

Teacher training in Tartu:

Evaluating virtual exchange possibilities and integration into social science curricula at Nordic-Baltic universities

**Building virtual exchange capacities
in the Baltic Sea Region**

April 24
Vilnius University

EnVision network

The EnVision network brings together **four innovation-oriented universities in the Nordic-Baltic region** (University of Tartu, Vilnius University, Uppsala University, University of Helsinki) with a range of experiences in designing and running Virtual Exchanges (VEs) in order to

- Facilitate **the sharing of knowledge and best-practices** and
- **co-design VEs course scenarios and produce shared guidelines for implementing VEs**. The network will strengthen cooperation channels in the region, creating a hub of excellence in innovative digital teaching methods and VEs.





EnVision VE toolkit

The final months of the project are dedicated to the creation of a **practical toolkit** for implementing VEs on the basis of the seminar discussions. The document will contain practical **guidelines for designing, facilitating, and moderating VEs**, example scenario templates produced as part of WP2, and best-practices.

A short summary will be translated into EE, LT, SE, FI, along with a glossary of key VE pedagogical terms.



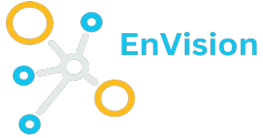
Virtual exchange scenario template

Before filling in the template, please make sure that you consult with Appendix, which describes the definition of virtual exchange and the didactic side of organizing virtual exchange as part of the course structure.

Name of the institution	Partner 1	Partner 2
Title of the course		
Brief description of the course		
Course structure		
Learning outcomes		
Language (if applicable)		
Discipline/field of research		
Duration of the course (in weeks)		
Rational of virtual exchange/virtual collaboration in the course <i>Please describe how VE will enhance the learning process of the courses? What is the added value of VE exchange in the courses for each partner?</i>		



Criteria	Excellent (5)	Good (4)	Fair (3)	Limited (2)	Inadequate (1)
1. Rationale of virtual exchange	The rationale for the virtual exchanges is clear, well-developed, and aligned with educational goals, cultural understanding, and global competence development.	The rationale for the virtual exchange is well-articulated and aligned with educational goals and cultural understanding.	The rationale for the virtual exchange is somewhat clear but lacks depth or alignment with educational goals and cultural understanding.	The rationale for the virtual exchange is unclear or absent, lacking alignment with educational goals and cultural understanding.	No rationale provided for the virtual exchange.
2. Teacher collaboration	Teachers demonstrate strong collaboration throughout the virtual exchange, actively engaging in planning, implementing, and reflecting on activities. Collaboration enhances the learning experience for students.	Teachers demonstrate effective collaboration, contributing to planning and implementation of activities. Collaboration positively impacts the virtual exchange experience.	Teachers show some level of collaboration but it lacks consistency or depth, impacting the quality of the virtual exchange experience.	Limited collaboration between teachers, resulting in disjointed or ineffective implementation of activities.	No evidence of teacher collaboration during the virtual exchange.
3. Duration of virtual exchange and activities	The duration of the virtual exchange is well-planned and appropriate, allowing for in-depth engagement and meaningful interactions. Activities are varied and effectively utilize the time available.	The duration of the virtual exchange is appropriate, allowing for engagement and interaction. Activities are planned but may lack variety or depth.	The duration of the virtual exchange is somewhat appropriate, but activities may feel rushed or insufficiently developed.	The duration of the virtual exchange is inadequate, limiting meaningful engagement and interaction. Activities are poorly planned or executed.	The duration of the virtual exchange is significantly inadequate, preventing meaningful engagement and interaction. Activities are poorly planned or executed.

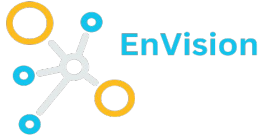


Plan for the brainstorming session

Task: develop the check-list for designing the VE courses. Think **at least about 4 components** in the check-list that should be implemented or taken into account when creating a successful VE program. Draw on your experience in the project so far.

Part I

- 25 minutes for discussing ideas in groups + add your bulletpoints to the paper. (Add the names of your group members or the name of the group)
- 10 minutes → change the papers between the groups. Compare the ideas.
- 10 minutes → class discussion/sharing what has been discussed in groups
- 5 minutes break



Plan for the brainstorming session

Task: Get familiar with the prepared EnVision check-list.

Part II

- 20 minutes → Discuss in groups the EnVision toolkit and compare it with the version you have prepared. Are there any elements missing? How useful is the check-list? Anything you would add?
- 10 minutes → Conclusions and take-aways