

New Opportunities for the Development of Education at the Technical University of Liberec

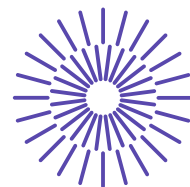
Specific objective A2: Development in the field of distance learning, online learning
and blended learning

NPO_TUL_MSMT-16598/2022



Methodology for Virtual Mobility – part 3

Mgr. Pavla Klopánová



“Developing international experience for students through virtual mobility”



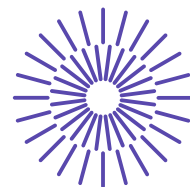
CAREER DEVELOPMENT - preparing students for a job interview, including personalized elevator pitch, electronic career portfolio

Methodology Steps for Implementation of Virtual Mobility

Course:
ENGLISH LANGUAGE for specific purposes

Author:
Pavla Klopánová

Department of Foreign Languages,
Faculty of Economics,
Technical University of Liberec



1 TITLE OF VIRTUAL MOBILITY

CAREER DEVELOPMENT

A. Before the Virtual Mobility

This part of the Methodology Guide specifies steps that have to be taken before the entire Virtual Mobility (VM).

STEP 1: SPECIFICATION OF THE VIRTUAL MOBILITY TOPIC

As a first step, it is necessary to specify the topic or general focus of virtual mobility.

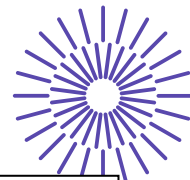
Specify the topic of the VM:

The topic focuses on a complex preparation for a job interview which might help the students in their job search process. The content is adaptable to any English for specific purposes (ESP) course. Students at B1 or B2 prepare and perform tailored electronic career portfolio (i.e. a personal website), an elevator pitch, write an appropriate cover letter responding to the real job advert and rehearse interview questions. As the course is run in English, it also helps becoming much more confident in using a foreign language while self-presenting.

STEP 2: SPECIFICATION OF THE COURSES INVOLVED IN VM

Next, it is necessary to specify the courses involved in virtual mobility at home and partner universities.

Specification of the course/-s at FE TUL:



Name of the course: Language 1 – English 5

Abbreviation: A1E

Language of instruction: English

Expected number of students: 11

Short annotation of the course: during winter semester, the enrolled students focus on Business English, particularly on topics of BUILDING A CAREER and INFORMATION. The aim is to further develop and strengthen lexical and phraseological units of the general language, develop different forms of spoken performance in discussions and presentations. Moreover, the students continue with systematic enhancing specific business-related vocabulary.

Specification of the course/-s at partner university/-ies:¹

Partner university 1: Vilnius University (Business School)

Name of the course: Fundamental of Entrepreneurship Business Foreign and Academic Language

Language of instruction: English

Expected number of students: 25

Contact person: Assoc. Prof. Dr. Dileta Jatautaite

Short annotation of the course: To prepare students for the International bachelor studies, through educating their essential learning and entrepreneurial competencies, and the ability to communicate using a foreign language in the academic and business environment.

STEP 3: SPECIFICATION OF THE TARGET GROUPS

The target group of VM might be students of different educational levels, researchers, and academic/administrative staff. For this project, only students will be considered the target

¹ If there are more partner universities, please copy the box for each partner.



group; it is required to specify the study levels and programmes of involved students at both institutions.

Specification of the target group of students at EF TUL:

3 year students of Bachelor study programmes

Specification of the target group of students at partner university:

1 year students of Bachelor study programme

STEP 4: SPECIFICATION OF THE TIME FRAMES

As a next step, it is crucial to agree with the partner on the time frame of realisation of the VM activities, suitable for both partners. When planning the VM, it is necessary to determine at the very beginning whether both potential courses are taught in the same semester and whether a suitable date can be found for the realisation of the VM at both institutions.

Expected academic year and semester of VM:

2023/2024

Expected period of VM activities:

Winter semester 2023/24

STEP 5: SPECIFICATION OF THE COURSE REQUIREMENTS

Both institutions have agreed that the VM implemented as part of this project will not be assessed as a separate course. Therefore, no extra ECTS credits will be awarded.





Nevertheless, each partner university has specific requirements for the courses selected for VM. After implementing the VM into the courses, the course requirements should be adjusted accordingly. Each partner university can decide on its own VM recognition within the course. The modified course requirements sometimes need to be approved by the guarantor or the institution, which must be kept in mind. New requirements need to be published for students in the university system in advance.

Course requirements at EE TUL:

Original requirements:

- performing a discussion presentation
- successful completion of tasks and assignments during the semester
- active participation
- following the e-learning support on a regular basis

Modified requirements:

No modifications

Course requirements at partner institution:

Original requirements:

- performing an academic discussion presentation on Entrepreneurship, Creativity and business development
- successful completion of tasks and assignments during the semester
- active participation
- academic summary writing on Business Creativity article
- Final Module Exam

Modified requirements:

No modifications



STEP 6: SPECIFICATION OF INTENDED ACTIVITIES BEFORE AND DURING VM

All participating institutions agreed that the VM implemented as part of this project would be short-term, online, and informal. However, some preparation for VM might be necessary before implementation. In this section, it is required to specify individual and group activities before and during VM.

Activities before VM:

Joint class activities before VM (at each institution):

- preparation for individual parts within sessions

Students' individual activities before VM:

- own research on elevator pitch, electronic career portfolio, job interview questions, cover letter

Course activities during VM:

Joint class activities during VM (online):

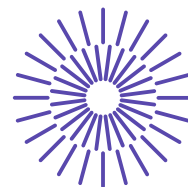
- Meeting online via Zoom or Teams
- Creating Padlets

Offline activities during VM:

- Students groups offline communication, applying various types (Facebook, What'sApp, Viber, Face-Time, etc.) – based upon students mutual agreement

STEP 7: SPECIFICATION OF PLATFORMS FOR EDUCATIONAL MATERIALS

This section specifies platforms for storing educational materials at both partner institutions.



The platform for storing educational materials at EE TUL:

E- learning
Padlet
Canva

The platform for storing educational materials at partner universities:

Best Digital Learning Platforms:
Canvas LMS: Extensible Learning Management Platform
Nearpod: Interactive Lessons, Gamification, and Activities on a Single Platform
Lumio by SMART: Collaborative Learning Software for Student Engagement

STEP 8: SPECIFICATION OF EXPECTED ONLINE (OFFLINE) TOOLS USED FOR VM

In this section, it is required to specify online tools used before and during VM.

Online tools and applications used before VM:

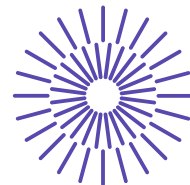
Nearpod, MindMaster (mind-maps), Canva, H5P, FlipGrid

Online tools and applications used during VM:

Padlet, Canva

Offline tools and applications used for VM (if any):

N/A



STEP 9: TECHNICAL SUPPORT PROVISION

For the success of VM implementation, suitable premises at both institutions and technical support should be provided to secure the virtual part. It is necessary to arrange both in advance.

Place of implementation of VM:

Place of implementation of VM at FE TUL:

Faculty of Economics at the Technical University of Liberec, the H building, Voroněžská 13, Liberec 1, 46001, the Czech Republic

Place of implementation of VM at partner institution:

Vilnius University Business School, Saulėtekis ave. 22, Vilnius, Lithuania.

Technical support during VM:

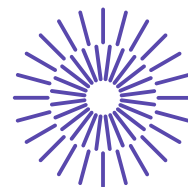
Technical support of VM at EF TUL:

Technical support for the online event provided for the EF TUL students by the IT specialist,

Ing. David Kubát, Ph.D., ING.PAED.IGIP

Technical support of VM at partner institution:

Technical support for the online event provided for the VU BS students by the IT specialist.



B. During the Virtual Mobility

STEP 10: REALISATION OF VIRTUAL MOBILITY

This section should only be completed after the implementation of the VM. The progress of the VM will be reported: whether everything went according to plan and whether any changes had to be made. Eventual modifications should be specified.²

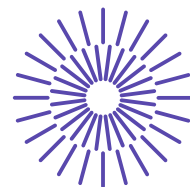
The realization of Virtual Mobility Project was initiated in collaboration with our partner university with the aim of fostering virtual exchange opportunities for students. The project was designed to facilitate cultural exchange, collaboration, and learning experiences without the need for physical mobility. The project was executed successfully, adhering to the outlined plan with minimal changes. Virtual platforms were selected to host various activities within the project. The activities were conducted as scheduled.

Modifications and recommendations: a few modifications and recommendations emerged from the experience are as follows:

- creating an electronic portfolio and personalized elevator pitch – might be valuable addition to the project if participating students **recorded their elevator pitch** (Vocaroo tool) and commented on each other. This would enhance students' self-awareness as well as presentation skills in a foreign language.
- **conducting pre-VM online meetings** may prove beneficial in building mutual rapport and familiarizing participants with each other. It is suggested that sufficient time for such meeting (-s) is allocated to foster collaboration and mitigate potential communication barriers during the actual project.
- **final evaluation process** – all participants may provide valuable feedback for further improvements.

It is recommended to streamline the evaluation process to ensure comprehensive feedback+analysis to enhance overall quality of future projects.

² The box to be filled in can be expanded as needed.



STEP 11: ADMINISTRATIVE PROVISION OF VIRTUAL MOBILITY

VM within this project must also be registered administratively within the institution. This section should include how the VM was administered and who was the responsible person.

Administrative support and provision of VM:

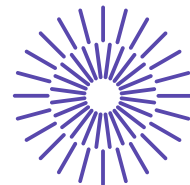
Administration of VM at EF TUL:

Ing. Lenka Strýčková, Ph.D.

Ing. Lenka Bořková

Administration of VM at partner institution:

Assoc. Prof. Dr. Dileta Jatautaite



C. After the Virtual Mobility

STEP 12: EVALUATION OF VIRTUAL MOBILITY

This section is devoted to VM evaluation. The evaluation of VM should be provided by teachers from all participating institutions. Students' assessment of VM will take place in the form of a poll.³

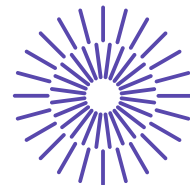
Number of participants:

Number of participants from FE TUL: 11 participating students, 1 lecturer

Number of participants from partner universities: 25 participating students, 1 lecturer

³ The boxes to be filled in can be expanded as needed.



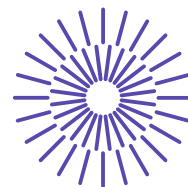
**Evaluation report of VM from the point of view of FE TUL:**

(short report provided by the FE TUL teacher)

- achievement of learning objectives: The VM project effectively facilitated cultural exchange, collaboration, and learning experiences among students. Through virtual interactions, students were able to broaden their perspectives, enhance their communication skills, and develop a deeper understanding of different cultures.
- the utilization of virtual platforms and technology-enabled seamless communication and collaboration among students. The integration of various digital tools enhanced the learning experience and allowed for effective interaction despite physical barriers.
- overall, EF TUL students demonstrated active engagement and participation throughout the project. They enthusiastically embraced the opportunities for virtual exchange and demonstrated a willingness to interact with peers from diverse backgrounds.

PERSONAL POINT OF VIEW: a great opportunity to cooperate with a partner teacher Dileta, discuss not only the main focus of the project, but also teaching methods (exchanging our experience in teaching language for specific purposes) via various communication channels (Zoom, Teams, What´sApp)

- the students did really like the project and enthusiastically applied new platforms in Business English learning and communication with students from Vilnius. Great to enhance their intercultural competences

**Evaluation report of VM from the point of view of the partner university's teacher:**

(short report provided by the partner university's teacher)

- excellent business language project, which was very useful and interesting for the students
- what I really liked was great cooperation with Pavla, we used various communication platforms and channels, spent long time planning, structuring the activities for our students.

We wish we could participate in alike projects in future. Thank you very much for everything

Warmest regards from Lithuania and I wish you good health and success in your work.

If available, provide an evaluation of VM from the student's point of view (poll results):**our insights**

definitely a good experience in terms of sharing various points of view on preparing for job interviews. Liked to discuss with students from abroad, using English

my feelings on a project

Appreciated to talk to foreign students, share our experience. At the beginning, me and my partners from Lithuania struggled with getting in touch, finally, we managed to find common ground, mostly using social media

the view

as the third year students we were really busy during the winter semester. Nevertheless, we had a great fun, truly enjoyed the online meeting seeing and talking to our partner students from Lithuania. Would love to take a part again if possible, with a bit more time to prepare

nice to gather support for our future career development and job interviews. We could have discussed some interview questions in more detailed way together with our partner students, probably create a set of questions and recommended answers. Maybe, next time :-)