Health issues, chronic diseases permanently requiring specific treatment
  - h) Geopolitical issues, visa, travel restrictions
  - i) Public health crisis
  - j) ...
- **And it is an eco-friendly approach to mobility.**



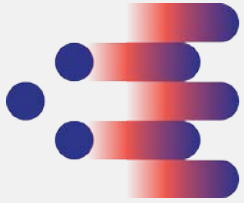


# Motivations: green education

## Survey: Sustainable education (UNESCO SDG)

- How many times do you travel home during your Erasmus mobility?
- 612 Erasmus students from 47 countries
- Standard Erasmus mobility: each student travels **2,5 times**
- Blended-AIM course: each student travels **1,8 times** for a team with 10 universities (1,7 for a team of 6 universities)
- The carbon footprint of Blended-AIM is approximately 70% that of traditional/physical Erasmus mobility.

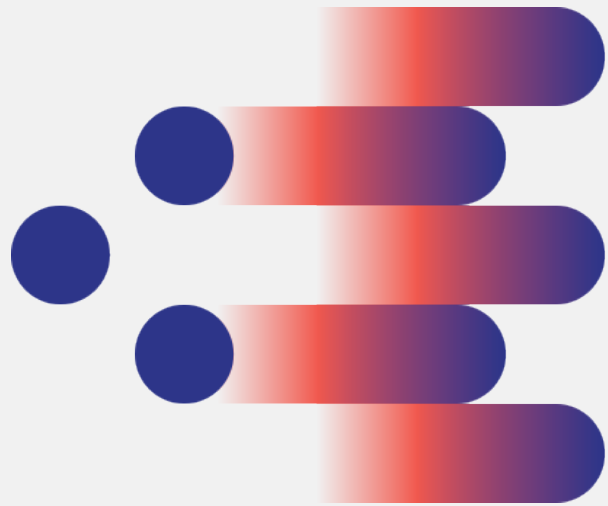




# Why blended mobility?

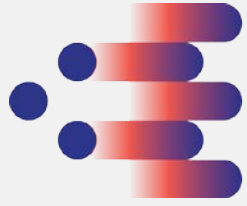
- Because it is a unique learning setting that **promotes equity and equal opportunities to all**
- Because it **tears down barriers** to mobility
- Because it is an **eco-friendly** approach to mobility
- Because it is **adjustable to any study field**, mainly for project course units, without requiring any curricula changes.





# Blended-AIM course





# Objectives

## Goal

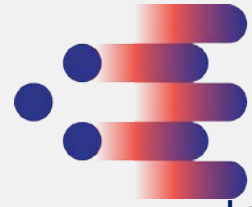
- Sustainable promotion of students' employability

## Objectives

- Promote students' **employability** through non-formal learning not requiring curricula changes
- Promote **international experience** during studies despite barriers to mobility
- Boost the provision of professional skills and competences: **team work, communication, international cooperation, collaborative learning, systemic thinking.**





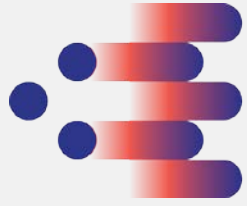


# Blended-AIM team

Instituto Politécnico do Porto, **Portugal**  
Universität Siegen, **Germany**  
Odisee Technologiecampus - Ghent, **Belgium**  
LUCA School of Arts, **Belgium**  
Glasgow Caledonian University, **United Kingdom**  
Hellenic Mediterranean University, **Greece**  
University of Human Development, **Iraq**  
University of Maribor, **Slovenia**  
University Institute of Maia, **Portugal**  
Federal University of Technology Minna, **Nigeria**  
Rhine-Waal University of Applied Sciences, **Germany**  
Trier University of Applied Sciences, **Germany**  
AP University of Applied Sciences and Arts Antwerp, **Belgium**  
Vilnius Gediminas Technical University, **Lithuania**  
Università degli Studi Niccolò Cusano, **Italy**  
University of Orléans, **France**  
  
IMEC–iStart, imec's business accelerator, **Belgium**

KU, **Germany**      MP, **Germany**  
FHJ, **Austria**      GISIG, **Italy**  
UI, **Iceland**      Evolaris, **Austria**  
VSTU, **Russia**      Trilogis, **Italy**  
TUS, **Bulgary**      UWS, **Germany**  
UV, **Spain**      EAEC, **Cyprus**  
VTU, **Bulgary**      12 startups, **Belgium.**  
EU, **Turkey**  
UPB, **Germany**

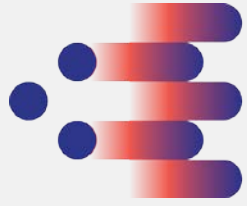




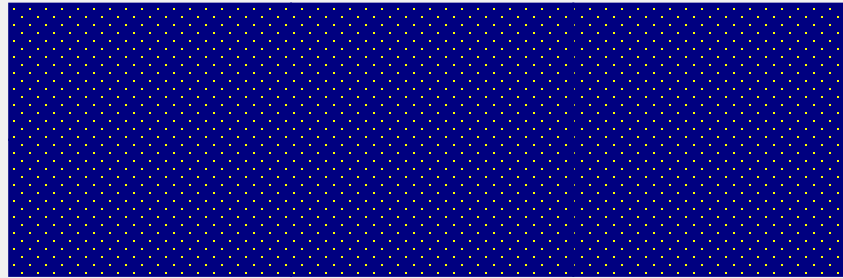
# Target

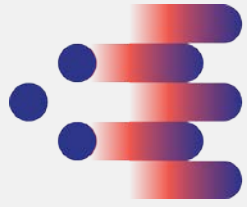
- Final year undergraduate students
- Capstone project course unit





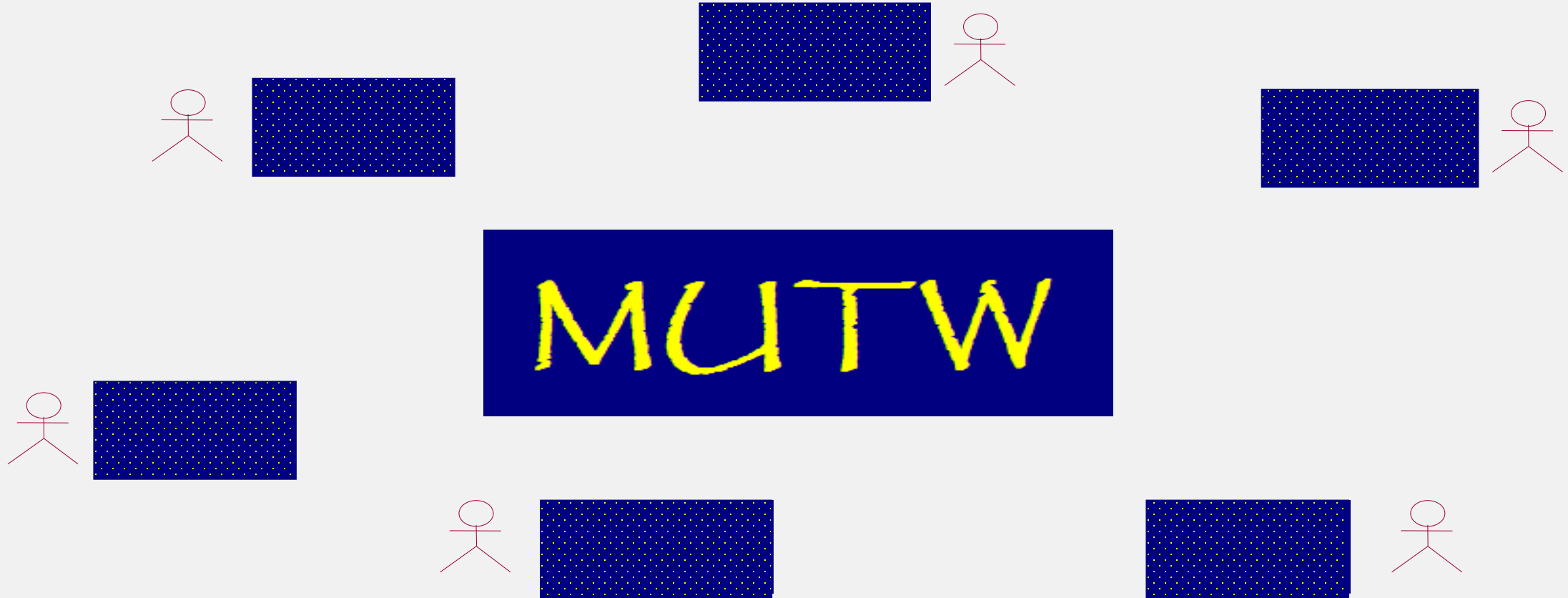
# Key features (MUTW)





# Key features

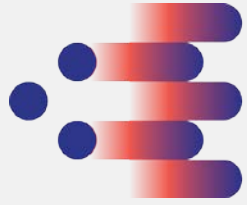
MUTW – Multinational Undergraduate Team Work  
**MUTW – Me and U Together Win**



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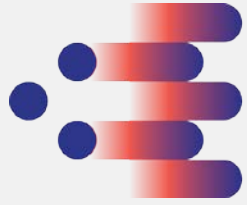
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# Certification

- ECTS credits from local Project/Internship course unit
- **Practitioner** certificate (students)
- **Mobility Coach** certificate (teachers)  
<https://www.linkedin.com>
- **Micro-credentials** (in the pipeline).



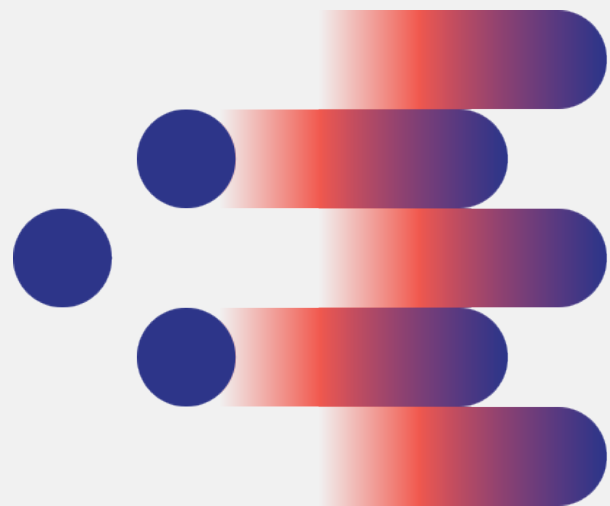


# Sustainable internationalization

Compared to physical mobility, blended mobility allows to:

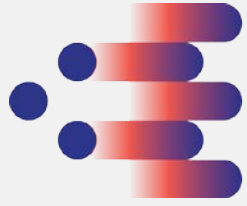
- **Benefit from international networking/cooperation** during studies despite barriers to physical mobility
- With **less long distance travels**
- While developing **ICT competences**, groupware tools.





# Course plan





# Course plan in three stages

## A - PREPARATION

1. New edition organization (September)
2. Call for challenges (Praxis platform, companies, October)
3. Select challenges according to learning outcomes and available competences
4. Invite students (November till December)
5. Select students (December, January)
6. Invite supervisor teachers
7. Create teams
8. Kick-off logistics (prep phase, f2f meeting, travel and accommodation, January).

## B - DEVELOPMENT

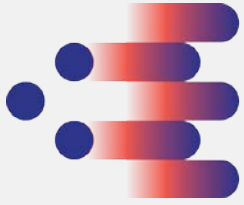
1. Launch the course edition (early February)
2. Preparatory phase (2 weeks before kick-off): team website (who we are), cultural stereotypes
3. Kick-off meeting (**physical**, 5 working days, end of February): team building, know the client and the challenge, know the team, know the ECTS-budget, organize work and tools, seminars / workshops (agile development, intercultural team work, ...), pitch and discuss proposal with the client, peer evaluation round 1
4. Team work at a distance, at home institution (virtual): regular meetings online, groupware platforms, distributed development environment
5. Peer evaluation round 2 (mid-term, April)
6. Closing logistics (closing f2f meeting, travel and accommodation, March/April).

## C - CLOSURE

1. Closing meeting (**physical**, 5 working days, end of June): finalize deliverables (product, business plan, marketing campaign, ...), pitch and discussion with teachers and client representatives, peer evaluation round 3, assessment, give grades
2. Course edition debriefing: things to improve, preliminary organization of next edition
3. Final dinner.



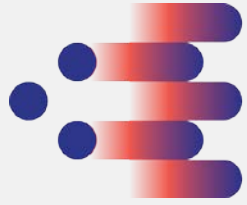




# Course plan: preparation

1. New edition organization (June previous year, September)
2. Call for challenges (Praxis platform, companies, October)
3. Select challenges according to learning outcomes and available competences
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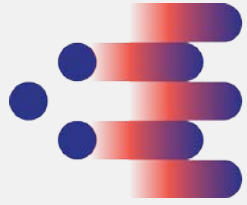




# Course plan: development

1. Launch the course edition (early February)
2. Preparatory phase (2 weeks before kick-off): team website (who we are), cultural stereotypes
3. Kick-off meeting (physical, 5 working days, end of February): ice breaking, team building, know the client and the challenge, know the team, know the ECTS-budget, organize work and tools, distribute tasks and responsibilities, seminars/workshops (agile development, intercultural team work, ...), design solution, pitch and discuss proposal with the client, evaluation criteria, peer evaluation round 1
4. Team work at a distance, at home institution (virtual): regular meetings online, groupware platforms, distributed development environment
5. Peer evaluation round 2 (mid-term, mid April)
6. Closing logistics (closing f2f meeting, travel and accommodation, March/April).

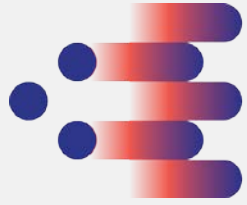




# Course plan: closure

1. Closing meeting (physical, 5 working days, end of June): finalize deliverables (product, business plan, marketing campaign, ...), pitch and discussion with teachers and client representatives, peer evaluation round 3, assessment, give grades
2. Course edition debriefing: things to improve, preliminary organization of next edition
3. Final dinner.





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**In 2020/21, under Covid constraints:**

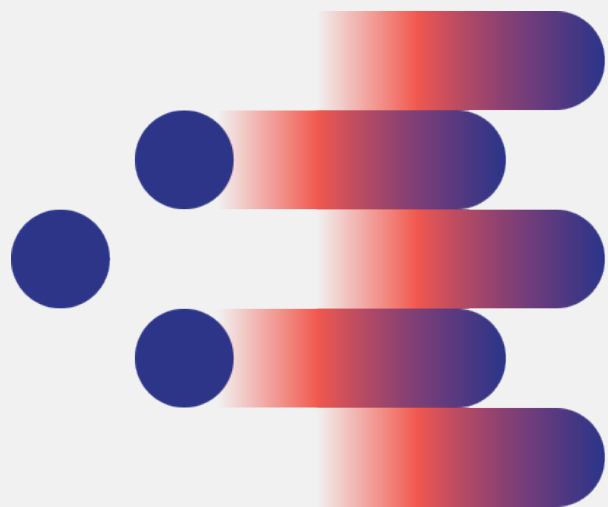
**M1: Kick-off meeting, February – Online**

**M2: Mid-term meeting, April – F2F**

**M3: Final meeting, June – F2F**

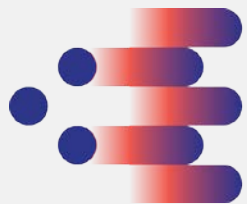
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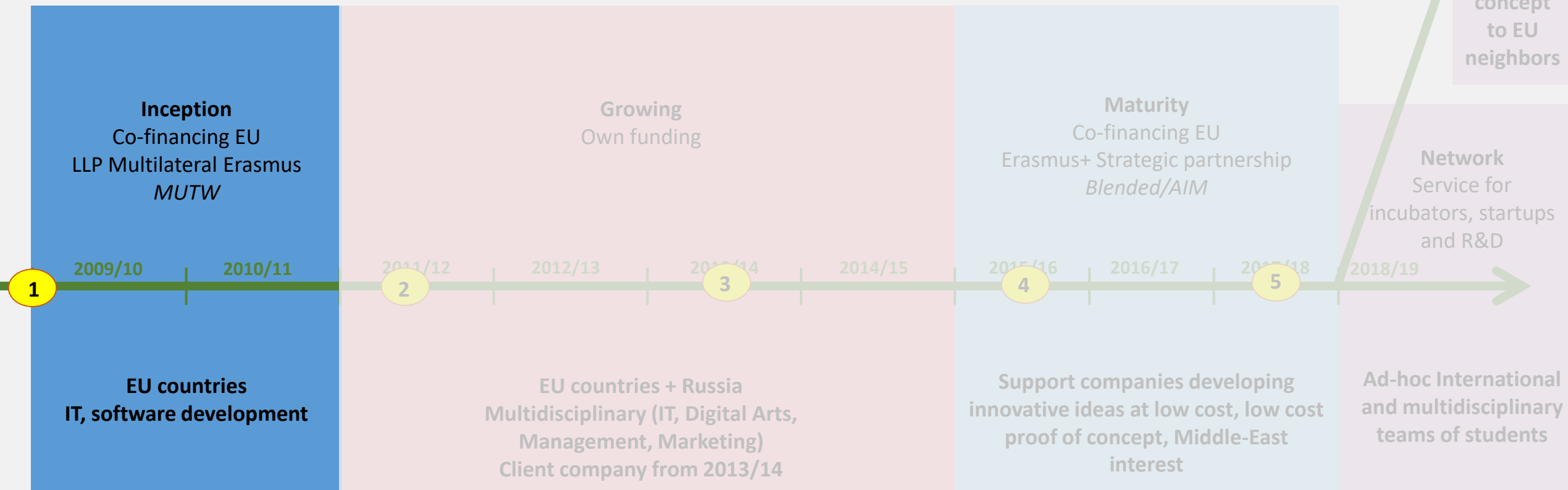


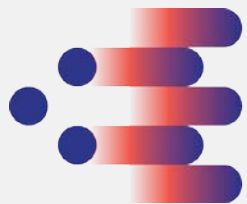
# Blended-AIM path



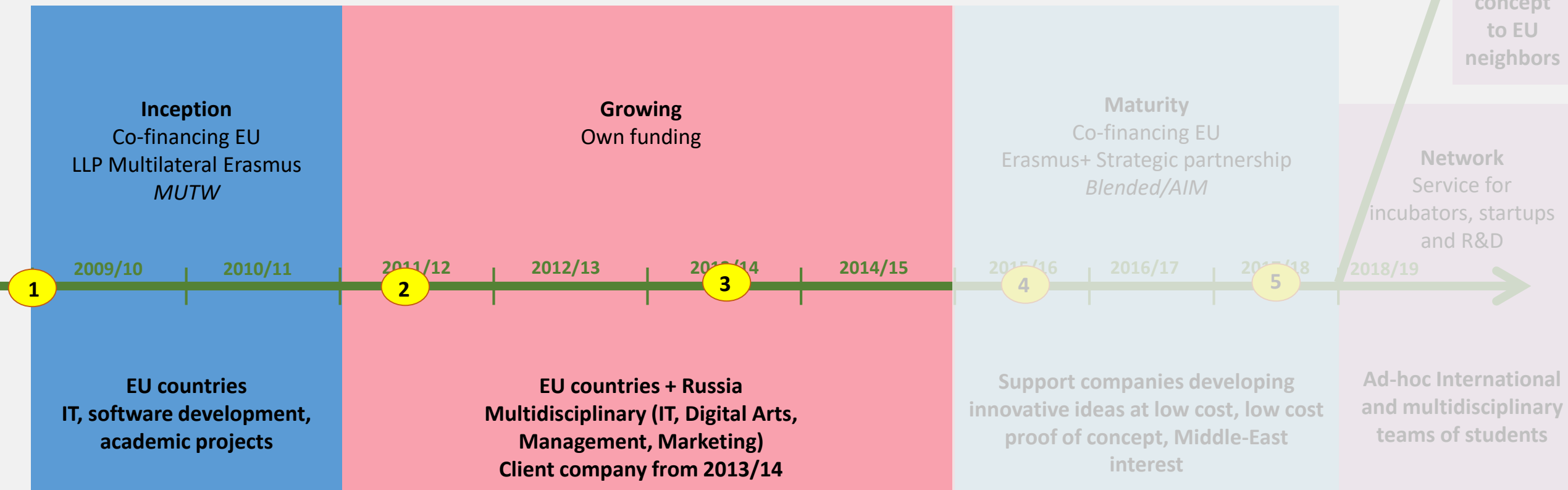


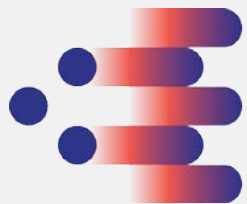
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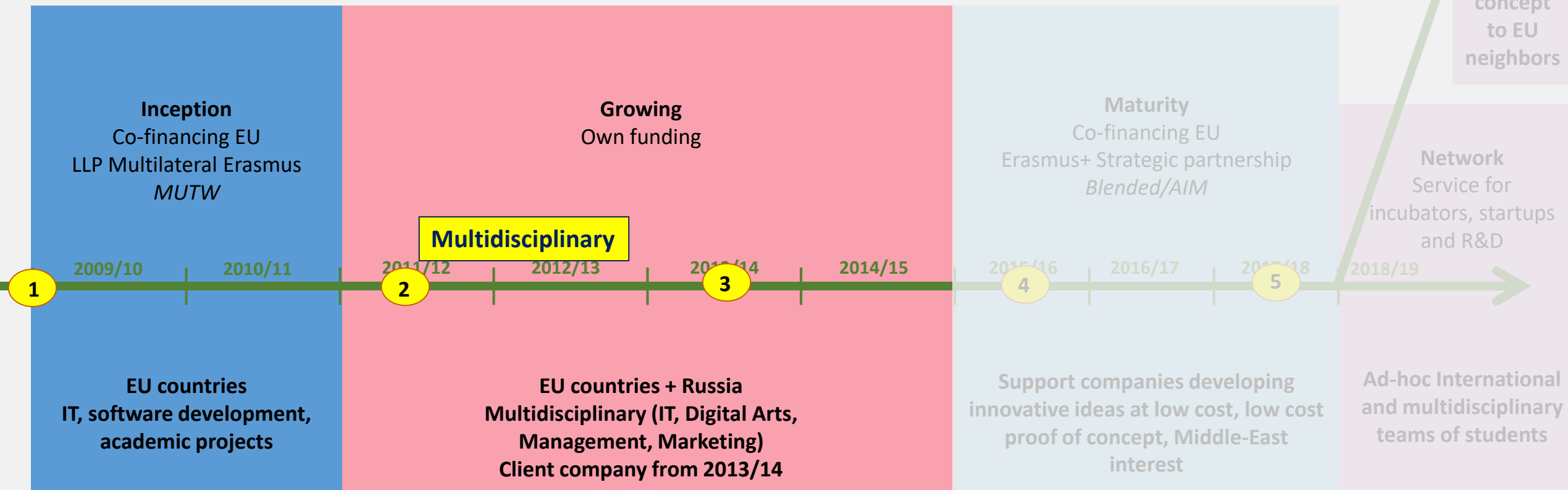


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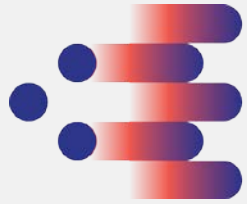




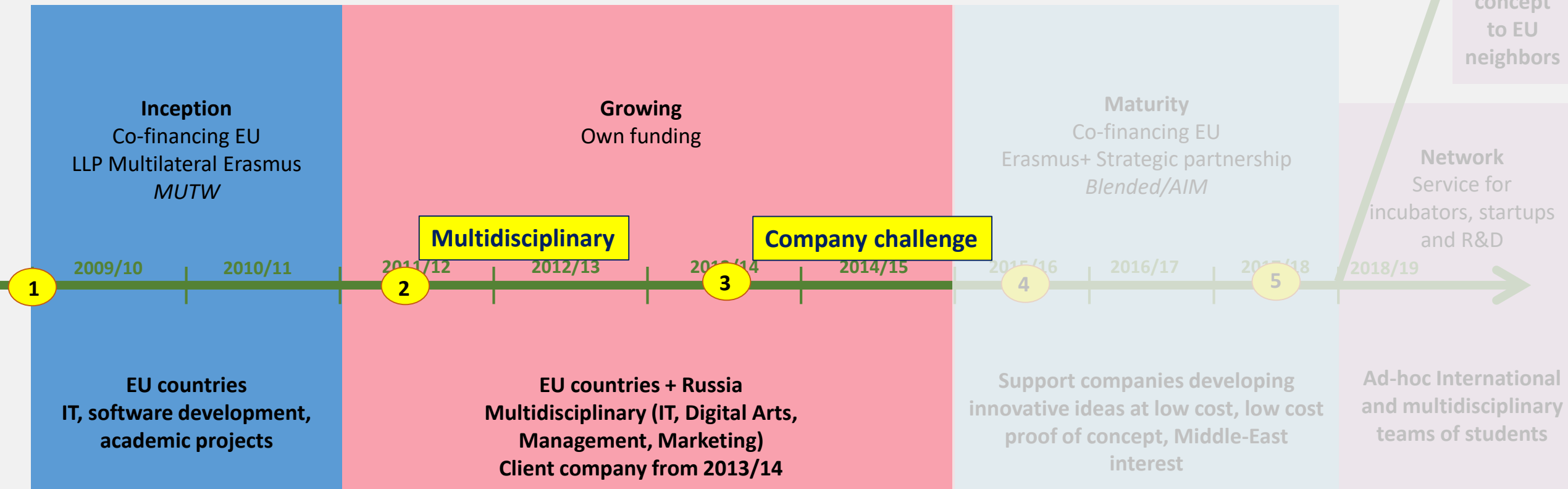
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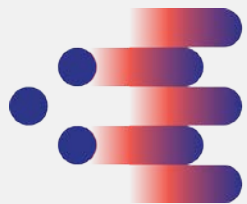




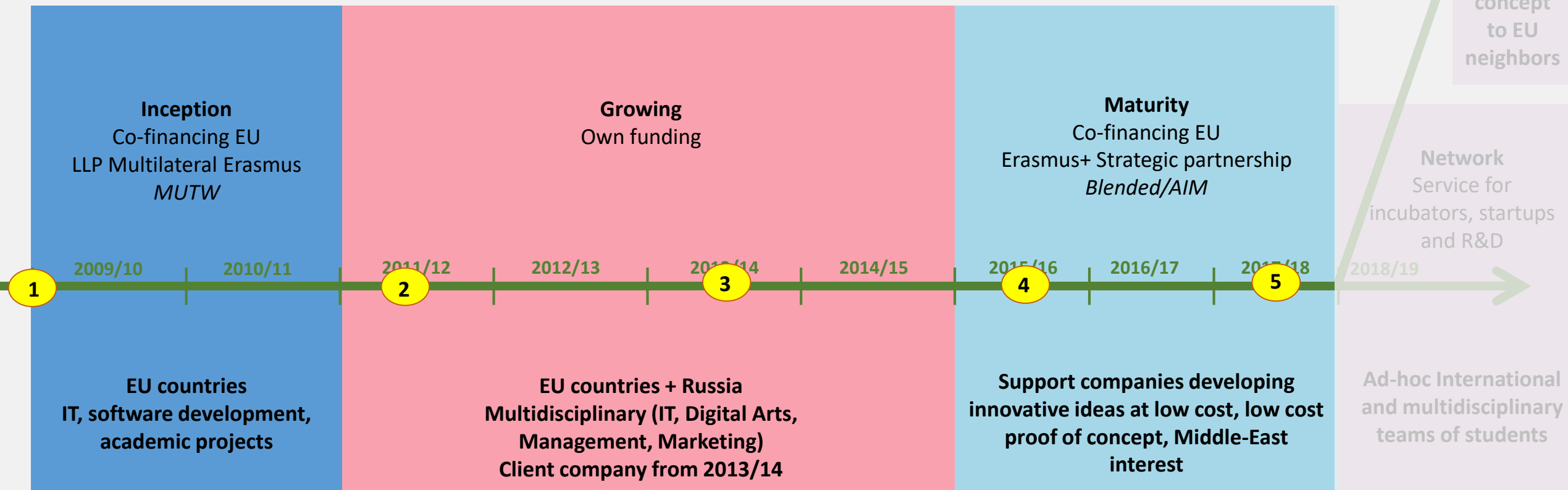


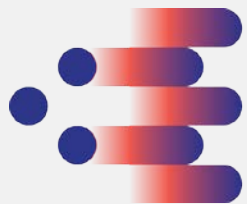
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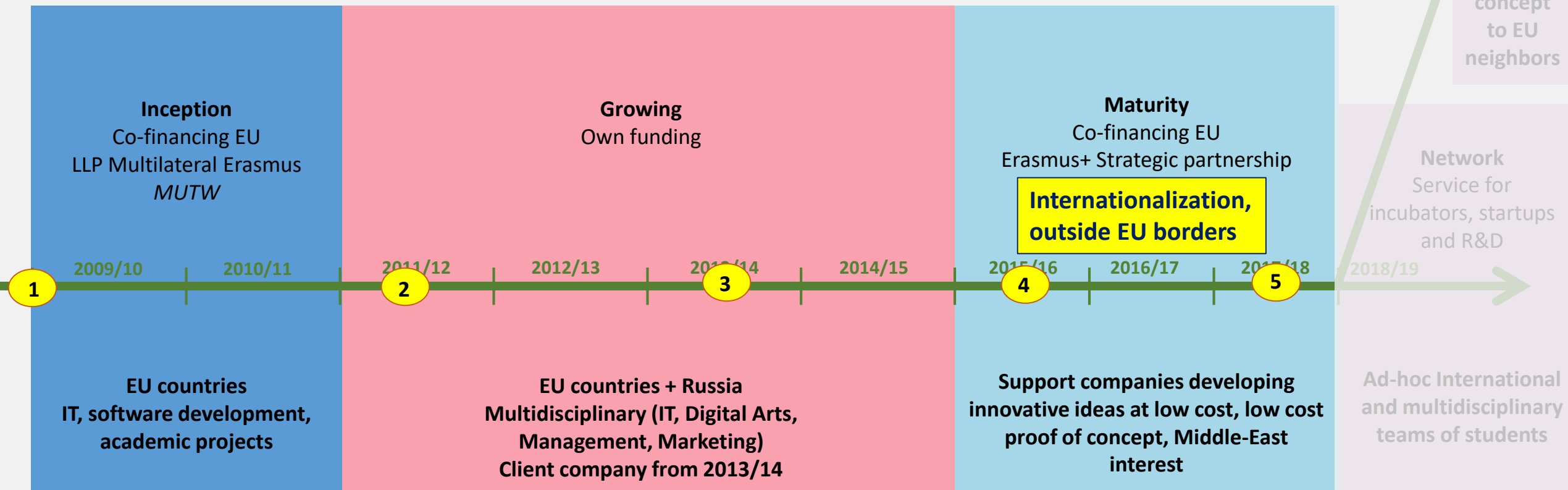


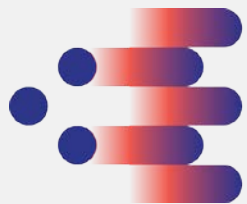
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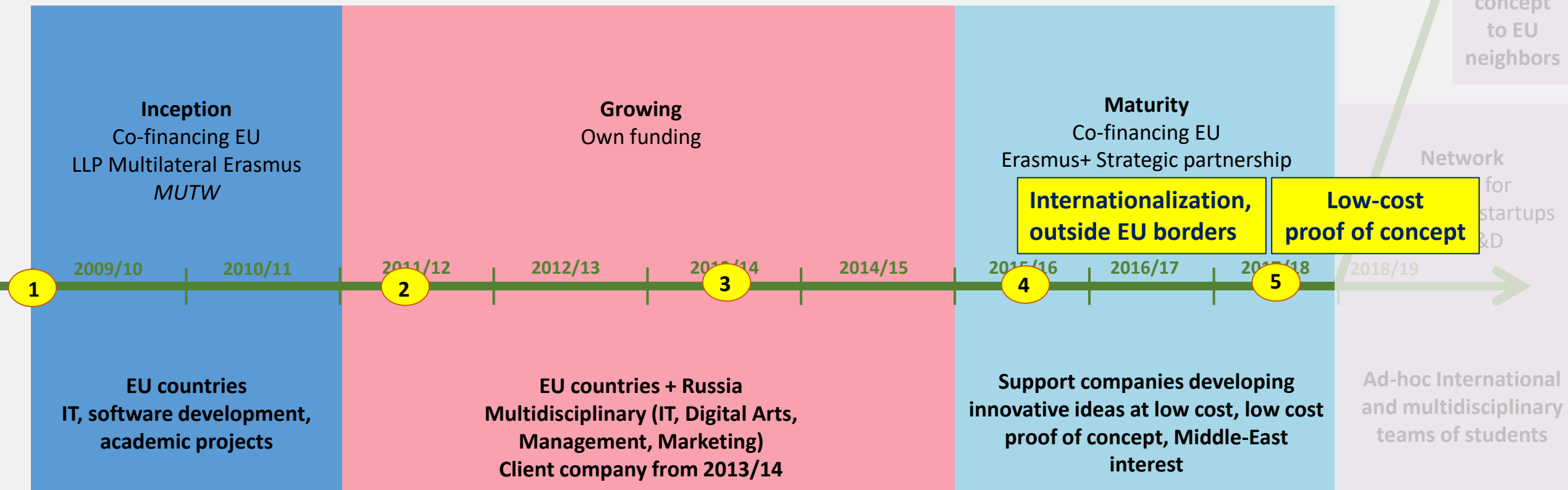


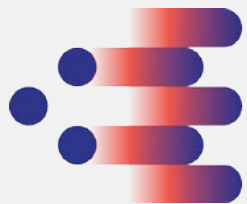
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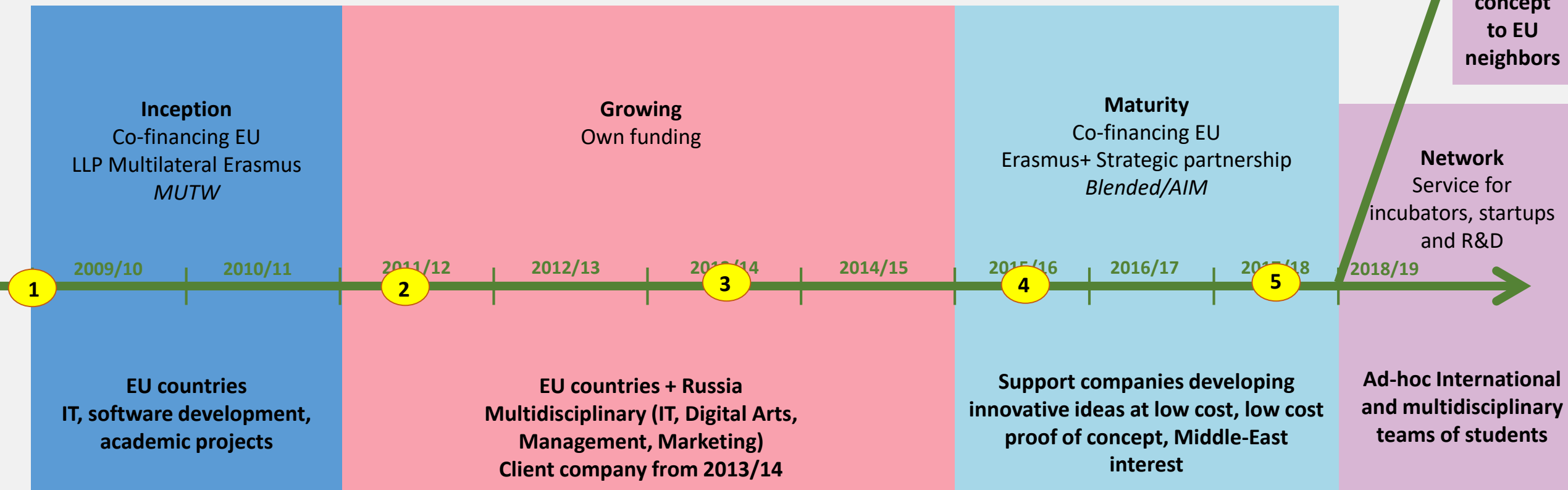


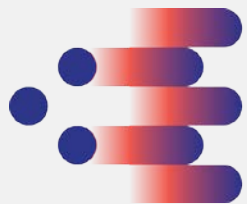
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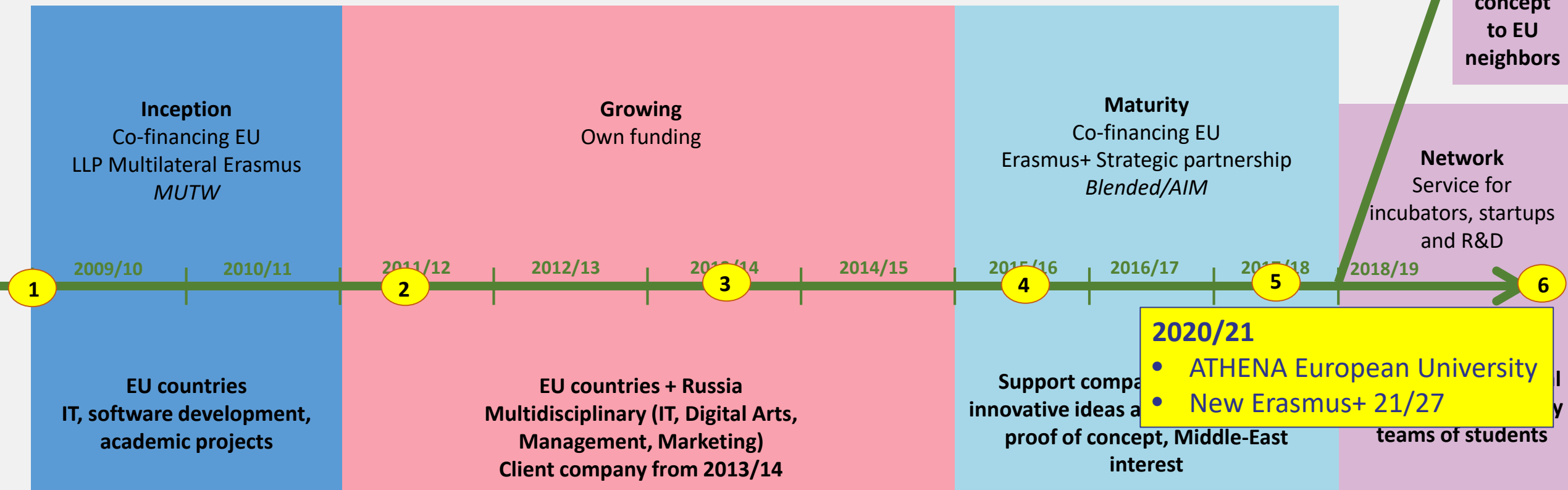


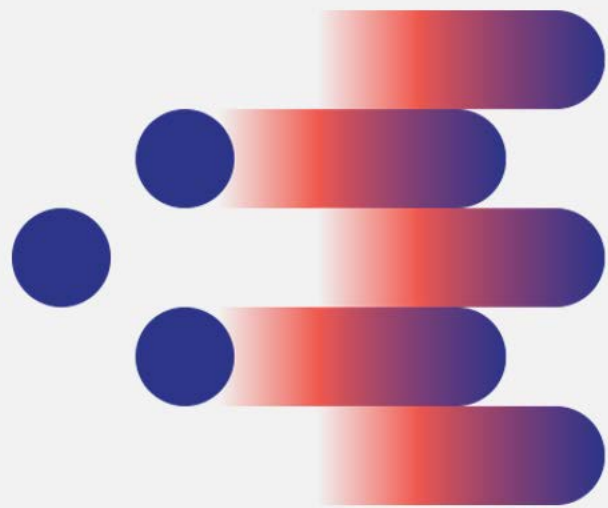
# Blended-AIM path





# Blended-AIM path

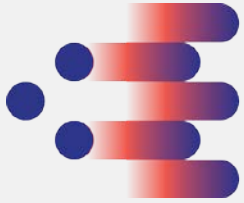




# Ambition

- 50/60 universities running the course
- ad-hoc teams dynamically created by the students





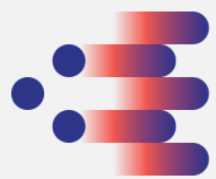
# More details ...

- Student's kit and checklist  
<http://blendedmobility.com/en/download-toolkit>
- Wikipedia  
<http://blendedmobility.com/en/blended-mobility-wikipedia>
- MUTW white book  
<https://www.amazon.com/Multinational-Undergraduate-Team-Work-International/dp/1607509830>
- In video  
<https://www.youtube.com/watch?v=Tx2Mi-ejGw>  
<https://www.youtube.com/watch?v=pH7-70Z1zkk>
- BlendEd website  
<http://www.blendedmobility.com/en>
- Join the consortium  
<http://blendedmobility.com/en/apply-as-institution>
- Contact us at  
<http://blendedmobility.com/en/contact>

Or by email to [nfe@isep.ipp.pt](mailto:nfe@isep.ipp.pt)







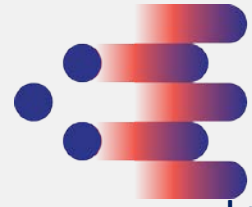
# Sustainable internationalization

*Education at a truly European dimension*

## We have the tools

- BlendEd <http://blendedmobility.com/en>
- Praxis [www.praxisnetwork.eu](http://www.praxisnetwork.eu)
- ATHENA <http://www.athenaeuropeanuniversity.eu/> .



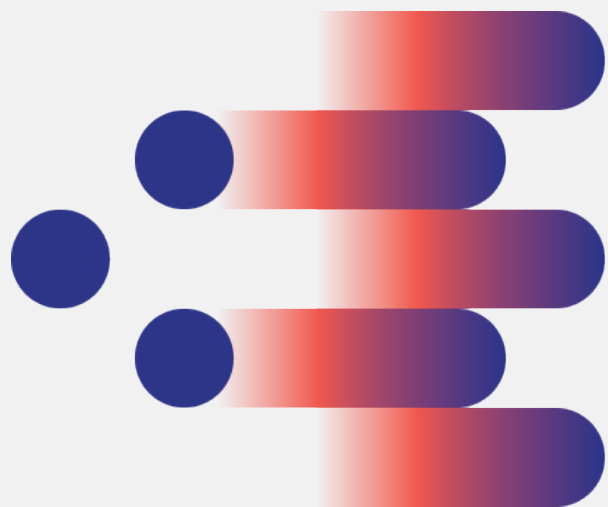


# Blended-AIM team

Instituto Politécnico do Porto, **Portugal**  
Universität Siegen, **Germany**  
Odisee Technologiecampus - Ghent, **Belgium**  
LUCA School of Arts, **Belgium**  
Glasgow Caledonian University, **United Kingdom**  
Hellenic Mediterranean University, **Greece**  
University of Human Development, **Iraq**  
University of Maribor, **Slovenia**  
University Institute of Maia, **Portugal**  
Federal University of Technology Minna, **Nigeria**  
Rhine-Waal University of Applied Sciences, **Germany**  
Trier University of Applied Sciences, **Germany**  
AP University of Applied Sciences and Arts Antwerp, **Belgium**  
Vilnius Gediminas Technical University, **Lithuania**  
Università degli Studi Niccolò Cusano, **Italy**  
University of Orléans, **France**  
  
IMEC–iStart, imec's business accelerator, **Belgium**

KU, **Germany**      MP, **Germany**  
FHJ, **Austria**      GISIG, **Italy**  
UI, **Iceland**      Evolaris, **Austria**  
VSTU, **Russia**      Trilogis, **Italy**  
TUS, **Bulgary**      UWS, **Germany**  
UV, **Spain**      EAEC, **Cyprus**  
VTU, **Bulgary**      8 startups, **Belgium.**  
  
EU, **Turkey**  
  
UPB, **Germany**





# Thank you!

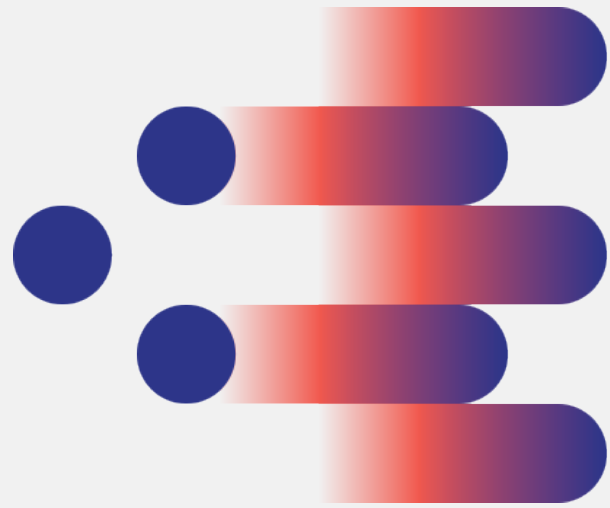
***Join us in BlendEd***  
*nfe@isep.ipp.pt*



Erasmus+

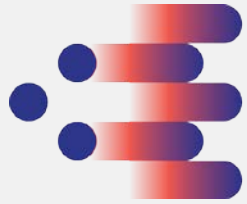
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# Blended mobility SWOT



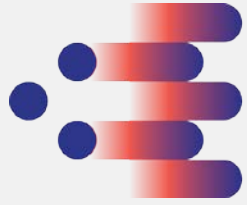


# Blended mobility status-quo

## Strengths

- overcomes barriers to physical mobility
- eco-friendly
- promotes equity and inclusion
- low-cost proof of concept





# Blended mobility status-quo

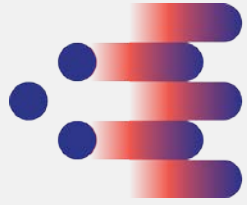
## Strengths

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## Weaknesses

- depends on ICT resources and skills
- resistance to change
- requires adaptation of didactic materials
- demanding approach to mobility



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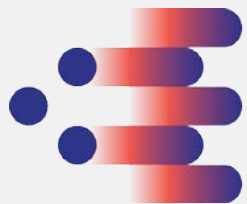
## Weaknesses

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- demanding approach to mobility

## Opportunities

- Erasmus 2021/7
- key competences for LLL (languages, digital, cultural awareness)
- sustainable development global concerns
- micro-credentials





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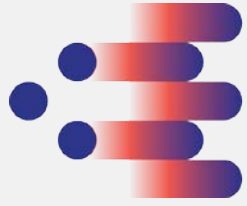
- Erasmus 2021/7
- key competences for LLL (languages, digital, cultural awareness)
- sustainable development global concerns
- micro-credentials

## Threats

- lack of appropriate certification mechanisms
- low offer of blended mobility courses
- requires deep cooperation among partners
- generalized public health crisis







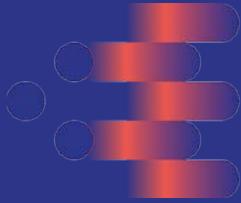
# Campaign towards companies



Erasmus+

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# Do you have an idea of an innovative project?

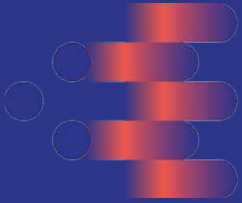
page 50



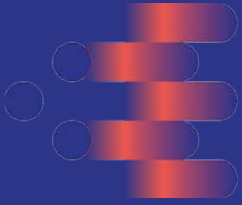
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You would like to have a prototype first?



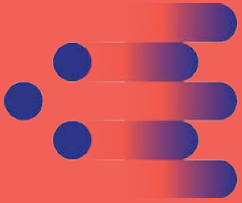
You would like to develop the prototype  
by a creative international team?



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# Blended mobility is something for you!

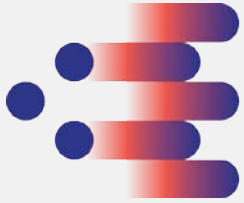
page 53



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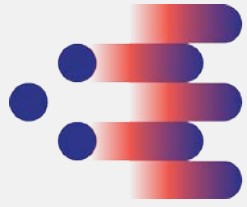


**Are you the  
company we are  
looking for?**

Do you have a great business  
idea, a need in your organisation,  
or no resources to prototype your  
innovative project, ...?

Maybe we can combine forces.





# Purpose

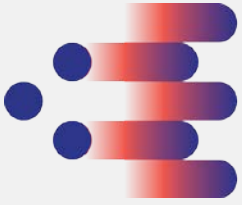
## 1. **Raise awareness** to Blended Mobility

- Blended mobility overview
- Blended-AIM course, our experience for the last 12 years

## 2. **Set the foundation** to mainstream Blended Mobility

- Set a gateway for a fast entry into the blended mobility world
- Gather a list of contacts of those interested in being part of BlendEd - Blended Education Interest Group
- Discuss any related issues: challenges, barriers, concerns, ... .

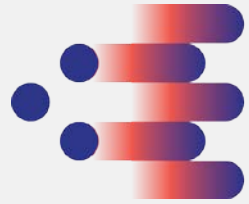




# Students' budget





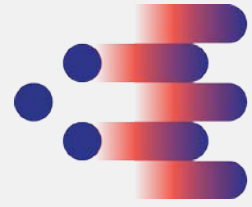


# Budget estimate

ECTS	IT	Graphics	Businell
Nuno (PT)	18		
Mário (PT)	18		
Martim (DE)	5		5
Lara (IT)			5
Francie (DE)			10
Anthony (UK)		10	
Ryan (UK)		10	
Isabel (GR)	20		
Xela (OE)	18		
Aya (DE)	10		
Petra (SL)	5		
Thomas (SL)	5		
Gabriela (AT)			5
<b>Subtotal</b>	<b>99</b>	<b>20</b>	<b>25</b>

	IT	Graphics	Businell
	99	20	25
Sanne (BA)	15		
Raphael (BE)	15		
John (GR)	20		
Nick (BE)		6	
Virginia (BE)		6	
(io)			
(io)			
<b>Subtotal</b>	<b>149</b>	<b>32</b>	<b>25</b>

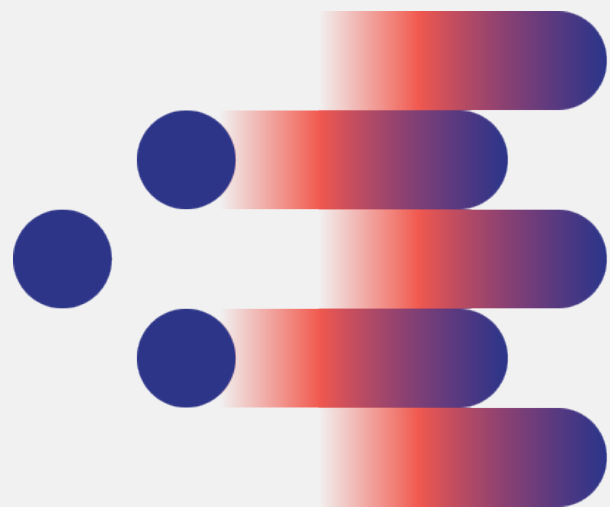




# Self-regulated approach is based on ECTS budget

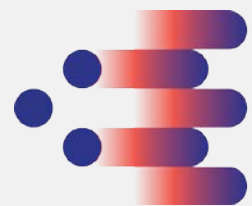
Budget	ECTS	Working hours	Students
IT	206	5768	13
Graphics	32	896	4
Business	25	700	4





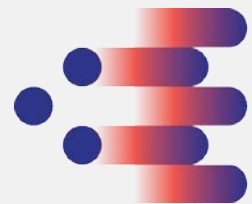
# Evaluation





# Assessment

TEAM SCORE		%	0.7	0.3	
Weight	Apply	Evaluation criteria	Academic	Client	Total
20%	Team	(A) <b>Specification</b> (requirements analysis, installation guide, sequence diagrams, class diagrams, database model, product backlog, ...)	81.9	85	82.8
35%	Team	(B) <b>Product</b> (sw product, user experience and visual identity, business plan)	84.1	90	85.85
30%	Team	(C) <b>Process</b> (Slack, TFS)	96.1	85	92.8
15%	Team	(D) <b>Presentation</b>	82.7	85	83.4
100%				<b>TEAM SCORE:</b>	<b>87</b>



# Assessment

Team	Student	Marks			
		Team	Peer	Supervisor	Final
		80%	10%	10%	
Orange	Students orange 1	87	82	82	86
	Students orange 2	87	32	55	78
	Students orange 3	87	31	55	78
	Students orange 4	87	68	65	83
	Students orange 5	87	90	80	87
	Students orange 6	87	87	80	86
	Students orange 7	87	72	80	85
	Students orange 8	87	92	85	87
	Students orange 9	87	91	85	87
	Students orange 10	87	94	85	87
Blue	Student blue 1	83	14	50	73
	Student blue 2	83	92	70	83
	Student blue 3	83	93	75	83
	Student blue 4	83	94	90	85
	Student blue 5	83	73	65	80
	Student blue 6	83	81	65	81
	Student blue 7	83	78	85	83
	Student blue 8	83	75	70	81
	Student blue 9	83	69	70	80
	Student blue 10	83	71	65	80

