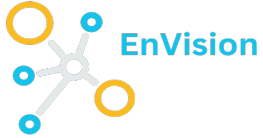


Teacher training in Tartu:

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

Building virtual exchange capacities
in the Baltic Sea Region

April 25
Vilnius University



Groups

Groups:

- **Group 1:** Thomas Peak (Vilnius) & Geir Gunnlaugsson (Uppsala) → *reviewer Group 2*
- **Group 2:** Sandra Hagelin (Tartu) & Eemil Mitikka (Helsinki) → *reviewer Group 1*
- **Group 3:** Stefano Braghioli (Tartu) & Ieva Giedraityte (Vilnius) → *reviewer Group 4*
- **Group 4:** Joanna Veinio (Helsinki) & Suzanne Pathkiller (Uppsala) → *reviewer Group 3*
- **Group 5:** Katrin Uba (Uppsala) & Roma Valiukiene (Vilnius) → *reviewer Group 6*
- **Group 6:** Sari Autio-Saraso (Helsinki) & Maili Vilson (Tartu) → *reviewer Group 5*

Each group has 15 minutes for presenting their VE scenario. After the presentation is delivered a review group will give their feedback (up to 5 minutes). After peer feedback is provided, the rest of the participants can ask additional questions from the group (up to 5 minutes).



Agenda

Venue: Jakobi 5, room A207

13:30 – 13:55 Group presentation #5: Katrin Uba (Uppsala) & Roma Valiukiene (Vilnius) → reviewer Group 6

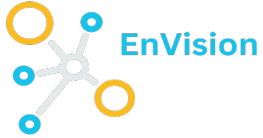
13:55 – 14:05 Coffee break

14:05 – 14:30 Group presentation #1: Thomas Peak (Vilnius) & Geir Gunnlaugsson (Uppsala) → reviewer Group 2

14:30 – 14:55 Group presentation #2: Sandra Hagelin (Tartu) & Eemil Mitikka (Helsinki) → reviewer Group 1

14:55 – 15:30 Wrap-up, closing session & certificates (Anna Beitane, University of Tartu)

16:15 – ... Farewell reception (restaurant Grey, Pilies g. 2)



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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.
4. Assessment	Assessment methods are clearly defined, varied, and aligned with learning objectives. They effectively measure student learning and cultural competence development. Feedback is timely and constructive.	Assessment methods are defined and aligned with learning objectives, but may lack variety or effectiveness in measuring student learning and cultural competence development. Feedback is generally provided but may be inconsistent or delayed.	Assessment methods are somewhat defined but lack alignment with learning objectives. They may be limited in measuring student learning and cultural competence development. Feedback is inconsistent or lacking in detail.	Assessment methods are unclear or poorly defined, hindering the measurement of student learning and cultural competence development. Feedback is minimal or absent.	No assessment methods defined, hindering the measurement of student learning and cultural competence development. Feedback is absent.
5. Technical support and online learning	Technical support is readily available and effectively addresses any issues that arise during the virtual exchange. The online platform is user-friendly and enhances the learning experience.	Technical support is available and generally addresses issues that arise during the virtual exchange. The online platform is functional but may have minor usability issues.	Technical support is somewhat available but may be slow to address issues. The online platform has usability issues that impact the learning experience.	Limited technical support available, resulting in unresolved issues during the virtual exchange. The online platform is difficult to navigate or unreliable.	No technical support available, hindering participation in the virtual exchange. The online platform is inaccessible or unusable.