

DIGIPASS

Virtual Environment for Supporting Mobility





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All members of the Digipass consortium actively contributed to the preparation of the contents of the Digipass framework described herein.

Layout

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EXECUTIVE SUMMARY

The DIGIPASS handbook is intended to help international offices implement new processes and best practice within the field of student mobility, providing tools and resources to support students at all stages of the mobility lifecycle.

Presently, the main challenge and task that higher education institutions are called to answer, is how to extend the studying/working abroad experience to as many students as possible, including university staff and teachers. There are economical constraints of course, but these do not always represent the greatest obstacle. Knowledge of the country, language, culture, social structure, rules, university organisation, programmes, credit recognition, etc. also represent obstacles. It is mandatory to provide solutions to these obstacles and promote mobility. Solutions and knowledge should be implemented before travel and during their stay. In particular, the increasing number of mobility students requires efficient methods to support students throughout the mobility lifecycle, from planning their mobility to the return to their home country.

DIGIPASS is designed to respond to these needs. This project has been developed by a consortium of six universities, headed by the University of Edinburgh, taking advantage of their own complementary expertise in mobility and digital education. The collaboration resulted in the development of a unique online framework, which includes a digital course (Student Training Programme, also referred to throughout as the Student Toolkit) dedicated to students, and a Staff Toolkit dedicated to the university mobility offices who support them. The DIGIPASS project aims to improve the impact of mobility experiences for students and staff by providing a holistic approach to online mobility support. DIGIPASS provides support to students throughout the various phases of the mobility lifecycle in order to help them realise the full potential of the learning benefits of their experience. This, in turn, will help them to become acquainted with, appreciate, and prepare themselves for the study abroad experience. It also provides support to staff via a toolkit which contains materials designed to assist staff in dealing with challenges as they support the mobility lifecycle.

The DIGIPASS framework (Student Training Programme and Staff Toolkit) is complemented by this handbook which is dedicated to higher education institutions, stakeholders and policymakers. In particular, this document aims to provide information to those universities who want to implement DIGIPASS as a tool to educate their mobile students. The DIGIPASS handbook is composed of different sections, as detailed in the table of contents, including:

- An **introductory** section dedicated to the description of the project with aims, structure, organisation and deliverables. These sections, in addition to forming part of the official project report, explain how the DIGIPASS Project can be adapted to other projects and to the needs of stakeholders, such as



policymakers, institutions and mobility support officers. This section also includes a snapshot of the partners involved and their know-how.

- A **background** section reporting data and trends on the themes of student mobility, the use of ICT and multimedia in education. The framework that is provided here will help universities interested to adapt the experience of the DIGIPASS project by detailing the specific competences needed to implement their own programme.
- A **project outputs** section, that briefly describes the Student Training Programme, The Staff Toolkit, and the Community of Practice that was developed for university staff.
- A **resource pack** section, which collects the most relevant procedures used to prepare contents for the DIGIPASS Student Training Programme, in order to support those HEIs interested in replicating the experience by providing some organisational details and background information. This section also provides instructions on how to upload and import the Student Training Programme into learning management systems.



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#1

Introducing the DIGIPASS project

An overview of the project's motivations, outputs and a snapshot of the partner universities

INTRODUCING THE DIGIPASS PROJECT

This section provides a brief description of the project motivations, outputs and a snapshot of the partner universities. In particular, it outlines the main subjects that should be covered by online support for students during their mobility period (e.g. career guidance, intercultural communication, mental well-being) and the corresponding project objectives and outcomes.

a. Basic information, project motivation and outputs

This project addresses the key Horizontal Priorities of Erasmus partnerships (higher education, vocational education and training, school education, adult education and youth) and aims to improve the impact of students' mobility experiences by providing a holistic approach to online support, whilst simultaneously promoting internationalisation and sustaining changes in line with Bologna principles¹. To achieve these objectives, the consortium created a virtual Training Programme which has been implemented via Information Communication Technology (ICT) Tools and shared as Open Educational Resources (OERs), giving rise to a framework and process description that uniquely supports the mobility lifecycle. A unique characteristic and fundamental aspect of this project is that Higher Education Institutions can implement all or part of the content in their e-learning platforms, helping students to enhance and develop media literacy and digital skills. Finally, the project provides an opportunity for educators and community organisations to raise “awareness of the importance of Europe’s cultural heritage through education, life-long learning, informal and non-formal learning”.

A number of European projects, such as the Erasmus without Paper, Erasmus Student Card, Online Learning Agreement and Erasmus App project, aim to digitise student mobility in order to ease the administrative burden for both students and Higher Education Institutions. The DIGIPASS project supports these initiatives by focusing on skills and tools for both students and staff that will help achieve a successful mobility experience.

Although the European Community puts great effort into developing Erasmus+ and other mobility programmes, the information and guidance provided to mobility

¹ The Bologna Process is aimed to bring more coherence to higher education systems across Europe and to facilitate student and staff mobility making higher education more inclusive and accessible, For a description see: https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en



students still requires improvements. The Erasmus Impact Study (2014) carried out by the European Commission² shows that a limited number of students engaged in mobility received adequate information and guidance for study abroad (68%) and job placement opportunities (49%). The DIGIPASS project responds to this need by providing online support in areas such as careers guidance, intercultural communication and mental well-being³ whilst abroad (Figure 1).

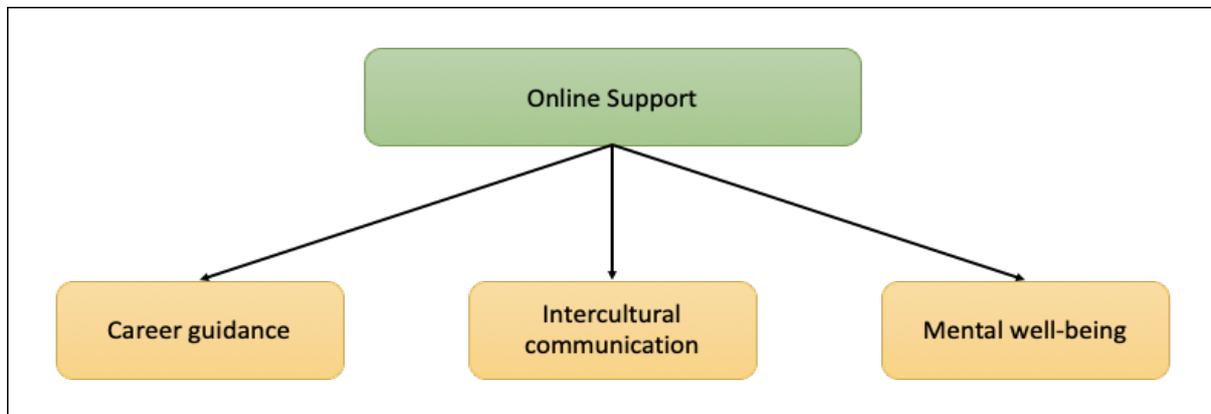


Figure 1. Scheme of the domains that should be covered by online support for students during their mobility period

The project also provides an opportunity to improve support for students with special needs (financial, family or caring responsibilities, personal commitments, or employment needs) as well as those from non-traditional backgrounds. As stated by the British Council, the peculiar characteristics of these classes of students require special care to plan and provide support before and during mobility, including tailored language learning, pre-mobility networks and opportunities to enhance their employability skills through post-mobility activities⁴. The Training Programme, ICT Tools and OERs provided by the DIGIPASS project respond to the needs of these students whilst simultaneously improving the mobility experience for all students.

The project was developed to meet the following objectives:

- Develop pedagogical content in a virtual resource bank and toolkit specifically addressing all steps of the mobility lifecycle to improve the student experience, and ensure 24/7 access to support and guidance

² Erasmus Impact Study, 2014

³ Here intended as thoughts and feelings and the ability to cope with the ups and downs of everyday life. Mental wellbeing is not equal to mental health, although the two can influence each other. Persistent low mental wellbeing with time can lead to the development of diagnosable mental health conditions such as anxiety or depression.

⁴ Universities UK International's Widening Participation in Outward Student Mobility: A toolkit to support inclusive approaches, 2017



- Improve transversal skills, social and civic awareness, digital skills and media literacy
- Develop innovative learning approaches such as gamified reflective tools.
- Improve students' employability by developing a framework focused on cultural adaptation and immersion
- Focus on health and wellbeing issues, risk assessment including health and safety, and reflective tools
- Create effective learning pathways for widening participation and special needs students to benefit from their physical mobility
- Design a holistic and transferable model for supporting mobility both physically and virtually, through an innovative learning technology environment, which can be replicated in other institutions
- Ensure a sustainable and scalable model, which will offer benefits to other European institutions through an informed dissemination strategy and action plan across Europe and beyond (see Figure 2).

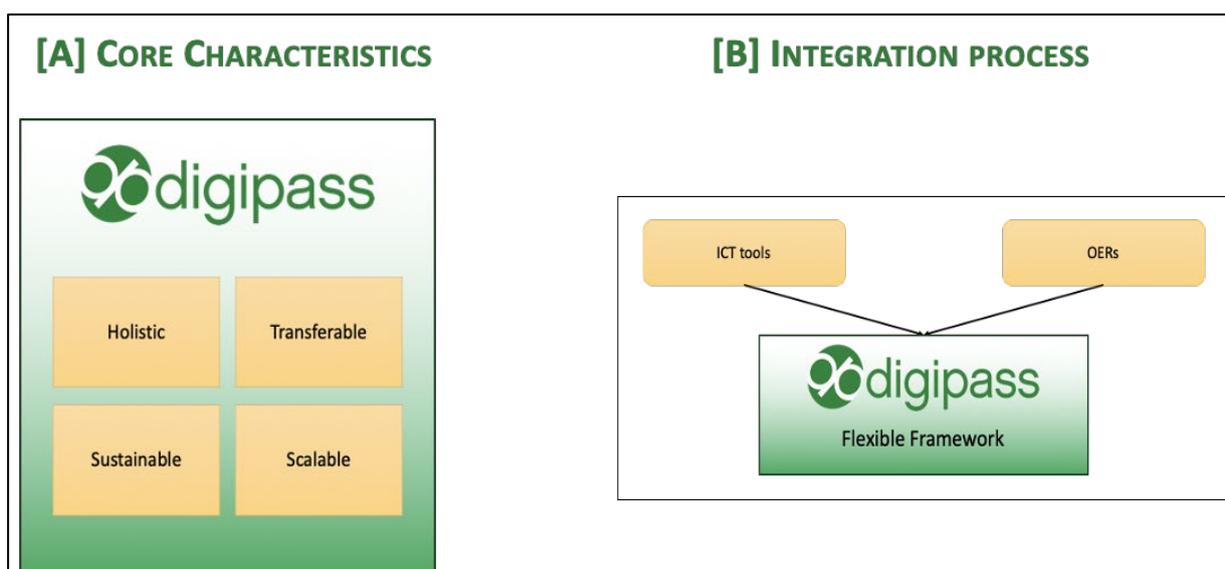


Figure 2. The four core characteristics of the DIGIPASS project [A] and integration of the ICT tools and OERS in the DIGIPASS Project [B]

Accordingly, the project has been able to realise the outputs summarised in the box below and detailed both in the Project outputs and Resource Pack sections (respectively sections 3 and 4)

1. A **Student Training Programme**, which includes modular content covering all aspects of the students' mobility lifecycle. The preparatory phase of the project has guided the development of the content for the Training Programme and the ICT Tools and OERS, which embrace all aspects of supporting the student mobility



lifecycle. Using the best practice findings from the preparatory study, modular content to support the entire mobility support lifecycle has been designed and developed.

2. **A suite of ICT Tools and OERs.** The end result includes a robust pedagogical framework for supporting student mobility which takes into consideration the different context of the partner institutions and special needs participants. It includes flexible pathways (Flexible Framework) (Figure 10) so this can be tailored by each institution, to suit their local context and circumstances (e.g. institutional, regional and national priorities).
3. **A Toolkit for Staff** aimed at all staff who support student mobility. The Staff Toolkit is tailored to suit both professional service and academic staff, creating a vibrant and dynamic environment that enriches learning through leveraging a range of knowledge within the cohort. The Staff Toolkit combines theoretical rigor with a unique focus on experiential and practical learning. It consists of professional development materials designed to assist staff in dealing with the challenges in their roles as they support the mobility lifecycle.
4. This **Handbook and a Framework for policy makers.** The culmination of the project's Intellectual Outputs includes the creation of the present digital Handbook as a point of reference for partner institutions, and to provide a blueprint for a range of stakeholders (policy makers, HEIs, Local Authorities etc...) looking to replicate elements of the Student Training Programme.
5. Develop an awareness of the importance of equipping students with digital and media literacy skills, and to enhance their employability prospects through reflective learning originating from their mobility experience.

How does the DIGIPASS project fit into the student mobility “ecosystem”?

The DIGIPASS project did not aim to substitute or compete with existing mobility projects. Conversely, it was planned as a complement to projects focused on “classic” (Erasmus+ Studio, Traineeship...) and “digital” (Erasmus+ Virtual Exchange) mobility. Indeed, DIGIPASS is a set of processes and tools intended to facilitate mobility both at the level of staff (improving their ability to support students digitally) and students, offering a variety of new tools to improve access, and to capitalise on their performance, skills and employability from their mobility period through digital support.

The DIGIPASS project aims to improve the impact of mobility experiences for students and staff by providing a comprehensive approach to online mobility support. DIGIPASS provides support to students throughout the various phases of the mobility lifecycle to realise the full potential of the learning benefits of their experience. It also provides support to staff via a Toolkit containing materials designed to assist staff in dealing with the challenges in their roles in supporting the mobility lifecycle.



Thanks to the unique approach at the foundation of DIGIPASS, the same methods and procedures can be “exported” and shaped to fit different institutions, contexts, needs, and audiences.

What benefits are introduced to student mobility by the DIGIPASS project?

DIGIPASS embraces all facets of the mobility experience, including pre-departure, during the mobility period, and after mobility (Figure 3). This holistic approach supports the development of intercultural competencies and transversal skills to enhance a student’s employability.

The DIGIPASS framework and toolkit is accessible to all users, providing opportunities for educators and facilitators within bachelor, master and PhD programmes, as well as community organisations to enhance their intercultural activities and create space for dialogue via language/cultural immersion and organisation of forums to help improve language skills.

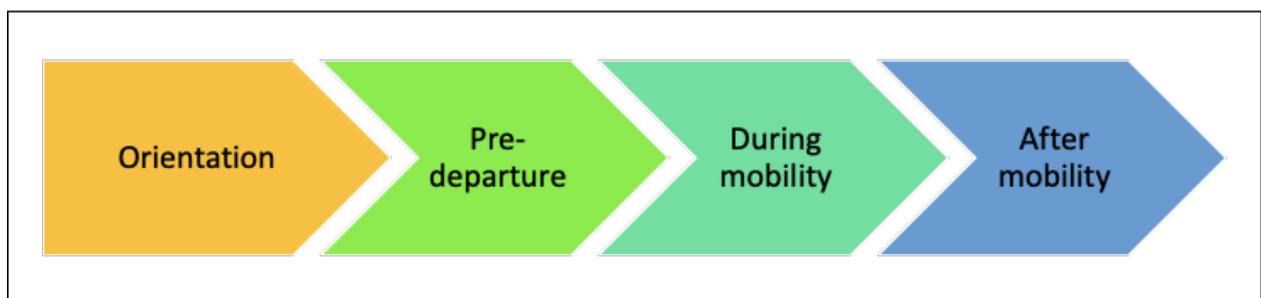


Figure 3. Stages of the student mobility lifecycle as defined by the DIGIPASS consortium.

What impact will the project have?

The primary impact for students will be the improvement of the mobility experience through online support based on Open Education Resources and ICT Tools during the mobility lifecycle. A fruitful mobility experience will result in enhanced future employability and career development.

In addition, ICT tools and self-paced learning courses empower participants to enhance their digital skills and resilience as they encounter and interact with new cultures, intercultural communication and mental well-being whilst abroad. The unique methodology enables participants to better recognise and articulate their development, therefore boosting the impact of their mobility experience by enhancing future employability and developing soft skills for managing periods of intense transition.

b. Adapting DIGIPASS resources

Premises

Thanks to its flexible structure, the DIGIPASS framework can be adopted by both Higher Education Institutions and other stakeholders who offer initiatives dedicated to the mobility of their students (as well as staff members).

- At the local level, the project's intellectual outputs can be beneficial to a number of offices and structures thanks to the introduction of best practices which are aimed to enhance the efficiency of procedures and communications.
- At the international level, a wide range of collaborations and stakeholders engaged in activities across Europe (policy makers, Further Education Colleges, Higher Education Institutions...) can benefit from the adoption of the DIGIPASS framework to integrate their international policy.

For HEIs, it is anticipated that the framework will help to streamline online mobility support and increase the level of communication between mobility offices and services dedicated to career development, mental health and disability support, leveraging existing institutional expertise and building a best practice model. Utilising institutional expertise will simultaneously help raise awareness of issues relating to student mobility across all partner institutions.

The DIGIPASS framework can be adapted to benefit external stakeholders as well, including further training providers, policy makers, and the private sector. Along with HEIs, further training providers also want to develop intercultural competences within their students to open up additional employment opportunities for their graduates. Furthermore, intercultural skills have never been more in demand in the private sector workplace. According to the British Council's report "Culture at Work", "there is real business value in employing staff who have the ability to work effectively with individuals and organisations from cultural backgrounds different from their own. Employees with these skills are seen to benefit companies through their ability to bring in new clients, work within diverse teams, and support a good brand and reputation for their organisation."⁵ The study also suggested that policy makers should do more to contribute to the development of a workforce with necessary intercultural skills.

DIGIPASS responds to these needs, as both the Training Programme and the Staff Toolkit provide policy makers, private sector organisations, and further training providers with tools and resources to develop intercultural competences within their staff and clients. The translatability of the DIGIPASS framework for a diverse range of stakeholders is key, as the project's potential and ability to create impact both inside and outside of the HEI realm will be of special interest for policy makers. Furthermore,

⁵ Culture at Work Report, British Council, 2013



one of the framework's greatest strengths is its adaptability, so these external stakeholders are able to implement only the content they feel they will benefit from.

In order to implement the DIGIPASS framework, HEIs, as well as external stakeholders, can use the list of steps outlined below, which were developed alongside the DIGIPASS framework.

Three key questions to guide implementation

It is essential to point out that HEIs and stakeholders can implement those components of the framework that are best suited to support their students and staff. Thus, it is not essential to implement and adopt all three main components of DIGIPASS (Students Toolkit, Staff Toolkit, Community of Practice). In general, there are three key questions that institutions should seek to answer before starting the implementation process:

1. Who is my target audience?
2. How do we want to deliver content? Which ICT platform will be used for e-learning?
3. What content do we want to implement? Do we want to implement content as it is, start from scratch or only use specific content?

The responses given to the above will influence the workflow and implementation process. Examples responses are provided below:

1. Who is my target audience?
 - a. Students and staff.
 - b. Students only.
 - c. Staff only.
2. How do we want to deliver content? Which ICT platform will be used for e-learning?
 - a. Moodle
 - b. Other platforms (e.g. Brightspace, WordPress, etc.)
3. What aspects of the framework do we want to implement? What content do we want to implement? Do we want to implement content as it is or start from scratch?
 - a. We want to implement the entire framework including content, exercises, and Staff Toolkit as developed by the project. Then, we may decide to modify the order of contents to suit our needs.
 - b. We want to implement specific capsules to use those which are most relevant for us.
 - c. We want to implement only specific content.
 - d. Nothing, we will prepare content from scratch

It is clear that the answers to these questions are closely related. For instance, if the audience is composed of students, then the institution can decide to implement the



entire framework and arrange contents according to specific needs. In this case, if the institution is using the same version of Moodle6 adopted to develop the framework, then it is sufficient to download Scorm7 packages containing the DIGIPASS content and media. If the institution is using a different platform, then it will be necessary to assess the compatibility of the content packages (Scorm) with the platform and, eventually, download text files describing capsules to reconstruct content in the different system. Finally, the third category of questions will determine if the course is implemented in its entirety, only specific content, or if the institution will develop bespoke content. Your institution's responses to Questions 2 and 3 are essential to determine which content package to download. These questions are presented as decision tree in Figure 4A. The various components of the DIGIPASS Student Toolkit that users can download (the entire Student Toolkit, individual capsules, individual content) are schematised in Figure 4B. All the detailed materials useful for adaptation are provided in Resource Pack, section 4.

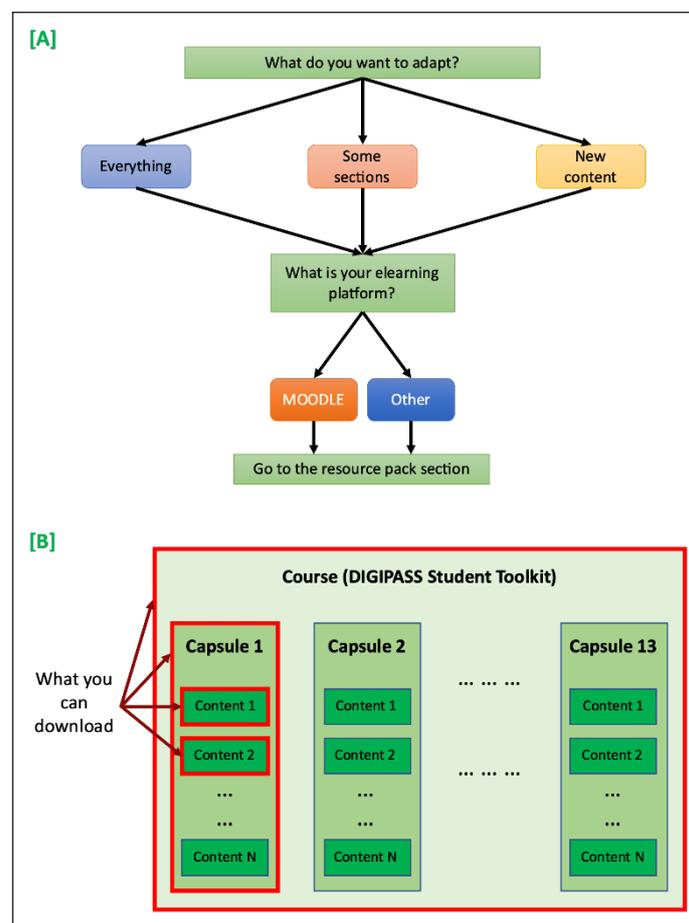


Figure 4. [A] Adaptation tree process, [B] What downloadable packages contain.

⁶ Moodle (Modular Object-Oriented Dynamic Learning Environment) is a learning platform (<https://moodle.org/>) (for a full description see paragraph "The choice of Moodle, page 41).

⁷ Scorm (Shareable Content Object Reference Model) is a collection of standards and specifications for eLearning (<https://scorm.com/>).



Given the large variety of eLearning platforms available, it is not possible to cover procedures for all existing platforms. Therefore, implementation has been tested for some of the eLearning platforms in use among partners:

University	Platform
Granada, Pavia	Moodle
Amsterdam	Canvas
Dublin	Brightspace
Krakow	Copernicus
Edinburgh	Blackboard Learn

An extensive description of the steps that a higher education institution should take to approach implementation, including which departments to involve and content preparation, is described in section 4.2.

Practical steps to implement content in the eLearning platforms used across the DIGIPASS partner universities are described in section 4.3 of the Resource Pack.

c. Assessment and recognition

There are no specific criteria for determining completion of the DIGIPASS Student Training Programme, nor does it offer formal recognition for completion. This is because institutions may have different requirements for their students or different capacities to support students in completing the course. They may also wish to adapt the course and require students to complete varying amounts or specific aspects of the course. Although we do offer some recommendations for how participating institutions can think about assessment, completion, and recognition within their own learning environments.

Completion

When deploying DIGIPASS, institutions should first engage with academic and professional support staff to determine how it best serves students' educational and developmental needs. Staff may then develop a rubric for completion which varies between courses or disciplines.

Assessment

This will depend on an institution's capacity to review and assess their students' work. If an institution cannot appoint centralised personnel to oversee the DIGIPASS module, they may prefer Schools or Faculties to implement their own rubrics for assessment. Where staff resourcing is not available, institutions may wish to allow students to



complete the course unmonitored. Individual faculties may wish to set their own requirements and provide support to assess student work.

Recognition

DIGIPASS allows for institutions to offer their own forms of recognition, depending on the level of time and completion they require of their students. Types of recognition could include:

- ECTS credits
- Completion certificates
- Open Badges
- Institution specific awards

It may even be possible to offer different levels of recognition depending on the level of work and time a student puts into the course (see below). There are benefits to offering students recognition for completing the course, including:

- Encourages engagement and completion rates
- Establishes a portable award for users to display elsewhere
- Encourages dissemination of DIGIPASS as sectoral best practice
- Provides a means of mutual recognition between participating organisations

Examples of implementing DIGIPASS

PARTICIPATIVE

Users complete the capsule exercises in the Moodle or other platform, and complete one substantial reflective exercise per module from the following list:

- Orientation:
 - Cultural Awareness – The Culture Map exercise
- Pre-departure:
 - Health and Wellbeing – “Planning Ahead for Less Stress” exercise
 - Culture Shock – “And now, what about you?” exercise
- During Mobility:
 - Dealing with Problems while Abroad – “Check your Progress” exercise
 - Supporting Student Crisis – “Crisis Resource list”
 - Reflective Thinking – “Making the most of your time Abroad” OR “Final Reflection”
- After Mobility:
 - Launching Your Career – “Preparing for Your Career”
 - Reverse Culture Shock – “Your Hero’s Journey”



The institution can review student submissions and award accompanying internal commendation as it sees fit.

ACTIVE

Users complete the capsule exercises as well as complete a significant amount (or all) of the course's reflective exercises. The institution can assign workload according to the mobility duration and its capacity to review assignments. Under this approach, almost all course content should be attempted by the student and reviewed by staff, with students receiving credits on their transcript upon successful completion.



d. Snapshot of the partners

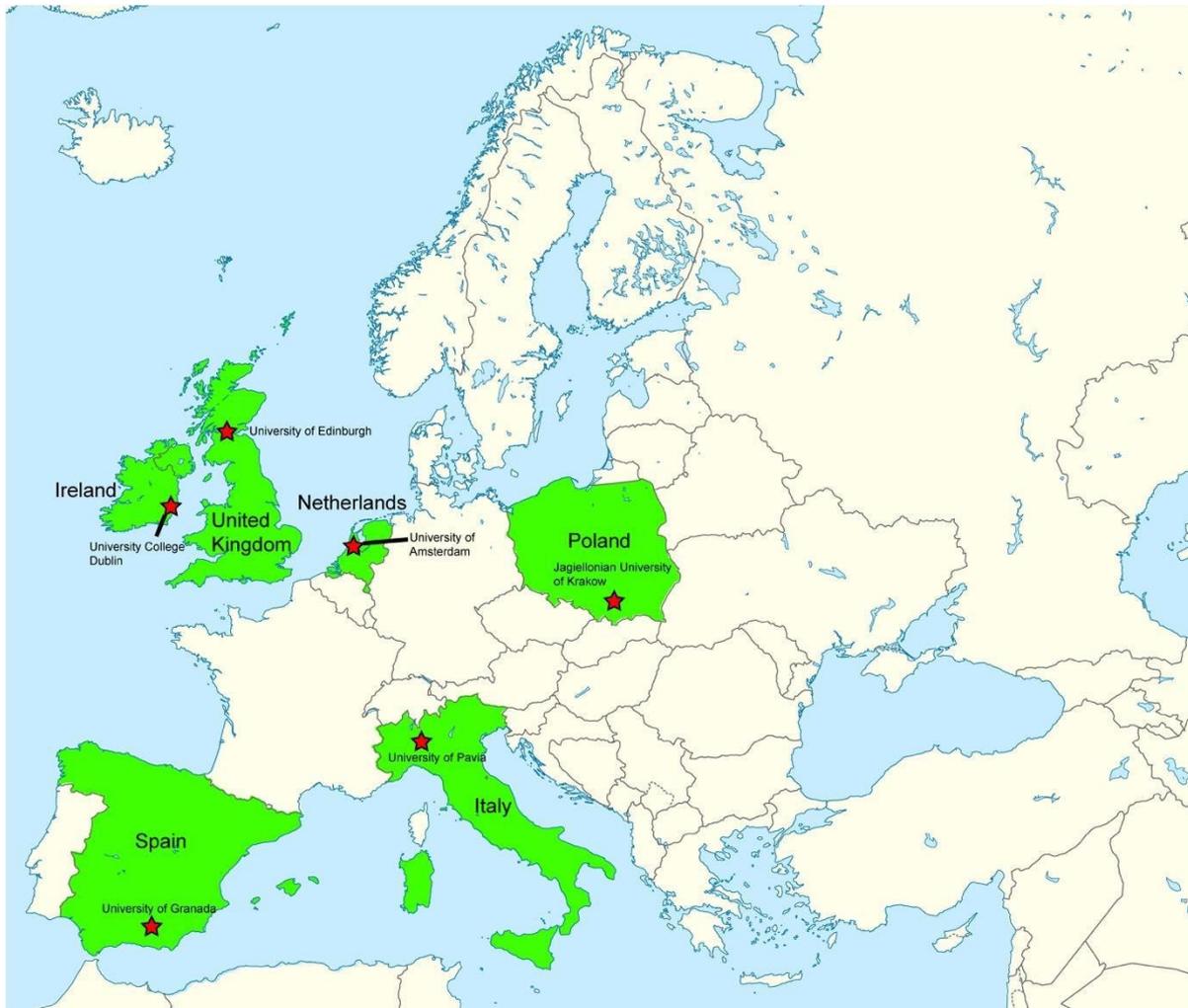


Figure 5. Locations of the six partner universities (red stars) participating in the DIGIPASS project⁸.

The six partners participating in the DIGIPASS project (from West to East: University of Granada, University College Dublin, University of Edinburgh, University of Amsterdam, University of Pavia, Jagiellonian University; shown in the map in Figure 5) have extensive experience in the following areas:

- Developing pedagogical content for all parts of the mobility lifecycle – University of Amsterdam, University College Dublin and University of Edinburgh have specific centers of excellence in mobility lifecycle support programmes.
- Developing innovative learning approaches such as virtual gamified reflective tools – University of Pavia, University of Granada and Jagiellonian University of Krakow have extensive experience in developing online tools.

⁸ Modified from https://commons.wikimedia.org/wiki/File:Europe_blank_laea_location_map.svg



- Creating effective learning pathways through Open Educational Resources and other ICT tools for widening participation and special needs students – Jagiellonian University of Krakow, University of Granada and University of Pavia have extensive experience developing a range of ICT tools and Open Educational Resources.
- Learning Technology Platforms to facilitate virtual mobility support – University of Edinburgh and University of Granada have pioneered work in this area.





View of the University of Granada. "Hospital Real", Rectorate building (courtesy of José Albornoz)

As a classical university (1531) with around 56,000 students, 3,600 lecturers, and 1,900 technical staff, the UGR offers a wide range of courses at undergraduate and postgraduate level. Every year, over 4,800 international students choose the UGR to take full study programmes or via the approximately 800 exchange agreements in which the UGR is involved. The UGR is the leading European university in number of Erasmus students received, and in 2007, received the Erasmus Gold Star Award in recognition of its contribution to the programme.

Additionally, the UGR is a full member of numerous international networks such as the Coimbra Group, UNIMED, EUA, IAU, EAIE, etc.

Mission and Objectives: As a public higher education institution, it is committed to quality and excellence in education, learning and research. It is also committed to activities targeting the transfer of scientific, technical and artistic knowledge to society, the improvement of society, and a sustainable environment. As a modern university with a long-standing tradition, the UGR strives for improved and increasing outreach and the promotion of strong links with its local and regional context. Respect for the dignity of individuals, freedom of thought and expression, justice, equality, solidarity and eradication of discrimination are among the main values of the UGR.

Due to its long-standing tradition, geographical location and high standards, both in teaching and research, the UGR regards internationalisation as one of its strategic aims.

City (Country)	Granada (Spain)
Number of students	About 50,000
Academic and administrative staff	About 6,000
Intellectual output	IO2: ICT Tools
Work Package	3: ICT Tools and Open Education Resources





View of the University College Dublin, National University of Ireland, Dublin

University College Dublin (UCD) is one of Europe's leading research-intensive universities where undergraduate education, postgraduate masters, and PhD training, research, innovation, and community engagement form a dynamic continuum of activity. Founded in 1854 by John Henry Cardinal Newman, UCD was set up as an inclusive Irish university. Today, UCD offers a variety of academic areas in 43 subjects to 33,460 students drawn from 131 countries. There are 8,652 graduate students and 1,546 PhD students, supported by 1,520 academic staff and 1,700 support staff, and an annual turnover of € 434 million. It is Ireland's largest university and with 25% of its students being international, it has a global outlook. It is the most popular destination for Irish school-leavers and actively promotes university life as a journey of academic and personal discovery through its highly innovative and flexible UCD Horizons undergraduate curriculum. Over 50% of UCD undergraduates progress to postgraduate studies.

UCD consists of the following six academic colleges: the College of Arts and Humanities, the College of Business, the College of Health and Agricultural Sciences, the College of Social Sciences and Law and the College of Science. UCD has recently begun to offer a number of qualifications through online courses which allow for students to access its expertise in a range of global contexts.

UCD has participated in the Erasmus mobility programme since it was launched in 1987 and its mobility programmes have expanded hugely since then. With 700 UCD students taking part in study and work experiences each year, the university has built up strong institutional experience and expertise in the areas of mobility and international engagement.

UCD has operated a Virtual Learning Environment for 15 years and has recently reviewed this with the objective of establishing UCD's requirements for the future and supporting the IT strategic themes of Enhancing Educational Technology Services and Contributing to the Student Experience.



City (Country)	Dublin (Ireland)
Number of students	About 33,000
Academic and administrative staff	About 2,700
Intellectual output	IO1: Students Training Programme
Work Package	2: Training Programme



UNIVERSITY OF EDINBURGH



View of the University of Edinburgh

The University of Edinburgh (UoE) is one of the largest and most successful universities in the UK with an international reputation as a centre of academic excellence. UoE is the leading research university in Scotland and is one of Britain's leading research universities. The Research Excellence Framework, a research ranking used by the UK government to determine future research funding, ranked Edinburgh 4th in the UK for research power. UoE is now ranked 16th in the world according to 2022 QS Rankings and maintains collaborative links with 600 partner universities in over 100 countries around the world.

The University of Edinburgh is a member of the Russell Group, Universitas 21, the Coimbra Group, the League of European Research Universities, and the European university alliance, Una Europa. UoE has also been a participant in the Erasmus Programme since 1987, in Erasmus Mundus Joint Programmes since 2007, and in Erasmus Mundus Joint Master Degrees since 2014. Through their participation in these networks, they have familiarised themselves with the higher education systems, culture, and rich heritage in the network members' respective countries. It has also made UoE aware of the opportunities and challenges in implementing international mobility programmes in Europe and beyond, and the difficulties involved with providing the highest level of support to students before, during, and after mobility experiences.

The University of Edinburgh's ambitious Vision 2025 calls to offer "all our students an international learning experience; enabling us to make a truly global impact". In order to achieve this goal, it will be necessary to improve the level and quality of mobility support to ensure that students, particularly those from a widening participation or special needs backgrounds, are in a position to gain maximum benefit from their experience.



City (Country)	Edinburgh (United Kingdom)
Number of students	About 45,000
Academic and administrative staff	About 11,000
Intellectual output	
Work Package	1: Management 5: Quality Assurance



UNIVERSITY OF AMSTERDAM (UNIVERSITEIT VAN AMSTERDAM)



View of the University of Amsterdam (courtesy of fotograafniels.nl)

The University of Amsterdam (UvA) is one of the world's intellectual hubs, a modern comprehensive research university with a long and rich history dating back to 1632. It has a leading international reputation and is firmly rooted in the culturally diverse city of Amsterdam. The university scores highly in various international rankings; it is ranked within the top 20 universities in Europe and the top 100 worldwide.

Teaching and research at the UvA are organised in seven faculties: Economics and Business, Humanities, Law, Social Sciences, Science, Medicine and Dentistry. They are located in four open city campuses. With 5,000 staff members, and 30,000 students including over 4,000 international students representing a hundred different nationalities, UvA is connected to thousands of researchers and hundreds of public and private institutions in the Netherlands and around the world.

The University of Amsterdam's mission is to prepare its students in the best possible way for a future career in the global labour market. Developing intercultural and career skills through mobility and the international classroom are key factors in its internationalisation policy. Like its students, UvA lecturers are also expected to have explored the wider world and obtained intercultural competences. The international character is reflected by the organisational culture.

The primary unit involved is the Office of International Student Affairs (BIS). It oversees and manages global student mobility, facilitates (international) student engagement including the award-winning student exchange ambassador programme, administers and disburses student scholarships and loans, and collaborates with academic units and faculty international offices to cultivate and build strategic partnerships and collaborations around the world.



To facilitate and enhance the impact of the study abroad student experience, the UvA underlines the importance of student engagement; volunteer students work with university staff to offer the student services needed to create a successful study abroad experience.

There are four distinct phases to the UvA study abroad experience which will feed into our work with the DIGIPASS project.

- 1st phase - ORIENTATION - choosing a specific destination and applying for a study abroad programme
- 2nd phase - PRE-DEPARTURE - completing a host university application and preparing to study abroad
- 3rd phase - ON EXCHANGE - the experience of studying abroad at a foreign (host) university
- 4th phase - POST-EXCHANGE - arriving back at the UvA and consolidating the experience

City (Country)	Amsterdam (Netherlands)
Number of students	About 40,000
Academic and administrative staff	About 6,000
Intellectual output	IO3: Toolkit for staff
Work Package	4: Staff Toolkit





View of the University of Pavia. Courtyard dedicated to Alessandro Volta (courtesy of Marco Santagostino)

The University of Pavia (UNIPV) is one of the world's oldest academic institutions: it was founded in 1361 and it was the sole university in Lombardy until the 20th century. Today 24,000 students, from both Italy and overseas, study in Pavia.

UNIPV covers all subject areas and is composed of 18 Departments offering study programmes at all levels, from Bachelor's degrees to Doctorate programmes. Close attention is paid to each student by our academic staff (900 professors and researchers). 87.5% of graduates find employment within a year of graduation against a national average of 77%. Master's degrees in the areas of science, engineering, medicine and pharmacy have a 95% post-graduation employment rate. Pavia has been a city-campus since its foundation, and even today it offers students a unique experience in Italy and rare in Europe: to study at one of 20 University colleges that are largely independent from the administrative structure of the University.

UNIPV enjoys a strong tradition of international student and teacher exchanges. Bilateral agreements involve, among others, the historical universities of Coimbra, and many universities in Europe, the Middle East, the Mediterranean area, the United States of America, China, Japan and many other countries.

UNIPV is one of the most pioneering Italian universities when it comes to internationalising its academic systems. The fact that the university was one of the first to offer places to Erasmus students, together with Siena and Bologna, serves as firm proof of this. Furthermore, the university collaborates with the Coimbra Group (a collection of the oldest universities in Europe) in numerous projects aimed at "Europeanising" the university system. Some of them have now been approved by the

European Commission as good practice for universities in Europe. Furthermore, it allocates part of its international budget to developing countries through the University Centre for Cooperation and Development (CICOPS).

Two teams from the University of Pavia had direct involvement with the DIGIPASS project: the International Relations Office and the Innovation in Didactics and Digital Communication Office (IDDC).

Over the last six years, UNIPV, through the work of the IDDC, has developed significant experience in the areas of 1) international mobility, flanking the regular Erasmus mobility programmes with virtual mobility opportunities, 2) virtual learning pedagogy and 3) expertise in web development.

City (Country)	Pavia (Italy)
Number of students	About 24,000
Academic and administrative staff	About 2,700
Intellectual output	IO4: Handbook
Work Package	



JAGIELLONIAN UNIVERSITY (UNIWERSYTET JAGIELLOŃSKI)



View of the Jagiellonian University (courtesy of Swifteye photo)

The Jagiellonian University (JU), founded in 1364, is one of the oldest universities in Central Europe and a leading research institution in Poland, conducting research across a wide range of disciplines. With 16 faculties and over 44000 students, 4400 academic teachers and 700 professors, JU provides more than 140 professionally focused subject areas in most notable fields (natural and social sciences, humanities, medicine etc.). The majority of fields of study received accreditation from the Polish Accreditation Committee as well as from the Ministry of Research and Higher Education. For the past few years, JU has consistently occupied top positions in the Polish university rankings. Being recognised worldwide, JU is a member of the European University Association, Coimbra Group, International Research Universities network and the Utrecht Network. JU has been a grant coordinator or consortium member in a large number of Tempus and other international education and research projects.

JU managed international research and educational projects within a variety of programmes, such as: Horizon2020, 7th Framework Programme, Lifelong Learning Programme, Erasmus+ COST and many others. JU is partnered with more than 200 international universities. As part of the 2017 Erasmus+ programme, 294 JU staff members visited partner institutions in and outside Europe.

Many university units support mobility and virtual mobility, such as the International Students Office, International Relation Office, Center for Polish Language and Culture in the World, and eLearning Centre. The International Students Office as well as the International Relation Office are deeply involved in fostering the international exchanges for students and academic staff.



The Erasmus Student Network (ESN), a non-profit international student organisation founded in 1989, helps to support and develop these exchange programmes. ESN at JU is one of the 500 local sections of ESN. It is operated by volunteer students who are supported by the International Students Mobility Office of JU. The ESN section of JU was honoured as the best performing ESN section in Europe in 2012/2013. In February 2017, ESN section of JU was chosen as the Section in Spotlight by International Exchange Erasmus Student Network.

JU's eLearning Centre is responsible for e-learning Moodle platforms, course-content authoring, the University's video conference system (Cisco TelePresence), methodological seminars on the pedagogy of e-learning, and webinars for the Education Innovation Working Group of the Coimbra Group, e.g.: <https://www.youtube.com/watch?v=9S6QrunSvWE&feature=youtu.be>

The eLearning Centre is currently developing the OER project "The Jagiellonian University without Borders" ("Uniwersytet Jagielloński bez granic") which is available to all internet-users (<http://www.oer.uj.edu.pl/>).

City (Country)	Krakow (Poland)
Number of students	About 39,000
Academic and administrative staff	About 7,000
Intellectual output	
Work Package	6: Dissemination & Exploitation



#2

Background

An overview of the current state of student mobility and the support needs which are still to be addressed

BACKGROUND

This section attempts to describe the current state of student mobility today and the needs of mobility students which still need to be addressed. A summary is provided which covers student motivations for participating in mobility and the advantages that internationalisation brings to learning competences, increased international awareness, and deeper engagement with global issues. These advantages are not unique for students; administrative and teaching staff can also take advantage of an international environment with increased skills and ability to cope with the European challenge. This section also illustrates the various needs of international students at the different stages of their experience, underscoring the importance for modern European universities to provide appropriate services which cover the various steps from planning to go abroad up to returning home. A significant section is dedicated to the role of ICT and multimedia use in education and in providing time-flexible educational instruments to support student mobility.

a. Student mobility

Internationalisation of higher education generally refers to “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education”⁹. A recent review¹⁰ reports that the word “internationalisation” has multiple meanings:

- Transfer of knowledge (books, media...) across borders.
- Physical mobility across countries of students and staff.
- International cooperation and communication.
- International education and research.
- International similarity (convergence, globalisation...).
- International reputation (quality, university...).

Within an educational context, the word internationalisation indicates elements in study programmes which are aimed at developing specific competencies that enable students to fully engage in international environments. In summary, two aspects of the term “internationalisation” can be defined: 1) related to border-crossing, 2) related to a “change” towards internationality.

⁹ Knight, J. (2008). Higher Education in Turmoil. The Changing World of Internationalisation. Rotterdam and Taipei: Sense. Page 21

¹⁰ Teichler, U. (2017). Internationalisation Trends in Higher Education and the Changing Role of International Student Mobility. Journal of International Mobility, vol. 5: 177-216



The International Association of Universities (IAU) and the European Association for International Education (EAIE) conducted two large-scale surveys on internationalisation in education. The survey from IAU focused primarily on institutions and their perception and management of internationalisation. Results were published in April 2014 with the name *Internationalisation of Higher Education: Growing expectations, fundamental values*. The EAIE survey, entitled *EAIE Barometer: Internationalisation in Europe*, aimed to collect data from practitioners concerning their view and perception of internationalisation. Although the reasons supporting students' motivations to go abroad identified by the two surveys slightly differed in terms of formulation, the reasons behind the most common responses overlapped. In summary, these surveys showed that the main objectives and benefits of internationalisation were improvements in quality of teaching and learning competences, increased international awareness, and deeper engagement with global issues¹¹⁻¹². Students' motivation to embark on mobility were found to be tied to their willingness to experience new ways of thinking and acting in their areas of interest and fields of study, to improve their career prospects in their home country and abroad, and to improve their proficiency in a foreign language and become more independent¹³.

Personal motivation is not the only driver behind students' willingness to engage in student mobility. A growing amount of evidence shows that the internet and social networks are gaining a primary role in pushing students towards a decision to participate in mobility. Prospective students actively seek information and advice on social networks by contacting active and former international students. Conversely, social networks play an active role in internationalisation through disseminating the experience of former international students¹⁴. As such, modern strategies to appeal to and recruit students to international mobility programmes are increasingly founded on digital marketing and channels.

Student mobility is usually schematised using three stages including pre-arrival (or pre-departure), arrival in the host country, and during the mobility period¹⁵. Perez-

¹¹ About 6,000 institutions have been involved in the survey from IUA, about 1,340 higher education institutions in 131 countries completed the survey. The EIAE survey was completed by about 2,100 people from 1,500 higher education institutions in 33 European countries.

¹² Egron-Polak, E., Hudson, R., and Sandstrom, A.-M. (2015). Quantifying internationalisation – Empirical evidence of internationalisation of higher education in Europe. In de Wit, H., Hunter, F., Howard, L. and Egron-Polak, E. (eds.), *Internationalisation of Higher Education*. Brussels: European Parliament, 59-76

¹³ European Commission, (2006). *Perceptions of European Higher Education in Third Countries*. Luxembourg: Office for Official Publications of the European Communities

¹⁴ Beech, S. (2015). *International student mobility: the role of social networks*. *Social & Cultural Geography* Volume 16; Rahul Choudaha, NAGAP Perspectives Summer 2018.

¹⁵ Kelo, M., Rogers, T., and Rumbley, L.E. (2010). *International Student Support in European Higher Education - Needs, Solutions, and Challenges*. ACA Papers on International Student Support in European Higher Education International Cooperation in Education.

<https://www.heacademy.ac.uk/knowledge-hub/international-student-lifecycle-0>



Encinas and Rodriguez-Pomeda¹⁶ recently proposed the addition of a fourth stage accounting for the reintegration into the home country after the mobility period (Figure 6A, 6B).

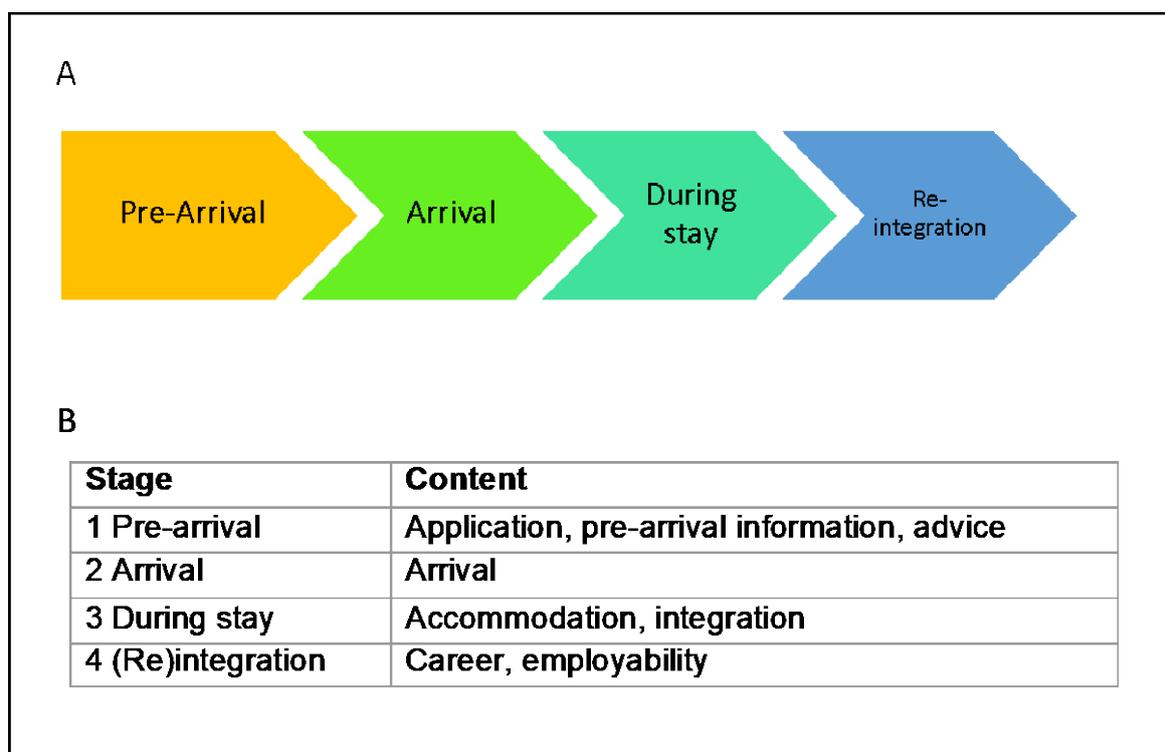


Figure 6. Stages of the international student lifecycle defined by Perez-Encinas and Rodriguez-Pomeda¹³.

It is important to mention that the number of stages, their names and content frequently change depending on authors and institutions.

Each stage requires ad hoc services to support students (and staff) during mobility including orientation, practical information for mobility, and support for academic and bureaucratic issues.

Mobility is essential to develop open-minded citizens who are “better equipped to build a more cohesive and competitive society”.

Erasmus+ is the most well-known and successful programme dedicated to mobility. As such, Erasmus+ will be taken as the primary example for mobility, although many mobility programmes have also been developed.

Erasmus+, launched in 1987, allows both students and higher education staff (teachers, office workers, researchers) to spend a period abroad in order to benefit from EU support for study, training and teaching. Besides enabling exchanges of students and staff members, the Erasmus+ programme allows participating institutions

¹⁶ Perez-Encinas, A., and Rodriguez-Pomeda, J. (2018). International Students’ Perceptions of Their Needs When Going Abroad: Services on Demand. *Journal of Studies in International Education*, vol. 22: 20–36.

to improve quality and give rise to long-term strategic initiatives, such as the European Credit Transfer and Accumulation System (ECTS), which promotes transparency, transferability and full recognition of university credits that students earn during mobility¹⁷.

The Erasmus+ programme offers different types of mobility:

- Study programmes - providing students with the chance of spending a period of 3 to 12 months abroad to study in another country.
- Traineeships - offering students the chance to carry out a 3 to 12 months traineeship in companies or organisations abroad.
- Staff mobility for teaching assignments - enabling staff from higher education institutions to spend a teaching period (from five teaching hours to six weeks) in a higher education institution in a European country.
- Staff mobility for training - allowing administrative staff and academics to participate in training courses abroad.

Finally, Erasmus+ funds intensive learning programmes (subject-oriented and language courses), higher education cooperation and mobility projects (including Erasmus Mundus), and promotion of study, teaching and research worldwide¹⁸.

Promotion and gained advantages of mobility

From 2020, the European Commission opened a special call named the “European University Initiative” which provided a framework for establishing “transnational alliances that will become the universities of the future”¹⁹. This call promoted European values and identity, revolutionising the quality and competitiveness of European higher education²⁰, and increasing the mobility demand, therefore making the knowledge and the tools developed by DIGIPASS even more relevant.

Programme beneficiaries report satisfaction rates above 90%¹⁷. Participation in Erasmus+ international exchange programmes was found to have had a generally positive impact on learners (students, apprentices, volunteers, young people, etc.). In general, mobility improved the acquisition of skills and competences, which, in turn, represented an added value for employability and entrepreneurship, resulting in a

¹⁷ European Commission. ERASMUS, Fact, Figures & Trends. 2013-2014

¹⁸ Jean Monnet, Tempus, European Commission. ERASMUS, Fact, Figures & Trends. 2013-2014.

¹⁹ European Universities Alliances will be real European inter-university ‘campuses, where: a) students, staff and researchers enjoy seamless mobility (physical, virtual or blended) to study, train, teach, do research, work or share services at cooperating partner institutions; b) transdisciplinary and transnational teams of students, academics and external stakeholders tackle big issues facing Europe (such as climate protection, democracy, health, big data, migration); c) can design their own flexible curricula, leading to a European Degree”

²⁰ https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en



shorter gap between education and employment. This “boost” is demonstrated by the observation that the employability rate of students engaged in mobility was 13% higher compared to their student peers who were not mobile. Students who participated in Erasmus+ programmes are found to be more willing to work or study abroad compared to their non-mobile peers (+31%), have better language skills (+7%), place greater importance on learning for their professional and personal development (+8%), and display a higher rate of completion of their study course (+2%). Practitioners (teachers, trainers, youth workers, staff, etc.) confirm that mobility signified professional development by widening their professional networks (+22%), training them how to better use digital resources (+5%) and developing a stronger cultural attachment to Europe (+6%).

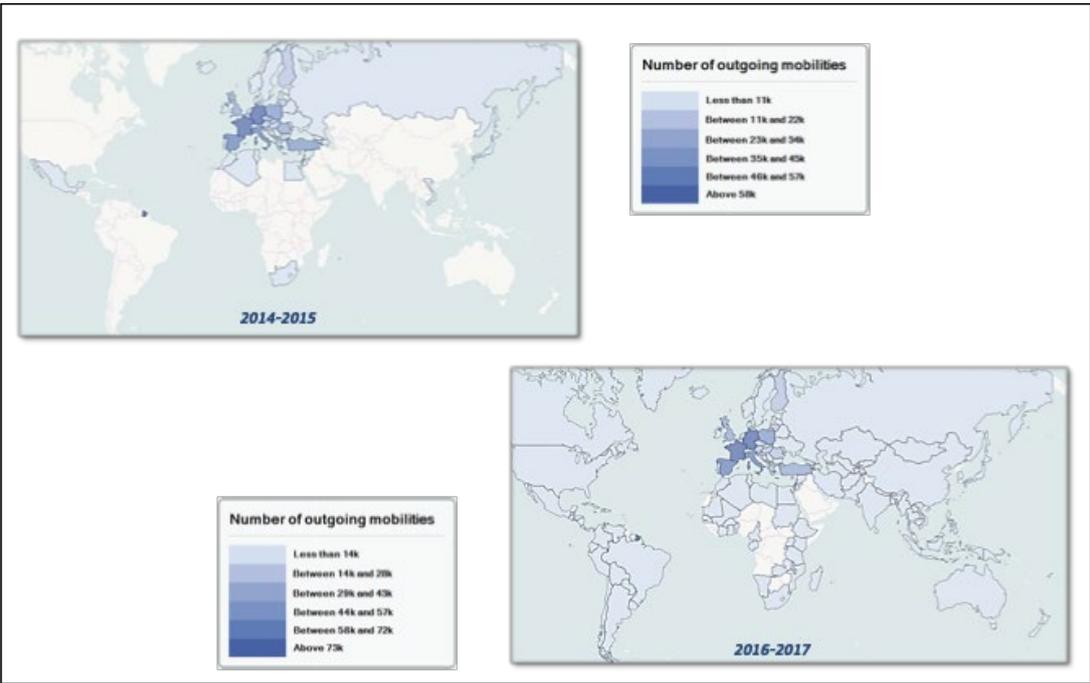


Figure 7. Erasmus+ outgoing mobility increase between academic years 2014/15 and 2016/17 (in thousands)²¹.

²¹ Erasmus+ Programme - Annual Report 2017, <https://op.europa.eu/s/pJpb>



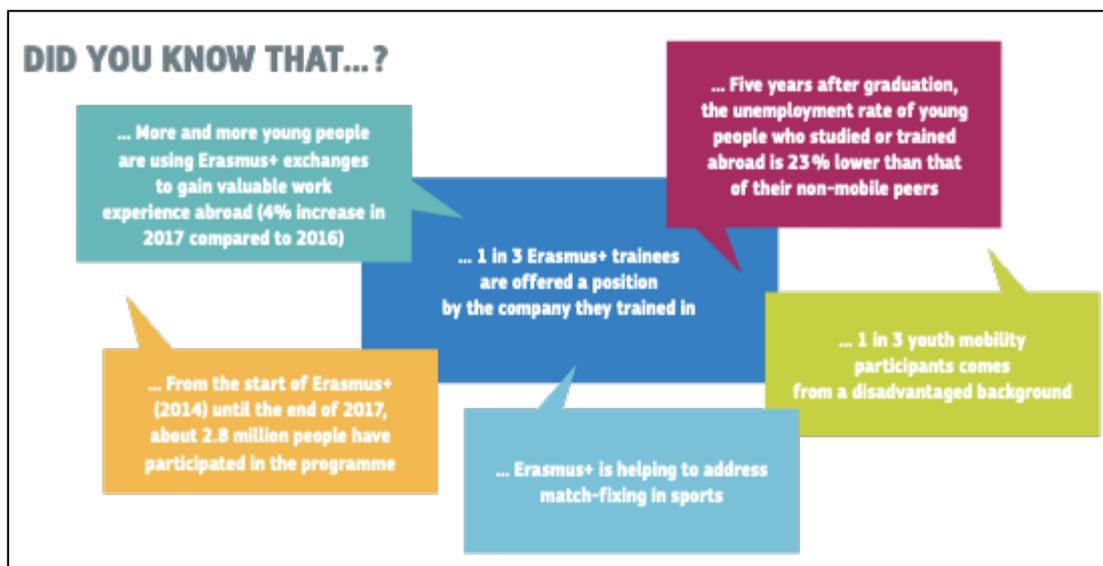


Figure 8. Erasmus+ facts²².

Given the positive impact of mobility on students and staff members, universities worldwide are highly active in promoting mobility and internationalisation programmes or collaborating in projects aimed at facilitating physical mobility and transfer of knowledge across countries (as also summarised in figures 7 and 8).

b. ICT and multimedia in education

ICT is the acronym for “information and communication technology”, which includes computers, the internet and a variety of electronic and digital information delivery systems (radio, television, projectors, smart whiteboards...).

Through ICT tools, learning materials can be accessed anytime and anywhere, teleconferences allow access to classrooms at distance, and multiple types of resources (audio, video, quizzes...) can be made available. As a result, education is no longer bound exclusively to classrooms²³.

The introduction of ICT tools in education, when based upon the careful analysis of the setting and on solid pedagogical grounds, is beneficial for many reasons, as summarised below:

- Access to knowledge and material is more efficient.
- Students are more independent and can access data from various sources, enabling them to critically evaluate the quality of the learning material.
- Introduces a creative and interactive learning environment.

²² From European Commission. ERASMUS+ The EU programme for education, training, youth and sport (2014-2020).

²³ Fu, J.S. (2013). ICT in Education: A Critical Literature Review and Its Implications. International Journal of Education and Development using Information and Communication Technology. vol. 9: 112-125



- Classrooms can be accessed at a distance via teleconferencing, giving rise to virtual classrooms comprising students from all over the world who can collaborate and share experiences.
- Encourages the development of critical thinking skills.
- Improves both teaching and learning quality.
- Provides support to teachers in sharing didactic material.
- Improves communication between students and teachers.
- Motivates students.

As a result, ICT tools are increasingly used in education as they improve the quality of education and link theoretical concepts to real life²⁴.

When analysed relative to ICT, education can be classified in the following categories²⁵:

- E-learning: computer-enhanced learning associated with methodologies that exploit networked and/or multimedia technologies
- Blended learning: face-to-face classrooms, self-paced learning and online classrooms are combined for course delivery
- Distance learning: students organise the learning activity independently and communicate with faculty and students using various computer-based communication methods

In order to implement ICT in educational institutes, a series of requirements must be met. As shown in Figure 9, requirements can be schematised as a pyramid.

²⁴ Lowther, D. L., Inan, F. A., Strahl, J. D. and Ross, S. M. (2008). Does technology integration work when key barriers are removed?. *Educational Media International*, vol. 45, 195-213.; Weert, T. V. and Tatnall, A. (2005). *Information and Communication Technologies and Real-Life Learning: New Education for the New Knowledge Society*, Springer, New York.; Fauville, G., Lantz-Andersson, A., and Saljo, R. (2014). ICT Tools in environmental education: reviewing two newcomers to school. *Environmental Education Research*, vol. 20(2), 248 - 283

²⁵ Raju K. (2008). Convergence of ICT and Education. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, vol. 2, 300-303



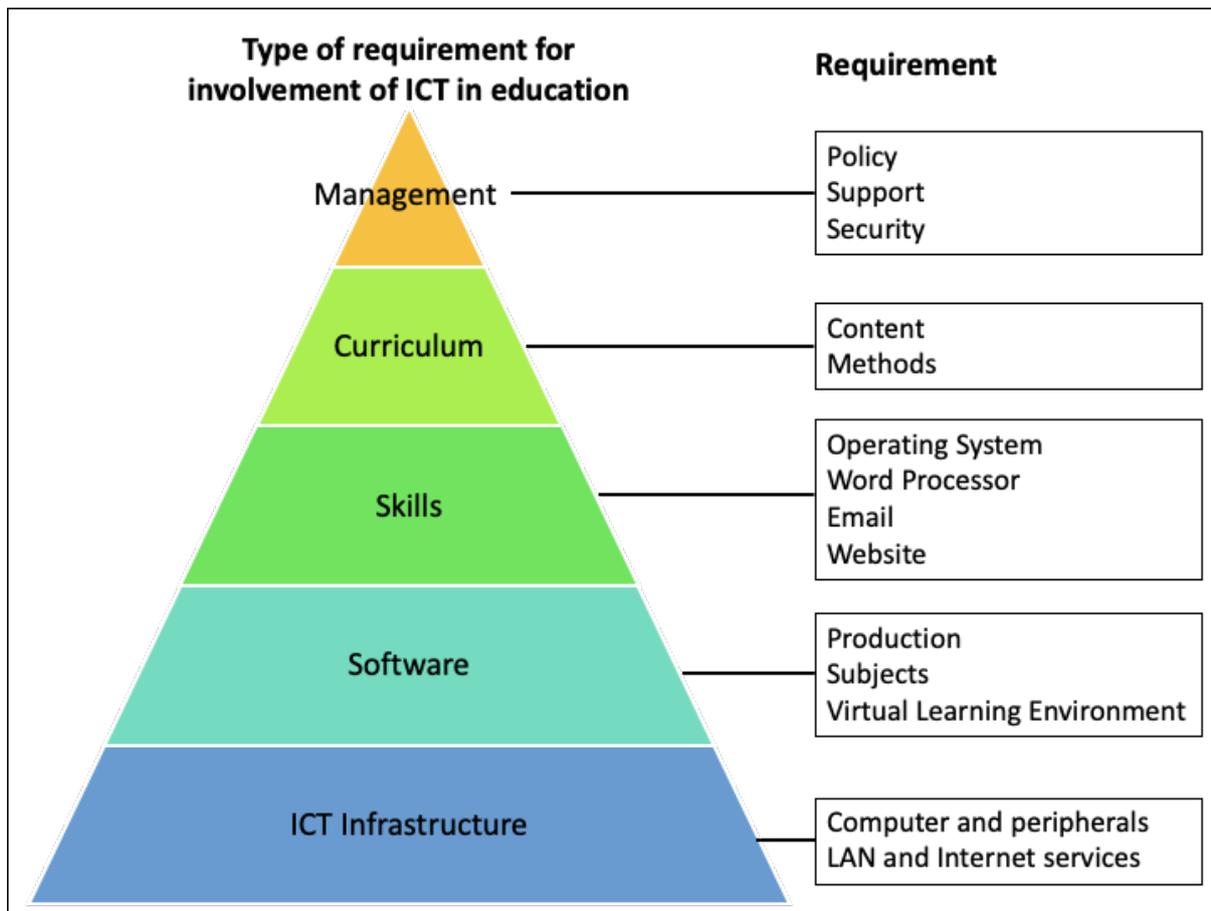


Figure 9. Requirements needed to implement ICT in educational institutes (Modified from Raju Kumar. 2008²⁵).

The introduction of ICT tools in education requires adaptations and accommodations of the teaching-learning process to the presence of new technologies. This is accomplished by following a four-stage process (Modified from Raju Kumar. 2008²⁵).

- Stage 1 Discovery of ICT tools
- Stage 2 Learn how to use ICT tools
- Stage 3 Learn how and when to use ICT tools to reach goals
- Stage 4 Specialisation in ICT tools

ICT tools in education can increase the availability of educational resources and can make students more independent. Moreover, ICT tools can help students to develop skills related to information technology, new jobs and competences. These skill sets can be considered as subsets to larger groups of competences. The sketch in Figure 10 shows the different competences that varying levels of ICT skills provide. The widest set of competences contain general skills that can be developed to successfully learn in all curricular areas. Each subset progressively increases in specificity. The most specific skillset is linked to jobs related to information technology learning and is intimately related to the learning process mediated by ICT tools.



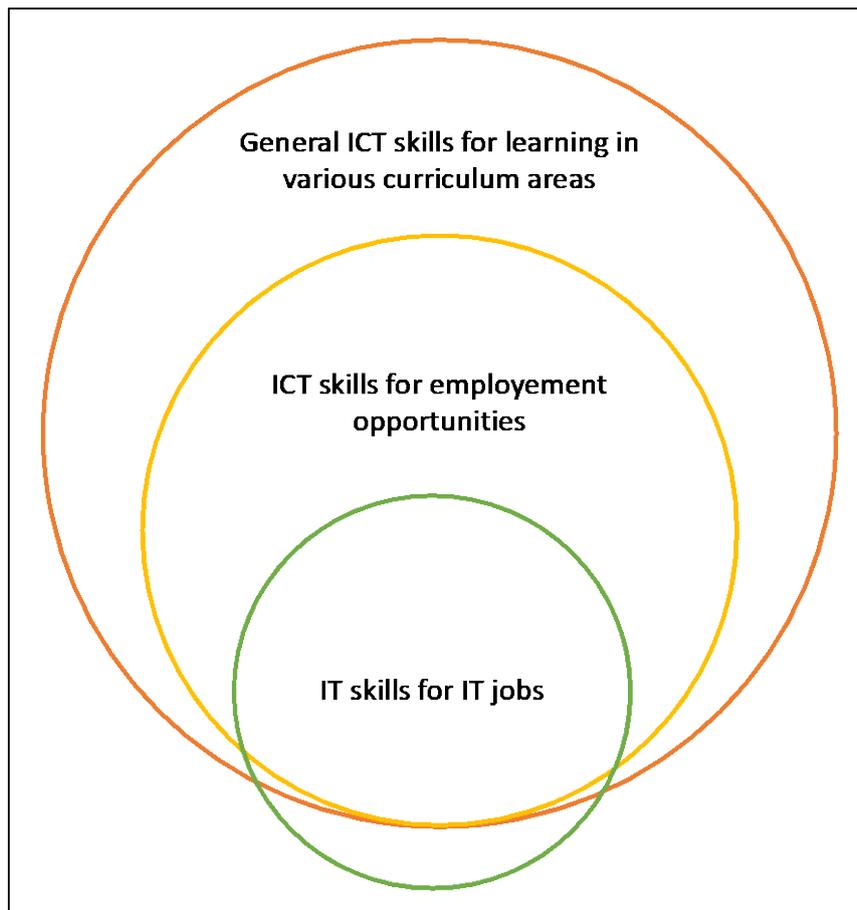


Figure 10. Different competences that varying levels of IT skills provide (Modified from Raju Kumar. 2008²⁵).

ICT and soft skills

Finally, ICT tools are beneficial for the development of the so-called “soft skills”. Soft skills can be defined as non-technical skills: personal and interpersonal abilities required to function in a specific (work) environment and facilitate performance in particular contexts²⁶. These skills are related to abstraction, personality, and attitude rather than technical knowledge. Finally, these are context-dependent skills related to personal experience and reflection.

Soft skills are progressively replacing technical ones. Employers argue that graduates are generally not equipped with the right set of soft skills necessary to effectively contribute to their job. Moreover, employers are concerned with the soft skills of applicants, with their attitude, appearance and body language. A frequent

²⁶ Conrad C.A., Leigh W.A. (1999). Soft Skills: Bridge or Barrier to Employment? The monthly magazine of the Joint Center for Political and Economic Studies. 27(1): Accessed 14 April, 2012.; Moss P, Tilly C. (1996). Soft skills and race: An investigation of black men’s employment problems. *Work and Occupations.*, vol. 23(3):252–276; Hurrell S.A. (2009). Soft skills deficits in Scotland: Their patterns, determinants and employer responses. Unpublished Doctoral Thesis, Glasgow, University of Strathclyde.

finding is that young workers are often reluctant to ask if they are uncertain about something.

Accordingly, these skills can be as important, if not more so, than traditional qualifications and technical skills.

Soft skills are abilities for adaptive and constructive behaviour²⁷. They are regarded as generic, transferable, core, or key skills that can be applied across a variety of employment contexts. Soft skills are usually acquired in traditional classes, but technology has proven that other non-traditional ways of delivering knowledge and developing soft skills can be used, such as ICTs, short videos and gamification. ICT-based assessment can generate reliable data on users, keep track of progress, and identify areas where learners are having difficulties and need to take remedial action.

Important skills for the labour market include friendliness, team-working ability, emotional intelligence, being communicatively proficient, as well as flexibility. All these skills are promoted and represent core values in the internationalisation experience.

Learning Platform

Several studies reveal strong advantages to using e-Learning platforms²⁸, although their adoption will involve challenging institutions to establish platforms that are technologically compatible with the institutions' existing systems²⁹.

According to Piotrowski³⁰, an e-Learning platform represents a system which provides integrated support for six different activities: creation, organisation, delivery, communication, collaboration and assessment.

A key characteristic of an e-Learning platform is flexibility, which is made possible by a full set of configurable and customisable features. As such, e-Learning platforms provide the opportunity to explore new methods of teaching and learning: students can access content prepared in different formats (text, image, sound), as well as interact with teachers and/or colleagues via message boards, forums, chats, videoconference or other types of communication tools³¹.

²⁷ Constable, S., Touloumakos, AK. (2009). Satisfying Employer Demand for Skills a report prepared for City & Guilds by the Work Foundation.

²⁸ Mahmoud, S.S. (2008). A Proposed Model for Distributing e-Courses Content through Mobile Technology Architectures. in word academy of science, engineering and technology; Mellow, P. (2005). The media generation: Maximize learning by getting mobile, p. 469-476; Moura, A., Carvalho, A.A., (2009). Mobile learning: two experiments on teaching and learning with mobile phone. R. Hijón-Neira (eds.), Advanced Learning, p. 89-100.

²⁹ Carolina Costa et al. (2012). The use of Moodle e-learning platform: a study in a Portuguese University. *Procedia Technology*, vol. 5, 334 – 343.

³⁰ Piotrowski, M. (2010). What is an e-learning platform?, in *Learning management system technologies and software solutions for online teaching: tools and applications*, I. Global, Editor

³¹ Sanchez, R.A., Hueros, A.D. (2010), Motivational factors that influence the acceptance of Moodle using TAM. *Computers in Human Behavior*, vol. 26(6), 1632-1640.



Media can be used to represent different kinds of content because they vary in the symbol systems (text, sound, still pictures, moving images, etc.) that they use to encode information³². Media also differ in their ability to handle concrete or abstract knowledge. Abstract knowledge is handled primarily through language. While all media can handle language, either in written or spoken form, media vary in their ability to represent concrete knowledge. As such, different types of media can be efficiently used to deliver different kinds of knowledge and content.

The strength of this approach is that lessons can be made available at any time and place where an Internet connection is available, thus, giving students the potential to carry on their education at their own pace without being dependent on a physical place or fixed schedule. This naturally fits the objectives of the DIGIPASS project since it allows students to start their training in their home country and continue throughout their mobility.

The choice of Moodle

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a virtual learning environment, technically described as a Learning Management System that can be adapted to many environments including education, training, and development. The Moodle Project is led and coordinated by the Australian company Moodle HQ, which is a network of eighty-four Moodle partner service companies worldwide and open-source programmers.

Moodle is the most used and widely available platform in higher education, and is generally considered to be the most user-friendly since it offers a wide variety of tools to support teaching and learning, including:

- Creation of databases
- Organisation of lessons
- Delivery of assignments and workshops
- Communication with students through charts, forums and news
- Collaboration
- Assessment through quiz, survey, feedback or multiple-choice questions
- Reusability via external tools and SCORM packages

Moodle resources can be classified in two categories:

- **Static, or defined course structure used to:**
 - Organise courses
 - Evaluate students through quizzes, surveys or feedback
 - Carry out formative assessment

³² Salomon, G. (1979) Interaction of Media, Cognition and Learning San Francisco: Jossey-Bass



- Create databases containing lists of students or topics
 - Reuse and share via external tools and SCORM packages
 - Identify templates suitable to deliver activities and didactics to a wide range of students
 - Manage and organise participants
- **Dynamic, used to deliver activities including:**
 - Delivering tasks
 - Communicating with teachers and students via chats, forums and news
 - Carrying out collaborative activities (glossary, workshop, wiki)
 - Badges and certificates to demonstrate that students have completed their course

Online teaching through Moodle responds to the need to educate students and staff without being too invasive or becoming an additional burden. Moreover, online teaching and learning is becoming increasingly popular as it advances continuous education and because it is a robust and safe method capable of enduring public health concerns and other critical situations. These considerations led the DIGIPASS project to select the Moodle platform as the delivery vehicle for the DIGIPASS Student Toolkit. However, it is important to note that the participating partners use a range of digital platforms. Therefore, the Student Toolkit content have been developed on Moodle in particular, as it is easily exportable to other widely used platforms.

Also of importance is the use of open educational resources (OERs), which presently cover a wide range of online formats, including online textbooks, video recorded lectures, YouTube clips, web-based textual materials designed for independent study, animations and simulations, digital diagrams and graphics, some MOOCs, and assessment materials, such as tests with automated answers. OERs can also include PowerPoint slides or pdf files of lecture notes. However, in order to be considered as open educational resources, they must be freely available for educational use at minimum.

[David Wiley](#) is one of the pioneers of OERs. He and his colleagues³³ have proposed five core principles of open publishing:

- **Re-use:** the most basic level of openness. People are allowed to use all or part of the work for their own purposes (for example, download an educational video to watch at a later time)

³³ Hilton, J., Wiley, D., Stein, J., Johnson, A. (2010). The four R's of openness and ALMS Analysis: Frameworks for open educational resources. *Open Learning: The Journal of Open and Distance Learning*, vol. 25(1), 37–44



- **Re-distribute:** people can share their work with others (for example, send a digital article by email to a colleague)
- **Revise:** people can adapt, modify, translate, or change the work (for example, taking a book written in English and turning it into a Spanish audio book)
- **Re-mix:** people can take two or more existing resources and combine them to create a new resource (for example, take audio lectures from one course and combine them with slides from another course to create a new derivative work)
- **Retain:** no digital rights management restrictions (DRM); the content is yours to keep, whether you're the author, an instructor using the material, or a student

An extensive description of the theory underpinning online teaching can be found in the open textbook “Teaching in a Digital Age” published by A.W. Bates³⁴. This work is considered a fundamental resource to understanding and setting up teaching, and organising distance education.

All these reasons have made Moodle the most convenient choice for the DIGIPASS project. The project has strived to develop content that is highly flexible, making it easy for the content to be exported and transferred to other learning platforms.

c. Some examples of ICT in student mobility

ESMOS and VM/base provide notable examples of European projects which sought to enhance student mobility through the use of ICT and multimedia in education. Further information on these projects is available below.

The ESMOS project

The ESMOS (Enhancing Student Mobility through Online Support) project (https://en.wikipedia.org/wiki/Enhancing_Student_Mobility_through_Online_Support)³⁵, which was supported by the SOCRATES/Minerva European Commission, aimed to enhance student mobility through online support. Home universities could provide support to mobile students in the following ways:

- Psychological support motivating and encouraging students to go abroad and helping them to overcome many difficult situations that may cause psychological stress

³⁴ Bates, A.W. (2019). Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2>

³⁵ Walasek, T., Piatkowski, J., Morawska-Walasek, D. (2007). Information Technologies supporting students' mobility. The Journal of Achievements in Materials and Manufacturing Engineering, vol. 25, 83-86



- Organisational support, providing help on practical aspects related to departure, life abroad and return to the home country, including support on culture shock and reverse culture shock
- Administrative support for bureaucratic procedures and aspects
- Methodological and didactical support for learning while in a foreign environment
- Conceptual support
- Technical support for online technologies, ICT tools and Virtual Learning Environments.

Partners defined a range of information technologies required to support student mobility via a Virtual Learning Environment. Information technologies included virtual environments and various tools and technologies for information exchange (discussion forums, chat rooms, mailing lists, blogs, internet communicators, short text messages, etc.). Finally, technological web-based solutions to support the administration were provided. Two examples of administrative solutions identified during the project include:

- Socrates Manager (SM), an online service developed by the University of Calabria (Italy) that manages students' exchanges and supports each phase of the mobility
- ERASMUS CMS, a system proposed by the Czestochowa University of Technology (CzUT) on the basis of Socrates Manager

The VM-Base Project

VM-Base³⁶ is a project which ran from 2006 to 2008 and aimed to provide a platform for (virtual) blended mobility for students who cannot join Erasmus programmes due to financial constraints. This project started from the assumption that virtual mobility can be a valuable alternative to physical mobility and/or it can be used to support students during physical mobility (pre-departure, mobility, post-mobility). Virtual mobility would allow a student to take courses abroad while remaining at the home university and/or to complement mobility programmes with preparatory and follow-up activities.

The project was organised in three main sections modelled on the mobility cycle:

1. Pre-departure, before the physical Erasmus exchange
2. Post-mobility, after the exchange
3. E-coaching

³⁶ Beeck, I.O.D., Petegem, V.W., Bijmens, K. (2007). Extending and Supporting Physical Student Mobility Through Virtual Mobility: the VM-BASE Experience, <https://www.semanticscholar.org/paper/Extending-and-Supporting-Physical-Student-Mobility-Beeck-Petegem/d60c59ac22e1ef9e8eada7b3e3fd2493601f78ed>



1. Pre-departure before the physical Erasmus exchange

This part of the project was planned after a needs analysis, and during the framework of the ESMOS project that highlighted the necessity to improve several aspects of the pre-departure phase, including:

- Support during course selection and on course contents
- Education on culture shock and cultural intelligence
- Practical information on everyday life
- Language courses

In summary, this section of the VM-BASE project aimed to create a blueprint for digital preparatory courses, good practices, and orientation guidelines to address the above-mentioned needs. The following deliverables were developed:

- Orientation guidelines
- Course information
- Pre-selection tools and student selection
- Preparatory courses

2. Post-mobility after the exchange

This part of the project aimed to create activities which prompt feedback from students and teachers after their mobility to evaluate their experience. The following deliverables were developed:

- Tools for virtual assessment and evaluation at distance
- Community of virtual alumni and teachers to share experience
- Pre-selection tools and student selection

3. E-coaching

This aspect aimed to plan and establish activities which provide e-coaching to mobile teachers and students during the preparatory and return phases of their mobility.



#3

Project outputs

An overview of the primary project outputs:
Student Training Programme, Staff Toolkit and Community of
Practice

PROJECT OUTPUTS

This section summarises and describes of the three primary outputs of the DIGIPASS project - the Student Training Programme, Staff Toolkit, and Community of Practice. Further details are available in Resource pack, section 4. The Student Training Programme is a modular training course composed of a collection of content and exercises built around mobility students' needs and the mobility lifecycle. The programme was developed using the Moodle platform. The Staff Toolkit provides tools and resources on key themes including the problems that mobility students (and also mobile staff) may face in general, as well as issues which result from the host country's and/or institution's different cultural setting. The resources are also intended to promote a student or staff member's general wellbeing, to prepare them to deal with the financial management of moving to another country, and with the marketing and communication strategies which can be employed to promote internationalisation. The Community of Practice is designed to enable staff at participating HEIs to share their best practice experiences with partner institutions, helping to improve and identify common solutions to the challenges posed by the mobility lifecycle.

The DIGIPASS Project outputs (i.e. results) are based on three key elements, consisting of operational procedures and developed tools:

- The Student Training Programme (also referred to as the Student Toolkit) that will support students during the mobility lifecycle. This platform has been developed using Moodle and was initially hosted by the servers of the University of Granada [<https://digi-pass.eu/campus/>], which operated as a temporary repository for the Student Toolkit during development, testing, and sharing with the EU community. After the project concludes, the content of the Student Toolkit will be available via downloadable packages on the DIGIPASS project website [<https://digi-pass.eu/>] to allow partners and external institutions to incorporate it in the Learning Management Systems which support their mobility programmes.
- A Staff Toolkit to educate and support staff members. The Staff Toolkit has been developed for professional services (Mobility Experts) and academic staff (Exchange Coordinators) who support the participants' mobility lifecycle. It consists of professional development materials designed to assist staff in dealing with the challenges in their roles in supporting the mobility lifecycle.
- A Community of Practice where guidance and best practice is shared via the LinkedIn platform [<https://www.linkedin.com/groups/13771631>]

These elements were modelled around the audience they aim to engage and support, and are based on different pedagogical approaches to educate and instruct.



a. Student Toolkit

The Student Toolkit was conceived as a modular training course composed of content and exercises built around the needs of mobility students and the support required at the different stages of the mobility lifecycle. In order to build the framework and its content, we took advantage of the flexibility of the e-Learning platform Moodle. Thanks to the modularity and flexibility of this platform, the framework is easily transferable to external HEIs and scalable to their needs. Either the entire Student Toolkit can be implemented, or HEIs can choose to implement that content which is most relevant to their institutional contexts. What follows is a description of the Moodle and of the framework as it has been developed and showcased on this platform. Support and technical staff interested in implementing the Student Toolkit at their institutions will find further details on the process for downloading and importing content in section 4.2.

The Student Toolkit is showcased on the webpage <https://digipass.eu/campus/>. (Figure 11). The platform's theme has been formatted using the EGURU skin (https://moodle.org/plugins/theme_eguru), consisting of a green colour palette which matches the colours of the DIGIPASS logo.

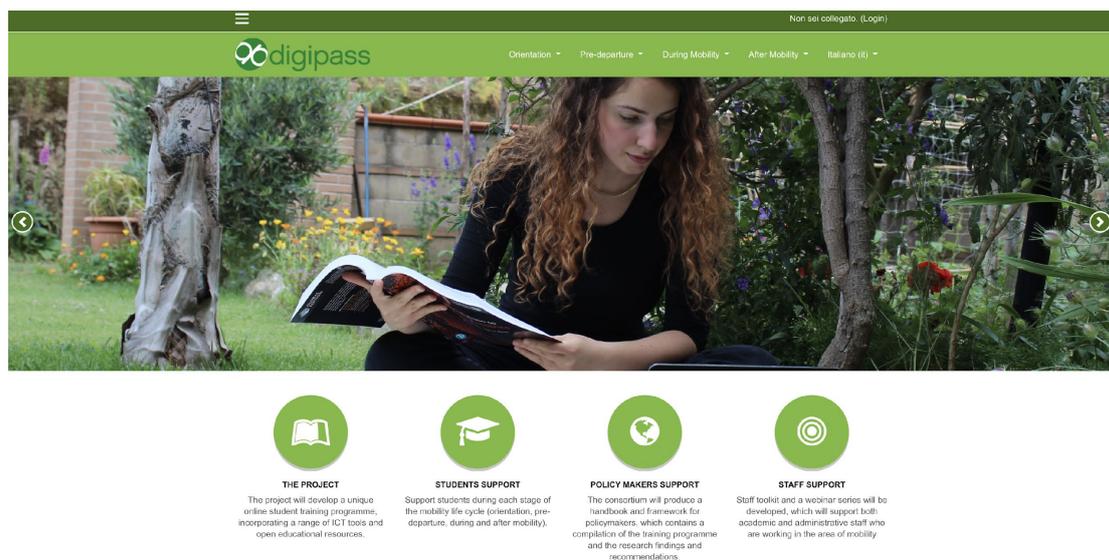


Figure 11. Landing page of the DIGIPASS Student Training Programme.

After logging in, the user is welcomed with a dashboard showing the representation of the mobility lifecycle and each stage's related topics (Figure 12).

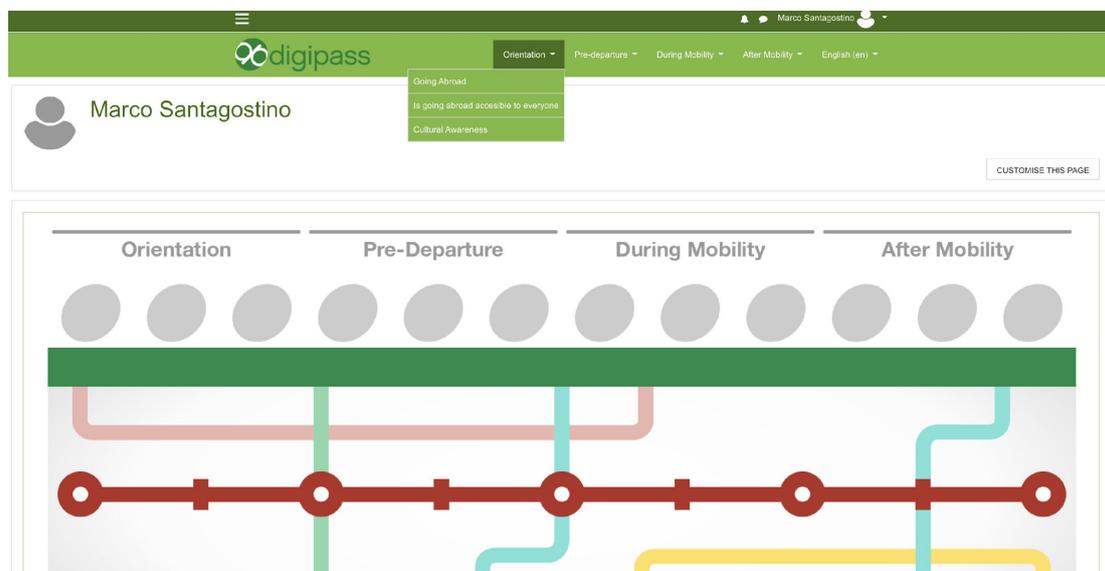


Figure 12. The dashboard of the Student Training Programme.

The same topics are shown in the menu bar on the top of the page (Figure 12) and in the list at the bottom.

Capsules and content

DIGIPASS is built upon competency-based learning and it is aimed to develop specific knowledge, competences and skills. Learners work individually instead of in cohorts or in small groups although, for some tasks, collaborative activities are possible or even required. The benefit of this type of teaching model is that it allows learners to develop practical and soft skills, competences, and new ways to manage acquired knowledge. These are fundamental in order to adapt behaviour, cope with problems whilst on mobility, and take advantage of the international experience. Moreover, DIGIPASS is designed to engage students in activities that stimulate reflection on their experience and to re-use newly acquired competences and awareness at a professional level. Accordingly, a series of four modules reflecting the mobility cycle [(1) orientation; (2) pre-departure; (3) during mobility; (4) after mobility], each composed of 3 courses (called “capsules”) constitutes the core of the Student Toolkit. The organisation of the DIGIPASS Student Toolkit is detailed in the Resource Pack, section 1. The capsules are listed by mobility lifecycle stage in Table 2.



Module	Number	Capsule
Orientation	0	Introduction to DIGIPASS
	1	Going abroad?
	2	Is going abroad accessible for everyone?
	3	Cultural awareness
Pre-departure	4	Culture shock
	5	Health and wellbeing
	6	Practical advice!
During mobility	7	Dealing with problems while abroad
	8	Crisis Support while you're abroad
	9	Reflective thinking & making the most of your time abroad
After mobility	10	Ambassadorship
	11	Reverse culture shock - dealing with reverse culture shock through storytelling
	12	Launching your career!

Table 2. List of the realised capsules organised according to the mobility lifecycle stage.

The students' journey through the various topics is mirrored by the dashboard. Each time the student moves to a new topic, the representation changes, indicating the current topic and course. For example, in Figure 13, the dashboard marking the capsule "Going Abroad?" is shown inside the Orientation module.

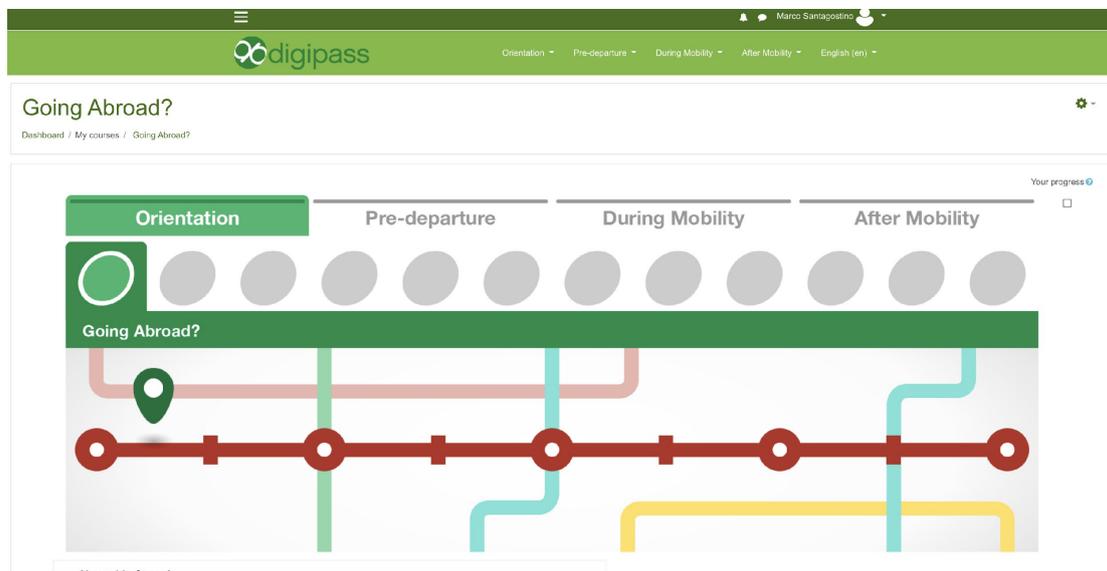


Figure 13. The dashboard mimics the journey of the student through the topics of the Training Programme.



The student is then welcomed by a general description of the capsule (About this capsule, Time needed to complete the capsule, Learning outcomes, Target audience, Capsule structure, Keywords) and an introductory video describing the key topics explored in the capsule. As students progress through the capsule, each topic can be accessed from an accordion menu. In Figure 14, the organisation of the capsule “Going Abroad?” is shown.

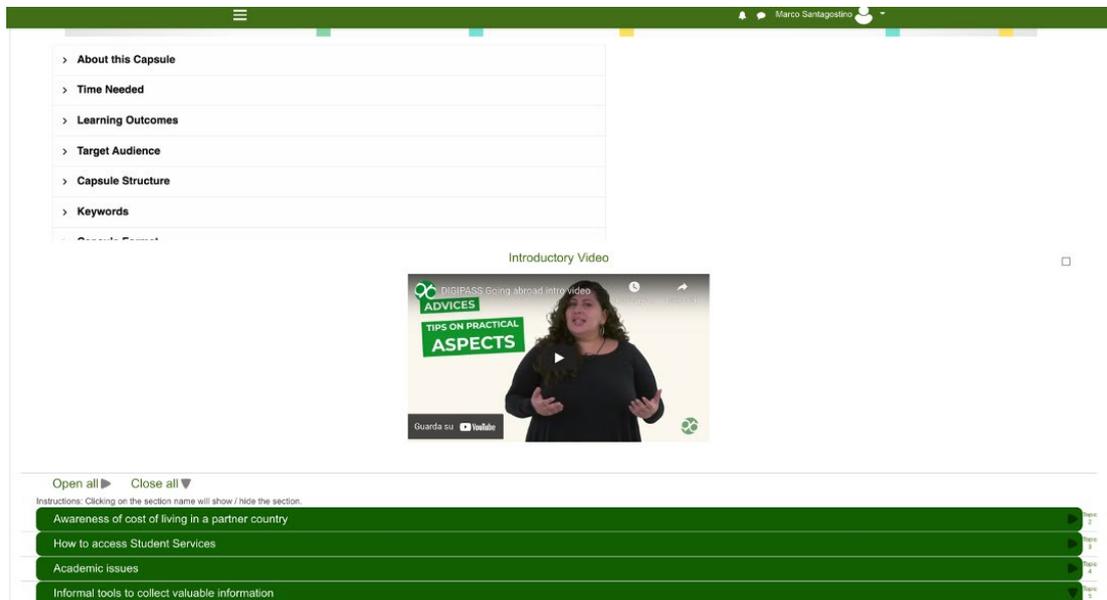


Figure 14. Introduction to the capsule “Going Abroad?”

Content is delivered using a combination of text, figures, videos, and interactive material developed using the tools H5P (<https://h5p.org/>) and Genially (<https://genial.ly/>).

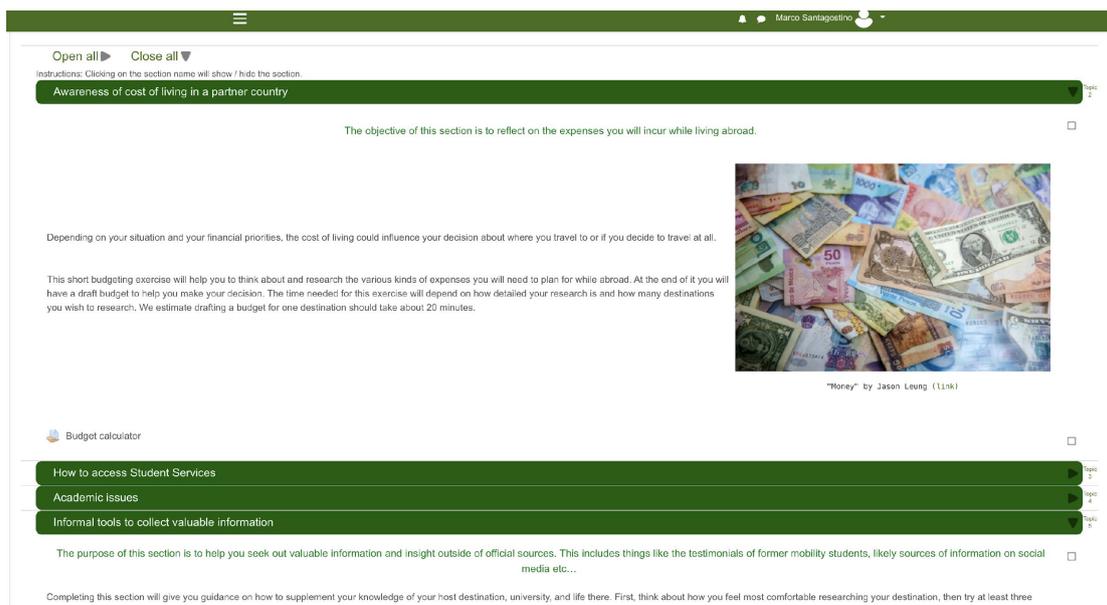


Figure 15. Contents of the capsule “Going Abroad?”



Figure 16. Contents of the capsule “Going Abroad?”

b. Staff Toolkit

An online Staff Toolkit has been developed for professional services staff and academics who support students throughout their mobility lifecycle. It consists of professional development materials designed to assist staff in dealing with the challenges they experience in their roles as they support students before, during, and after mobility. The Staff Toolkit is intended to develop skills and establish best practice guidance by enhancing performance through learning and personal reflection tools. The Staff Toolkit shares the findings from the innovative research, expertise, and best practice, drawn from across the DIGIPASS partners, and enables continuous development and improvement for mobility support provision.

This DIGIPASS project output offers 24/7 learning, support, and development, available whenever staff members need it, at work or on the move. The Staff Toolkit features relevant and streamlined content, developed by a team of experts. The interactive and practical resources can be accessed online or downloaded, and each resource has a short description to ensure the user selects the right resource. All resources have the scope to be edited and adapted by the user for their own institutional context. Such customisation is particularly useful for staff looking to acquire best practice and tools that can be quickly adapted for an internal audience.

The Staff Toolkit is subdivided into key themes, so that staff can quickly find the tools and resources they require. These themes are:

- General
- Culture



- Health & Wellbeing
- Finance
- Marketing and Communication

Each section provides the following content categories:

- **Word of welcome:** a short text explaining what topics staff members can expect to find in the section
- **Activity:** a unique item that will attract staff to that particular section or that creates excitement about the topic
- **Best practice video:** an interview with experts about a specific topic
- **FAQs:** a list of the top 10 most frequently asked questions with corresponding answers
- **'How to' templates:** downloadable PDF documents with easy to follow instructions (and images) to provide support in a specific area
- **Useful websites:** a list of websites that directs staff members out of the DIGIPASS website to other useful resources
- **Checklist:** a concise instructive tool which make complex procedures easier to understand

c. Community of Practice and related platform

A Community of Practice (CoP) is a network of individuals with common challenges and interests who collaborate to explore ways of working, identify common solutions, and share good practice and ideas. According to Garrison, Anderson and Archer³⁷ an online community should 1) offer the ability to project one's self and establish personal and purposeful relationships (social presence), 2) offer members a platform to explore, construct, resolve, and confirm understanding through collaboration and reflection (cognitive presence), and 3) invite members to help with organisation and programme design (teaching presence). The Community of Practice is associated with Intellectual Output 3, which aims to help staff overcome the challenges they face when supporting the mobility lifecycle.

Within this context, the DIGIPASS Community of Practice is a virtual network of practitioners, designed to enable staff to benefit from sharing their experiences with their peers, including the project partner institutions and beyond. The CoP takes the form of a LinkedIn group page: <https://www.linkedin.com/groups/13771631/>. The online page allows staff participants to reflect on their own experiences in providing support to students as well as discuss challenges and issues with other participants.

³⁷ Garrison, D. R., Anderson, T., Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, vol. 2(2-3), 87-105
https://cde.athabascau.ca/coi_site/documents/Garrison_Anderson_Archer_Critical_Inquiry_model.pdf



Discussions within the group are generally organised around the same themes as the Staff Toolkit, corresponding to the following thematic hashtags:

- #digipassculture
- #digipasswellbeing
- #digipassfinance
- #digipassmarcom

As in the case of the Student Toolkit, details on the development of the Community of Practice are available in the Resource Pack, section 3.



#4

Resource Packs

An overview of the development of the project's intellectual outputs, including guidance on how to download and import the Student Training Programme.

#4.1

Resource pack 1

Structure and organisation of the project

TRANSNATIONAL MEETINGS

An important aspect of the Project was the regular physical or virtual meetings of the consortium members, which usually included project coordinators from each of the partner institutions, including the Project Management Group. The general goal of these meetings was to review progress of the Intellectual Outputs, and to finalise deliverables. If required, partner experts were invited to contribute to the discussion of very specific topics or actions and to support the development of content within the eLearning platform. A brief description of the content and structure of each meeting is reported below.

a. Types and goals of Project Meetings

Two kinds of Project Meetings took place during the DIGIPASS project:

- **Transnational Meetings (TNMs):** Six TNMs took place, one per every six-month period during the 3-year project. Each meeting was hosted by one of the partner institutions. As far as it was possible, TNMs took place in person. For each meeting, partners were invited to send up to three representatives from their institution including, for continuity, the project coordinator. This format was chosen to allow experts from each institution to contribute to the discussions and support the development and implementation phases. TNMs were crucial for the planning of the overall activities of the project, monitoring of the work plan and overall performance, tackling potential problems, and agreeing upon contingency plans. Each meeting focused on a specific stage of project development and provided opportunities to plan upcoming activities.
- **Monthly virtual meetings:** All project members were invited to attend monthly virtual meetings. These meetings were scheduled on a monthly basis between transnational meetings to further supplement the work of the Project Management Group and update partners on the development of the Project.

b. Relevance of Project Meetings

For the successful completion of the project, it was essential to establish an efficient, long-term cooperation based on competences and engagement, as well as to strengthen personal contacts between consortium members. TNMs were essential to stimulate discussion, collaboratively evaluate the work, and motivate members to progress the project's development.



c. Organisation of Transnational Meetings

TNMs consisted of three intensive days of discussion. The hosting institution was responsible for providing the infrastructure and planning logistics for the meeting. All participants received an agenda detailing the topics to be discussed and activities to be undertaken. Topics generally covered progress and activities, and planning for future work. Transnational Meetings usually included short sessions dedicated to the topics indicated in the agenda and, eventually, activities or exercises to be carried out cooperatively or individually to explore project ideas collectively. Participants were also allowed to carry out integrative meetings outside those scheduled in the agenda to organise tasks in which they were involved.

It should be mentioned that while in pre-Covid-19 times TNMs (1 to 4) took place physically at a host institution, during the pandemic, the fifth and sixth Transnational Meetings were conducted virtually. Each Intellectual Output was discussed in three phases: a 30 minute presentation by the leader of the Intellectual Output, followed by 30 minutes of offline discussion/work where each participant either discussed the progress of the IO with their internal colleagues, carried out an individual task, or participated in group-work, concluding with 30 minutes of decision-making³⁸.

d. List and details of TNMs

Title: TNM - Kick-off meeting

Starting date: December 3, 2018

End date: December 5, 2018

Venue: University of Edinburgh

Number of attendees: 17

Description:

The Kick-Off meeting was dedicated to bringing project partners together to review key topics, activities and outputs of the project including: a detailed outline of the project, budget and financial management protocols, a schedule of virtual meetings, a work plan, resource allocation, as well as the work packages, intellectual outputs, project milestones, learning/ teaching/ training activities, and roles and responsibilities of each partner. The consortium agreed to distribute work packages as outlined by the following table:

Work Package

- 1: Management
- 2: Training Programme
- 3: ICT Tools and Open Education Resources

Partner

- University of Edinburgh
- University College Dublin
- University of Granada

³⁸ Partners responsible for each IO collected suggestions proposed by participants and used them to modify, correct and adjust course contents



4: Staff Toolkit and Webinar
5: Quality Assurance
6: Dissemination & Exploitation

University of Amsterdam
University of Edinburgh
Jagiellonian University of Krakow

Additional topics included development of the website, quality assurance framework, dissemination strategy and a discussion relating to the methodology for developing the Student Training Programme. Participants discussed the approach of using an Evaluation and Advisory Committee (EAC) to evaluate the project. The kick-off meeting resulted in a detailed Project Implementation Plan with a list of tasks assigned to each partner. Finally, partners agreed on the format of the first International Staff Week (Learning/ Teaching and Training Event C1).

Title: TNM2

Starting date: June 12, 2019

End date: June 14, 2019

Venue: University College Dublin in Ireland

Number of attendees: 18

Description:

This meeting was dedicated to reviewing progress, focussing in particular on the development of the Training Programme and ICT Tools. The objective of the meeting was to identify key priorities for the developing the Student Training Programme. Participants reviewed the website and project plan for ICT Tools and Open Educational Resources (OER). The consortium agreed on the structure of both the framework of the Student Training Programme, ICT Tools, and OERs. Finally, this meeting reviewed the impact and effectiveness of the first International Staff Week.

Title: TNM3

Starting date: October 20, 2019

End date: October 31, 2019

Venue: University of Granada

Number of attendees: 21

Description:

The general scope of this TNM was the revision of the development plan for the Student and Staff Toolkits, Community of Practice (CoP) and handbook. The consortium agreed the timeline to develop the Staff Toolkit and its thematic areas, identifying the content developers and the type of access (blend of public/private access). The second topic of this TNM focused on the CoP, defining the timeline for its development and scope. Moreover, it was determined that the CoP would be hosted on a LinkedIn group page to give additional visibility to the project. The aims and structure of the handbook (IO4) were also revised. Finally, the consortium reviewed the impact of the first Multiplier Event (E1: ICT Tools and OER) and proposed



improvements for future dissemination activities and events, with particular attention paid to the second Multiplier Event (E2: Toolkit for Staff)³⁹.

Title: TNM4

Starting date: February 24, 2020

End date: February 26, 2020

Venue: University of Amsterdam

Number of attendees: 16

Description:

The Consortium discussed IO1 (Student Toolkit) (i.e. revision of the capsules content, identification of ICT leads to liaise with the ICT team, production timeline), planned the first EAC meeting, and planned testing of the Moodle platform, taking the decision to involve cohorts of students. In addition, the IO3 (Community of Practice and Staff Toolkit) was discussed, this included identifying the topics to be discussed in the CoP, and proposing how to maximise the exposition and visibility provided by LinkedIn. The Consortium agreed to create a toolkit focused on the following topics: Culture, Finance, Marketing and Communication, Health & Wellbeing.

Title: TNM5

Starting date: November 25, 2020

End date: November 27, 2020

Venue: due to Covid-19 outbreak the meeting, previously planned at University of Pavia, was held virtually

Number of attendees: 17

Description:

This meeting was initially planned to take place at the University of Pavia, but due to the Covid-19 pandemic, was organised as a series of short and concise virtual meetings. Five sessions were organised:

1. Project timeline and actions
2. Student Toolkit & ICT Tools (IO1 & IO2): the Consortium agreed on questionnaires used to carry out an internal revision of Students Toolkit and ICT tools⁴⁰.
3. Staff Toolkit (IO3): consortium members planned tasks required for the preparation of the Staff Toolkit. The Staff Toolkit was organised in four focus areas: Culture, Finance, Marketing and Communication, Health & Wellbeing.
4. Handbook (IO4): review of the structure of the handbook, survey on the proposed structure and further actions.

³⁹ The assessment was based on a series of anonymous questionnaires based on Google Form.

⁴⁰ Each consortium member was asked to fill a questionnaire focused on course structure and formatting.



5. Project Management: including external evaluator report, dissemination & impact, Evaluation & Advisory Committee (EAC), scheduling & planning of the International Staff Week in 2021, finance update, and summary of the actions to be carried out in 2021.

Each session lasted for 90 minutes and was subdivided in three phases of 30 minutes each: background of the session and presentation of the topic curated by the leader of the intellectual output, offline work (individual or group work), and revision of the offline work / wrapping up.

Title: TNM6

Starting date: December 07, 2021

End date: December 07, 2021

Venue: Jagiellonian University (virtual)

Number of attendees: 13

Description:

This meeting was held virtually to finalise the release of all project outputs ahead of the DIGIPASS launch date (15 December 2021). Project members reviewed all outstanding actions prior to the conclusion of the project's grant-funded period on 31 December 2021. Finally, partners used this final meeting to discuss the legacy of the DIGIPASS project and their plans to continue project outputs beyond the end of the grant-funded period. Partners agreed to meet again in the first quarter of 2022 to review the progress and impact of the project's intellectual outputs at their respective institutions. The partners will also use this meeting to consider how the consortium will continue to adapt/revise the student and staff toolkits, offer additional training on implementing project outputs at other institutions, and create new opportunities to share best practice within and beyond the DIGIPASS CoP.



INTERNATIONAL STAFF WEEKS (STAFF TRAINING WEEKS)

One of the strategic aims of the DIGIPASS project was to build a Community of Practice, a network that would enable staff, both academic and administrative, to share and exchange best practice and know-how. International Staff Weeks (ISWs) are an effective way to build platforms for cooperation. Therefore, in the course of the project, three ISW were organised. The main objectives of the ISW were to:

- Develop awareness and skills among participants for effectively supporting the student mobility lifecycle by demonstrating how to use the Staff Toolkit, which includes a wide range of practical resources designed to empower and develop staff.
- Create effective learning pathways, especially to support special needs and widening participation students to engage in mobility and to utilise the Training Programme, ICT Tools and OERs.
- Help staff gain confidence and practice in accessing fully downloadable and adaptable interactive and practical resources, using a blended learning approach.
- Explore and discuss how each partner's institutional context differs and how best to implement the Staff Toolkit, making use of the wide range of practical resources designed to empower and develop staff.
- Explore how the Staff Toolkit can be branded and edited to suit different institutional contexts.
- Facilitate staff involvement in the 'Community of Practice' to help staff benefit by sharing their experiences with staff from the partner institutions.
- Share best practice and help further inform and develop the project results.

The agenda of these events included training components, discussions, and sessions which enabled the participants to understand the project and contribute to its development. At the end of each staff week, participants were asked to complete a survey to evaluate the organisation, content, and impact of the event. Consortium



members have been responsible for the promotion of the staff weeks in their respective networks and newsletters. As for the attendance, each event was attended by approximately 24 participants, including up to four delegates per institution. Each member university selected its delegates on the basis of objective functional criteria, giving priority to staff dealing with the management of student mobility.

Like many other aspects of the project, the organisation of International Staff Weeks has been impeded by the outbreak of the COVID-19 pandemic. Travel restrictions and bans introduced by governments, as well as by higher education institutions, have made it virtually impossible for staff to travel. Having taken all of the above requirements and issues into account, the consortium members unanimously decided to change the format of the Second and Third International Staff Weeks (hosted by the Universidad de Granada and Università degli Studi di Pavia) to virtual. Training components were replaced with webinars, which enabled attendees to achieve similar learning outcomes. Initially, the second ISW was scheduled for June 2020, however due to the pandemic, it was moved to April 2021. The third and final ISW was scheduled for November 2021.

a. First International Staff Week: Jagiellonian University in Kraków

The first ISW took place at the Jagiellonian E-learning Centre of the Jagiellonian University from 13 until 17 May 2019. Since the first staff week took place before the outbreak of the coronavirus pandemic, all activities were face-to-face and attendees arrived in Kraków to participate in the event. The focus of the agenda was the development of the Student Training Programme, though the programme included several icebreaking events and social highlights, so that the participants could also get to know each other and learn more about the city of Kraków and Poland in general. The main objective of the social programme was to integrate delegates and to prepare ground for a future Community of Practice. One session was devoted to the CoP and all attendees were instructed to reflect on the manner in which it might be implemented at their respective institution.

Before the event commenced, all attendees received an info-pack, so that they could orient themselves easily upon arrival. In the course of the week, the delegates benefited from the assistance and support of Jagiellonian University staff. As it was the first ISW, the main aim of the event was to brainstorm the sequence of the capsules in the mobility lifecycle and to match participants into working groups of like-minded experts, so that going forward, work on the capsules' content could be initiated and plans of action could be drafted. Furthermore, a considerable part of the programme was devoted to ICT sessions and workshops, so that ICT experts could brainstorm ideas on how to effectively implement the toolkit from a technical side and reflect on potential obstacles. These sessions were also an opportunity for the Information Technology (IT) specialists to provide guidance to the trainers concerning the



adjustment of training materials to the requirements of the platform, as well as to meet the needs of distance learning in general. Trainers also shared their own experiences of implementing ICT tools within the management of mobilities.

Some sessions were attended by students of the Jagiellonian University, since it was agreed that a student perspective on the toolkit would be essential, especially in the project's initial development. During the staff week, photos were taken, as it was decided that the event would be disseminated through various channels, academic networks, and social platforms available to the consortium members.

b. Second International Staff Week: University of Granada

This virtual event, organised by the University of Granada, focused on three main aspects of the project:

- Testing of the Student Training Programme
- Testing of the Staff Toolkit
- Presentation of the DIGIPASS Handbook

The first two days of the event were dedicated to presentation of and discussion on the Student Training Programme, which had been tested by its participants prior to the ISW. The Student Advisory Board attended the event and was engaged in all discussions. During the first day of the event, organisers addressed the problem of safety and security whilst studying abroad. During the second day, participants were encouraged to contribute to a discussion related to increasing students' cultural awareness in the pre-departure stage of mobility.

The third day was dedicated to the development of the Staff Toolkit. The meeting was entitled: *Breath in, and breath out: tips, tricks and resources to help study abroad students with their mental and physical health!* Participants tested the Staff Toolkit resources through a Jamboard exercise.

The following day covered the DIGIPASS Handbook, which was presented as a virtual roadmap to help HEI staff support mobility students, and to help university employees of HEIs outside the consortium to implement this project in their own institutions.

The ISW meetings were accompanied by virtual visits to Granada and 'intercultural tapas', where one typical drink/food from project member countries was presented and information about it was shared.

The last day of the event concluded the programme and was used to design a plan of action for later review.

The whole event was met with great interest among participants and it was perceived as a success because it contributed to the qualitative development of the DIGIPASS project. Participants made suggestions concerning the organisation of the



content which was later implemented, leading to a general improvement of the Student and Staff Toolkits.

c. Third International staff week

This virtual event, organised by the University of Pavia, focussed on the following aspects of the project:

- Introduction to the Student Toolkit: how to engage students, and how to become a DIGIPASS facilitator at your institution.
- Introduction to the Staff Toolkit: Sharing best practice to help equip students.
- How to engage colleagues and stimulate interest in the DIGIPASS Community of Practice.
- The DIGIPASS Handbook as a reference to implement the Student Training Programme at your own institution.

The first two days focussed on highlighting the Student and Staff Toolkits, and how they can be of use to staff working in student mobility, but also in other departments such as careers support, student health and wellbeing, etc. The majority of time was used for break-out rooms in which participants discussed and brainstormed how they could implement the resources at their own institutions. For example, participants were asked what type of support they needed at their institutions and how the DIGIPASS resources could help address these needs.

The third day focused on the DIGIPASS Community of Practice and involved a panel of experts sharing tips on how to expand virtual communities. Participants were split into breakout rooms to have discussions on how DIGIPASS can continue to grow the Community of Practice and what types of events and webinars should be held in 2022.

The fourth day introduced the DIGIPASS handbook, and it included instructions on how to download and import the Student Training Programme into other LMS platforms. Participants had a chance to ask questions and discuss how the Training Programme could be adapted and implemented at their own institutions.



SWOT ANALYSIS IN RELATION TO COVID-19 PANDEMIC

As with every multiyear project, a SWOT analysis may be helpful to predict, understand and overcome the limits of the proposal and to underscore the present strengths that should be communicated to the partners and to the external European academic community (but not necessarily limited to that).

One of the strengths of the project is its ability to develop a coherent group of experts and a Community of Practice among its participants. This acts as a base to provide strength to the project over time, and to also provide scope for its expansion. Moreover, the procedures that accompanied the development of this group are described below, helping other academics and institutions to replicate it. A further point of strength is the flexibility and adaptability of the project. The project can be used as a starting point by all interested stakeholders, who can implement it as a whole or in portions, to develop new (or further enhance their own) ICT platforms. Finally, the project directly addresses the two essential actors involved in student mobility: the students themselves and the staff of the mobility offices who provide them with a frame of reference, tools and support.

One potential weakness of the project is that, as time goes on, there is a possibility that the coordination and communication between project participants will grow weaker. This weakness can be counteracted by tools such as periodic virtual meetings, as these were already developed to counter the pandemic threat to the programme. Moreover, the Community of Practice is an important cooperative tool that by its nature, is expanding and increasing links between participants. Therefore, with little effort, the CoP can counteract the trend in which cooperation decreases over time, an issue common to projects of this nature. Another weakness, which is somewhat structural to many of the mobility programmes, is the marginal involvement of the teaching body. However, with time, the Community of Practice may attract teachers and academic staff within its operating domain. Undoubtedly, a dissemination plan which also takes into account university governance and academics will help to counteract this weakness.

Opportunities are provided by the increasing interest of the academic community in mobility. Other opportunities will be made available through the increasing use of digital resources to keep active links between people and groups following physical mobility periods, so that the experience doesn't end after coming back home. Additional opportunities may lie in the fact that there is increasing interest from industrial and professional organisations in people with international experience, which helps to raise the profile of mobility as a mechanism for enhancing employability.



The consortium faced challenges while developing the programme itself, specifically due to the Coronavirus emergency. Many of the planned staff meetings had to be converted to virtual meetings. However, this was done efficiently and to the satisfaction of the participants. This transition actually presented an opportunity, as some of the procedures and tools used may have general value both to strengthen every in-person programme and communication within the Community of Practice, and for facing future challenges. The SWOT analysis is summarised in Figure 17.

<p>Strengths</p> <ul style="list-style-type: none"> • Development of a Community of Practice, along with details of how to replicate it • Adaptability and flexibility of the project 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Decreasing coordination and communication between project partners
<p>Opportunities</p> <ul style="list-style-type: none"> • Increasing interest in mobility from the whole academic community • Use of digital resources to keep in contact after the in-presence experience • Demand by professional bodies for staff to have an international experience 	<p>Threats</p> <ul style="list-style-type: none"> • Mobility during pandemic or in an emergency situation

Figure 17: Summary of the SWOT analysis of the DIGIPASS project.



FULL DESCRIPTION OF CAPSULE CONTENTS

This section contains a brief description of each course (referred to as ‘capsules’) that is included in the Student Toolkit.

Going Abroad?	
About this capsule	There are many considerations to take into account when trying to decide the best study abroad destination for you. These include financial, social, and academic issues that you may not think of straight away. This capsule will provide advice and practical tips to help you make your decision by reflecting on your needs and what your preferred destination can offer you.
Time needed	We estimate you will need 40 minutes to complete this capsule, depending on the amount of time you wish to spend on researching your destination(s).
Learning outcomes	<p>After completing this capsule you will:</p> <ul style="list-style-type: none"> ● Have the necessary tools to make an informed decision about going abroad ● Understand the cost of living in the partners countries that interest you and how to draft a budget ● Understand how different student services function and where you can access the information or assistance you need at both your home and host institutions ● Grasp the essential points around academic issues and credit recognition ● Know the resources available to collect information on studying abroad and how to access them
Target audience	Students who are considering going on mobility.
Capsule structure	<p>Step 1: Look to a list of items to be aware of the cost of living in a partner country</p> <p>Step 2: Connect the list of needs you may have with the services that can help you to solve them</p> <p>Step 3: Quiz to reflect about academic issues</p> <p>Step 4: Explore informal tools to collect valuable information</p> <p>Step 5: Make a decision table considering pros and cons</p>



Is going abroad accessible to everyone?	
About this capsule	This capsule aims to motivate you to explore your options and be confident that mobility is for you, despite what you may see as obstacles. It will direct you to discover the resources where you can find help and information for your circumstances.
Time needed	Walking through all the content of this capsule will take you about 1 hour, but more time may be needed to fully access resources and gather the relevant information, which could be spread across days or even weeks. Your own particular circumstances will affect the time needed.
Learning outcomes	After completing this capsule you will be able to: <ul style="list-style-type: none"> ● Identify the challenges you may face ● Access resources relevant to your situation ● Identify your community - connect and get support ● Make an informed decision ● Move to the next steps
Target audience	Students who question the accessibility for them of going abroad on exchange. These students could be from groups such as: <ul style="list-style-type: none"> ● Low-income ● Non-native background ● Ethnic Minorities ● LGBTQ ● Students with disabilities
Capsule structure	Step 1: What are the challenges and obstacles you face? Identify them. Step 2: What are your requirements? How can you overcome the challenges you have identified? Step 3: What is your community? Who can help and support you? Step 4: What is your decision? What is the best option for your situation? Step 5: How has your mindset changed? Can you now help others? Reflect on what you have learned.

Cultural awareness	
About this capsule	Hi there and welcome to our module on Cultural Awareness. Whether you are still in the orientation phase and comparing destinations to find the right fit to study abroad, or you have already selected your destination to study abroad and are seeking a way to prepare yourself before moving to this exciting new home, it is important to think about how you will adjust to your new environment. How can you develop awareness of cultural and linguistic differences between your



	home and host-country and learn as much as possible about your global experience location? This module will help you explore the process of cultural adjustment and develop your intercultural intelligence - meaning your ability to detect cultural rules and create new rules to function in intercultural situations. By doing this, you will feel more confident about being able to deal with cultural differences, you will increase your knowledge of cultural dimensions, you will reduce stereotyping, and you will acquire knowledge that will help you to choose or prepare for a specific study abroad destination.
Time needed	Approx. 5 hours
Learning outcomes	<p>After completing this capsule you will understand:</p> <ul style="list-style-type: none"> • That it takes drive, knowledge, strategy, and action to develop intercultural intelligence. • How similar and different cultural and linguistic rules are across cultures. • How to be aware of your thoughts, reduce stereotypes and develop strategies to respond to new intercultural situations. • How to adjust your behaviour according to what is appropriate in other cultures. • If you are ready to go abroad and be more confident in choosing a destination that fits your level of drive, knowledge, strategy and action.
Target audience	Students who are going to carry out a mobility abroad.
Capsule structure	<p>Step 1: Develop your cultural intelligence</p> <p>Step 2: Increase your knowledge about a specific culture</p> <p>Step 3: Test your drive to engage with the culture</p> <p>Step 4: Strategise and plan your cultural journey</p> <p>Step 5: Take action and practice adapting your behaviour</p>

Health and Wellbeing	
About this capsule	<p>Welcome to Health and Wellbeing! This capsule will provide you with general advice on how to prepare for the health and wellbeing-related challenges you may encounter while abroad. Integrating into your new environment will be much easier if you have an idea of what to expect, and how to deal with it before you leave the comfort and support of your home. It is important to remember that you are not alone in your study abroad journey. Many students have experienced the same worries and problems on their mobility, so we have put together some helpful tools and information to help you gather key information relating to your mobility and support your academic, social and cultural integration process.</p>
Time needed	4 hours



Learning outcomes	<p>After completing this capsule you will:</p> <ul style="list-style-type: none"> ● Recognise the potential impact of an international experience on your health and wellbeing. ● Take preparatory steps to ensure that your health and wellbeing can be maintained while abroad. ● Be mindful of tips for maintaining self-care abroad. ● Identify and access resources and supports in your host country. ● Be empathic with others and develop an open attitude towards cultural differences in many social situations. ● Approach differences with curiosity, a positive attitude, and self-compassion. ● Take perspective and understand the complexity of cultural elements that are important to others. ● Develop your organisational approach to understand and plan how you spend your time abroad.
Target audience	Students who are going to carry out a mobility abroad.
Capsule structure	<p>Step 1: Develop your Cultural Intelligence</p> <p>Step 2: How does an international experience affect health and wellbeing?</p> <p>Step 3: Preparing yourself</p> <p>Step 4: Safeguard health and wellbeing while abroad</p>

Practical Advice!	
About this capsule	This capsule offers you some tips and advice on what to consider before undertaking your mobility. It will provide you with useful information about the kinds of services you will require while abroad. It introduces you to procedures you will need to follow, and pointers on how to source the required information at your home and host universities.
Time needed	30 minutes
Learning outcomes	Upon completing this capsule you will know where to find more information about essential services such as accommodation, preparing a budget, and important academic issues.
Target audience	Students who already have a place for their international mobility and are preparing themselves for their studying period abroad.
Capsule structure	<p>Step 1: You will learn how to draft a budget to prepare your finances for the mobility</p> <p>Step 2: You will get some advice on how to find accommodation and different options for accommodation</p> <p>Step 3: You will learn about topics that are important to know before you go, and get to know your host institution</p> <p>Step 4: You will be familiarised with the terms and documents related to academic issues</p>



Culture shock!	
About this capsule	Hi there and welcome to this capsule! It is likely that you have just completed the cultural awareness capsule, where you learned more about the differences between your home country and your study abroad destination, tips on how to engage with a new culture, and how to best plan your cultural journey. Now that you have selected your study abroad destination, you can fully focus your preparation. It might be fun to revisit some of the exercises in cultural awareness and do some of the more advanced exercises to expand your cultural knowledge of your study abroad destination. This course focuses on culture shock. Now, you might wonder if you will ever experience culture shock. You might have already travelled abroad on a holiday, or met people from another cultural background, and did not experience shock. Going abroad is a deliberate choice and you are feeling excited about your upcoming adventure. So, you might think: why is this course useful?
Time needed	Approx. an hour and a half
Learning outcomes	After completing this module you will be able to: <ul style="list-style-type: none"> ● Understand the concept of culture shock and its phases ● Understand the factors triggering it ● How to deal with it ● Be aware of peers experiences - student testimonials
Target audience	Students who already have a place for their international mobility and are preparing themselves for their studying period abroad.
Capsule structure	Step 1: What is Culture Shock? Step 2: Why students experience it? Step 3: When are you dealing with CS? Culture shock triggers Step 4: How to deal with CS? What to do when experiencing it? Step 5: More information

Dealing with problems while abroad	
About this capsule	Moving to a new place on exchange always brings with it new challenges, and while these often present learning and development opportunities which can be very beneficial, they can also cause considerable anxiety. From getting into the right courses to making friends in a new country, there are some problems experienced while on exchange which are common for many students.



	In this capsule we address six of the most common issues students face when settling into an exchange experience, and we provide you with practical steps and further resources to help you overcome these challenges. It is important to remember that mobility experiences are different for each person; you may face all, some, or none of these challenges. You may want to familiarise yourself with the material presented here before you go abroad to prepare yourself for some of the challenges you might face, but you should also bookmark this page/save this information to return to it as and when you need to. If you do experience any of these common problems, we encourage you to complete the quiz at the end of this capsule after the problem has been resolved and you feel comfortable reflecting on it.
Time needed	1 hour
Learning outcomes	After completing this module you will be able to: <ul style="list-style-type: none"> ● Identify solutions to many common problems experienced while on exchange ● Explore resources that can help resolve issues (locate further resources to help you resolve issues) ● Develop skills to overcome stressful situations (build resilience when overcoming stressful situations) ● Manage expectations and limitations
Target audience	Students on their mobility abroad
Capsule structure	Step 1: Course selection Step 2: Accommodation Step 3: Budgeting or financial issues Step 4: Culture shock Step 5: Language issues Step 6: Making friends Step 7: Reflection

Supporting Student Crisis	
About this capsule	This capsule will provide you with the knowledge and skills to prepare yourself for and respond to actual crisis situations. For the purpose of this capsule, a crisis is defined as a set of circumstances which poses an immediate risk to a student's physical and mental well-being. This includes natural disasters, acts of terrorism, sudden loss of a family member, friend or flatmate, hospitalisation, and others. Some events which may be perceived as a crisis situation by students themselves, such as failing an exam, are not dealt with in this capsule.
Time needed	This capsule will take you about an hour to work through, but you can always revisit the exercises when you are feeling stressed and feel you need to.



Learning outcomes	<p>After completing this capsule, you will be able to:</p> <ul style="list-style-type: none"> ● follow practical steps to be prepared for a crisis when it occurs. ● access your Crisis Contact List on how to prepare yourself for a crisis. ● draw on coping mechanisms for adapting to a crisis situation. ● know how, when and who to communicate with in a crisis
Capsule structure	<p>This capsule is organised into four steps:</p> <p>Step 1. Intro – definition of crisis and what the capsule will address</p> <p>Step 2. Practical steps for being prepared</p> <p>Step 3. Accessing local resources</p> <p>Step 4. Are you going through a crisis? Exercises to work through crises and coping mechanisms to help you when you're in crisis</p>

Reflective thinking & making the most of your time abroad!	
About this capsule	<p>You have all heard about how studying abroad is a transformative and enriching experience. It is an opportunity to learn about yourself, the world around you and your place in it! This capsule is about helping you to achieve the full potential of your study abroad experience. To this end, we are proposing a number of activities and prompts to help you to immerse yourself in your host country community and culture and also to critically reflect on those experiences. The reflection element of this process is crucial to ensure that you can truly learn from your time abroad and are then able to leverage that international experience for your professional, social, and personal development. You are encouraged to document your experiences and to reflect on your learning using a Digital tool of your choice (for example Padlet, WordPress blog etc). Your experiences, reflections and learnings can be documented in a variety of ways so for instance you may want to use video, photos, written text etc. depending on your own preferences. Remember that this is your personal space, only available to you. It is like keeping a Journal online, your E-Journal of your time abroad! You may want to refer to it in the future to remember your experience studying abroad and what you learned from it!</p>
Time needed	<p>30 hours over the course of a full year (15h for one semester) including undertaking the recommended activities and producing the reflective media content.</p>
Learning outcomes	<p>By the end of the capsule the students will:</p>



	<ul style="list-style-type: none"> ● Identify key global citizenship skills and develop an awareness of how much those skills have improved as a result of the study abroad experience. ● Develop self-awareness and cultural awareness. ● Appreciate and understand cultural differences by critically reflecting on aspects of the host culture and society. ● Articulate the skills gained as a result of the experience abroad and the active reflection on that experience.
Target audience	Students who have returned from a mobility abroad.
Capsule structure	<p>Step 1: Introduction.</p> <p>Step 2: Global Citizenship Skills Questionnaire.</p> <p>Step 3: Making the Most of Your Time Abroad - Panel of Activities "Board game"</p> <p>Step 4: Final Reflection</p>

Launching your career!	
About this capsule	This capsule will help you boost your employability by applying the learning and skills you gained from your mobility experience to your future career. You will be prompted to assess the soft skills and behaviours you acquire while on mobility, and learn how to articulate these in a job application or interview. Reflecting on these aspects of your mobility will also assist you with your career planning. For example, you may see that working in more than one language is very rewarding for you.
Time needed	20 hours across an academic year
Learning outcomes	<p>After completing this module you will be able to:</p> <ul style="list-style-type: none"> ● Identify key global citizenship skills and develop an awareness of how much those skills have improved as a result of the study abroad experience.
Target audience	Students returned home from their mobility.
Capsule structure	<p>Step 1: Introduction</p> <p>Step 2: Preparing for your career</p> <p>Step 3: Student testimonials</p> <p>Step 4: Resources</p>

Ambassadorship	
About this capsule	This capsule is aimed to help students to learn how to share their study abroad experience by creating presentation or testimonial video.
Time needed	1 hour



Learning outcomes	<p>After completing this capsule you will be able to:</p> <ul style="list-style-type: none"> • List at least five qualities of a good presentation. • Demonstrate an understanding of the potential issues faced by mobility candidates and the importance of the mentoring programme. • Evaluate the effectiveness of the study abroad period. • Assess the impact of the mobility on the career path and personal growth. • Demonstrate practical story-telling skills.
Target audience	Students who have returned from a mobility abroad
Capsule structure	<p>Step 1. Introduction</p> <p>Step 2. Testimonials, how important they are</p> <p>Step 3. Samples of testimonial, blogs and other sources made by former mobility students</p> <p>Step 4. How to make a good presentation</p> <p>Step 5. How to make a video</p> <p>Step 6. Mentoring programmes</p> <p>Step 7. Quizzes for self evaluation: reflecting about your experience</p>

Reverse culture shock	
About this capsule	<p>Recognise the symptoms of reverse culture shock, and use the technique of storytelling to help manage a successful re-entry. Often students expect to be able to pick up exactly where they left off. A problem arises when reality doesn't meet these expectations. Home may fall short of what you had envisioned, and things may have changed at home. This is part of why returning home may feel so foreign. The Hero's Journey narrative will help students understand how to capitalise their study abroad experience, translate their newly acquired skills and knowledge onto their resume, and help with academic and social re-integration.</p>
Time needed	2 hours
Learning outcomes	<p>After completing this capsule you will be able to:</p> <p>Define reverse culture shock</p> <p>Recognise the feelings (or symptoms) of reverse culture shock</p> <p>Link the different stages of your study abroad experience to the different stages in a Hero's Journey</p> <p>Explore the biggest challenges you faced and find added value of your study abroad experience</p> <p>Learn ways to capitalise your newly acquired skills and knowledge for academic, professional and social re-integration.</p>
Target audience	Students who have returned from a mobility abroad.
Capsule structure	<p>Step 1: A new 'home'</p> <p>Step 2: Recognising feelings of reverse culture shock</p> <p>Step 3: How to cope with reverse culture shock</p>



#4.2

Resource pack 2

Student Training Programme design and implementation

This section describes implementation from the point of view of a higher education institution external to the DIGIPASS project that wishes to adapt the content of the Student Training Programme and, eventually, develop new content. As such, this section will outline the steps related to the planning and development of content. If you plan to implement the content of the DIGIPASS Student Training Programme without major changes, then you may be interested in a more practical and streamlined description of the implementation, which is focussed on the eLearning platforms of the consortium members. In this case you should refer to Resource Pack, section 3.

Implementation and development can be split in two groups of actions:

1. Preliminary phase (aimed at project planning)
2. Content planning and development

For the convenience of the reader, the two groups of actions are described in two separate paragraphs, also schematized in Figure 18.

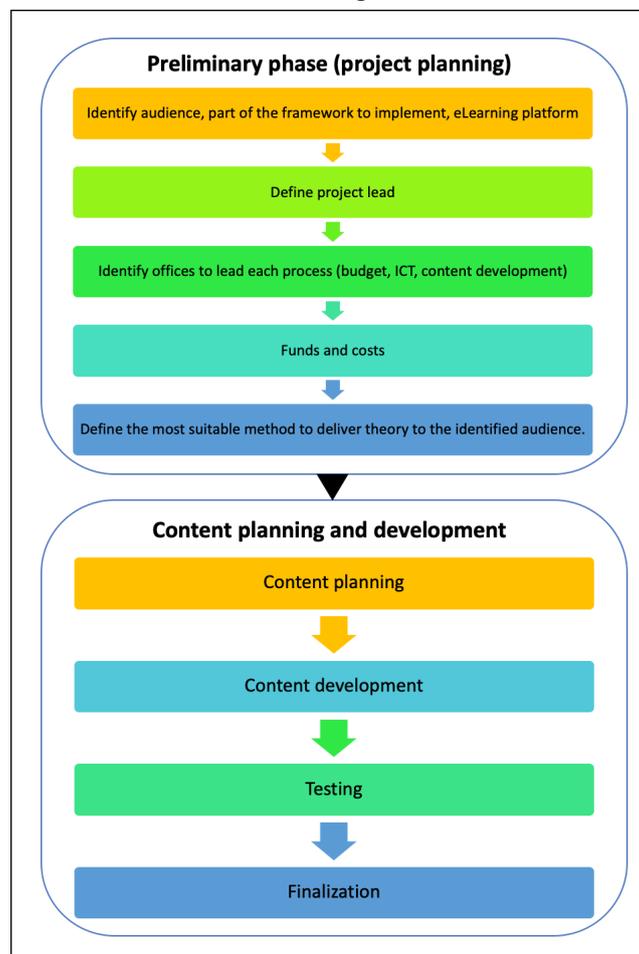


Figure 18. Outline of the phases of the adaptation of the DIGIPASS Student Training Programme.



a. Preliminary phase (project planning)

The project plan should include the following steps:

1. Identify target audience, the parts of the Student Training Programme to be implemented, and the eLearning platform to be used

This is the key step of implementation that influences all downstream procedures and steps. The identification of the target audience, the decision of which sections of Student Training Programme to be implemented, and the chosen eLearning platform are tightly interconnected. DIGIPASS has been developed for higher education institutions to guide and support mobile students and staff, but the same key concepts can be expanded to other types of organisations willing to adapt the framework (local authorities, other offices...) in order to support a different type of audience (staff going on mobility for professional purposes...). This, in turn, influences the scope of the project and the amount of adaptation needed to the Student Training Programme in order to support these audiences. The simplest case is that another Higher Education Institution adapts the content of the DIGIPASS framework to support their students. As previously indicated, HEIs are not required to implement the entire Training Programme; they can simply implement the content that is necessary to support their audience and scope. Moreover, HEIs are also free to prepare new content to integrate into the existing content of the DIGIPASS Student Training Programme. The format of any newly created content is also dependent on the eLearning platform in use at the HEI.

2. Define the project lead

It should be defined whether implementation and adaptation of the DIGIPASS Student Training Programme is for a single Higher Education Institution, or if it is part of a broader action which involves more than one HEI. Based on the type of action, it is then possible to identify the leader of the project. If only one institution is involved, the office leading the development within the institution must be identified. If a consortium involving more than one HEI is being created, representatives for each institution within the consortium must be identified and the partner that will lead the implementation of the framework in all institutions must be chosen.

3. Define offices responsible to lead each section of the project (project lead, budget, ICT leads, content developers)

It is essential to identify actors responsible for the distinct aspects of implementation. Delegating the planning and adaptation of the Training Programme to offices based on competences allows for optimisation of the implementation process. In particular, apart from the project lead, it is important to identify actors responsible for budget



management, management of ICT, and content development. Delegation can be carried out by distributing roles and activities among the proper offices of an HEI.

It is advisable that the following offices are involved in the implementation of the DIGIPASS Student Training Programme into HEIs that support student mobility:

- Governance
- Information technology/Technical support = to lead and organise the practical and technical aspects of implementation
- International relation office/mobility office = to lead and organise the implementation of aspects related to student mobility
- Human resources management = to collaborate with the mobility office in the identification of personnel dedicated to the implementation
- Accounting and finance = to evaluate cost and allocate funds to cover expenses related to the implementation of the framework

It should be mentioned that the DIGIPASS Student Training Programme can be eventually adapted to support staff mobility. In this case, offices involved in adaptation should be:

- Governance
- Human resources management
- Information technology/Technical support
- Accounting and finance
- The mobility office is not indicated since, in this case, this activity is carried out by the human resources management office.

Figures 18A and B show a simple sketch of offices that should be involved while implementing the Student Training Programme at an HEI (Figure 18A) or into other institutions (Figure 18B).



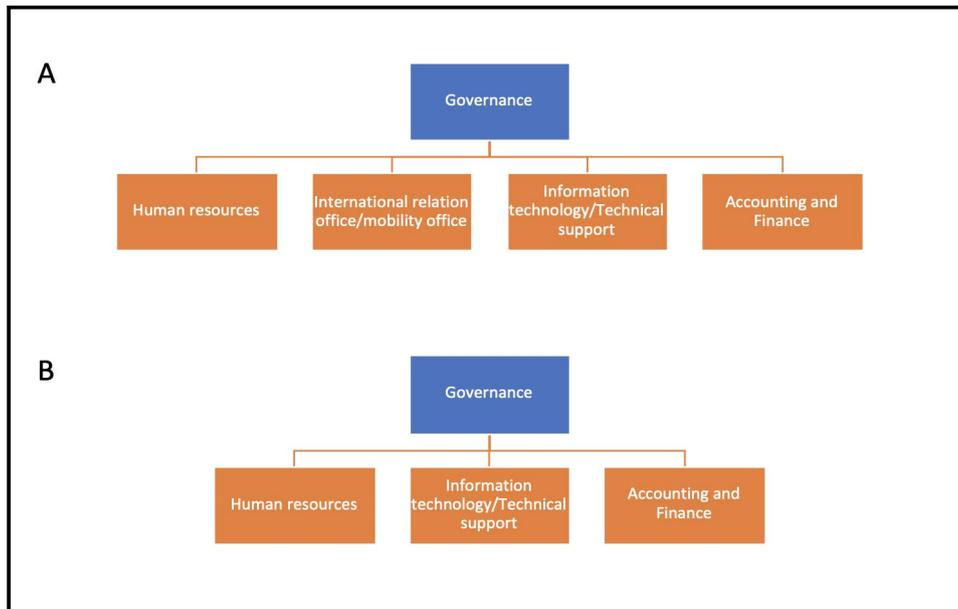


Figure 18. Offices that it is advisable to involve in the adaptation process.

If a consortium is being created, it is essential to delegate actions to partners based on their strength and competences.

4. Define costs and funds to be allocated

Costs include expenses related to technical aspects and to human resources. Expenses are mainly related to:

- Technology required to implement the Training Programme including servers to store ICTs.
- Pricing plan for Moodle or another LMS
- Hiring experts in ICT tools.
- Hiring technicians dedicated to set up the Moodle platform (or other LMS platforms)
- Technicians dedicated to preparation of new audio-video material, if needed.
- Instrumentation dedicated to preparation of new audio-video material, if needed.
- Responsible office: accounting and finance.

5. Define general characteristics of content

This step has to be taken into account in the event that the content made available by the DIGIPASS Student Training Programme needs to be modified or when new content needs to be prepared. Based on the type of content, it is essential to define the best type of platform to be used to deliver the content to the specific audience. It is advisable to define formats for specific content types (for example format for videos) and license policies. Responsible office: information technology/technical support.



b. Content planning and development

Based on plans made in the first phase, the institution can now proceed to plan and develop content for their implemented version of the DIGIPASS Student Training Programme. As previously mentioned, this phase greatly varies depending on both the eLearning platform used by the institution (Moodle as eLearning platform versus other platforms) and the content that will be implemented (whole courses, selected set of courses, specific content). In order to cover the widest range of possibilities, a large collection of different versions of the Student Training Programme content generated by the consortium is available on the website (<https://digi-pass.eu/training-importation-files>). In addition, content is available in different file formats to be imported to Moodle, Canvas, and Blackboard Learn – the most common eLearning platforms in higher education. Below are three implementation options:

1. Implementation of the whole set of courses or of selected courses into a Moodle platform

The whole set of courses developed on Moodle for the DIGIPASS Training Programme can be implemented on other Moodle-based eLearning platforms. A practical step-by-step procedure is described in the Resource Pack, Section 3.

2. Implementation of the whole set of courses or of selected courses into another platform different from Moodle

The whole set of courses developed on Moodle for the DIGIPASS project can be implemented into a different LMS. A practical step-by-step procedure showing how to import content from Moodle to Canvas, another LMS used by consortium partners, is described in the Resource Pack, section 3.

3. Implementation of new content

The development of new content might be required if the HEI judges that new learning material has to be prepared to cope with the specific needs of that institution's audience. This might occur if it is deemed necessary to update pre-existing learning material, or if content from the DIGIPASS Student Training Programme has to be modified to integrate within a specific eLearning platform. In these cases, four phases should be identified (content planning, development, testing, finalisation).

3.1 Student Training Programme content planning and development

This section is particularly important when implementing the DIGIPASS Student Training Programme into a platform different from Moodle or when new content has to be prepared. The DIGIPASS Student Training Programme already includes a full suite



of content and exercises dedicated to support mobility students. However, HEIs are free to identify and modify content to suit their needs.

When modifying or creating new content, it is essential to define the most suitable method (text, video, interactive exercises...) to deliver knowledge and skills to the identified audience. Working groups can be organised to define the type of content to be delivered. Different teaching methods can be more suitable to engage the audience and deliver specific contents. Responsible office: Human resources, International mobility office, Information technology/Technical support.

3.2 Testing

Institutions must evaluate whether any modified or newly created content developed during the previous step, including text, pictures, audio-video material and interactive exercises, are suitable and if they have been correctly developed. Staff involved in content preparation should pay attention to the following aspects:

- Text - concepts must be clearly written and digestible, spelling must be checked - text format must be consistent throughout the course.
- Exercises - instructions must be clearly written and digestible, it must be possible to start and complete all activities.
- Videos and other audio-video material must be pertinent - licenses must be carefully checked in all cases.

3.3 Finalisation of your adapted version of the Student Training Programme

After revising the content and fixing problems, the platform is ready.



#4.3

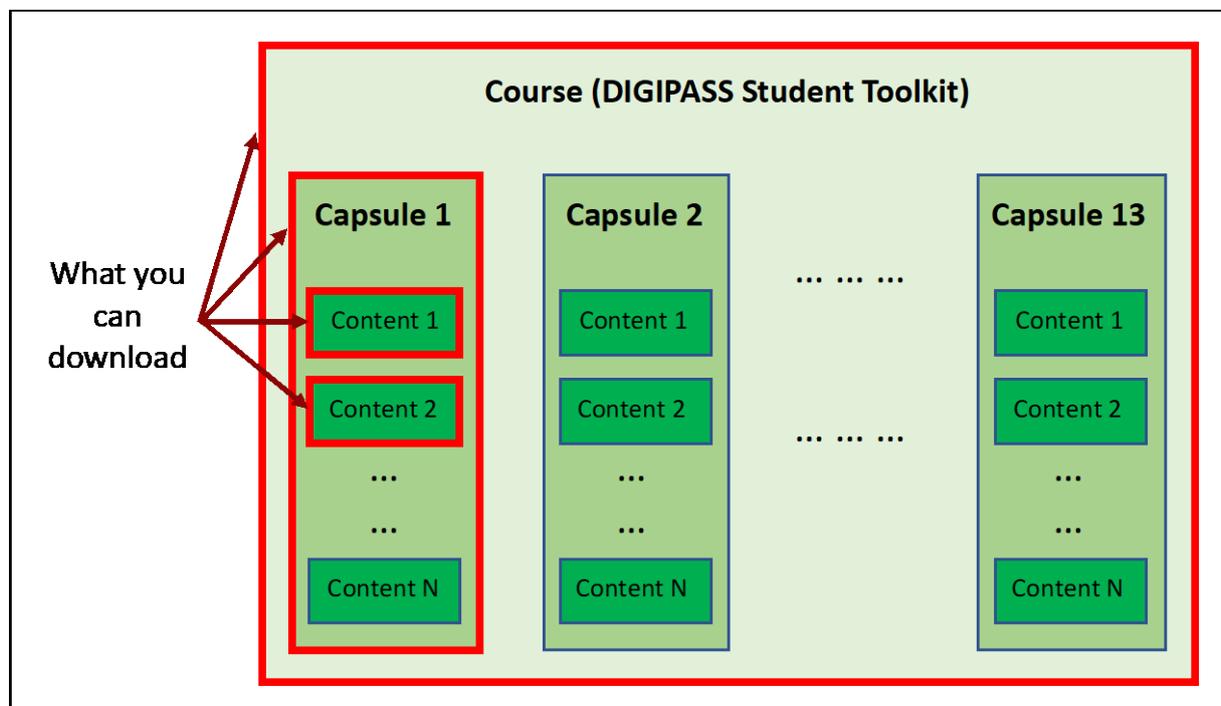
Resource pack 3

How to guides and additional documents

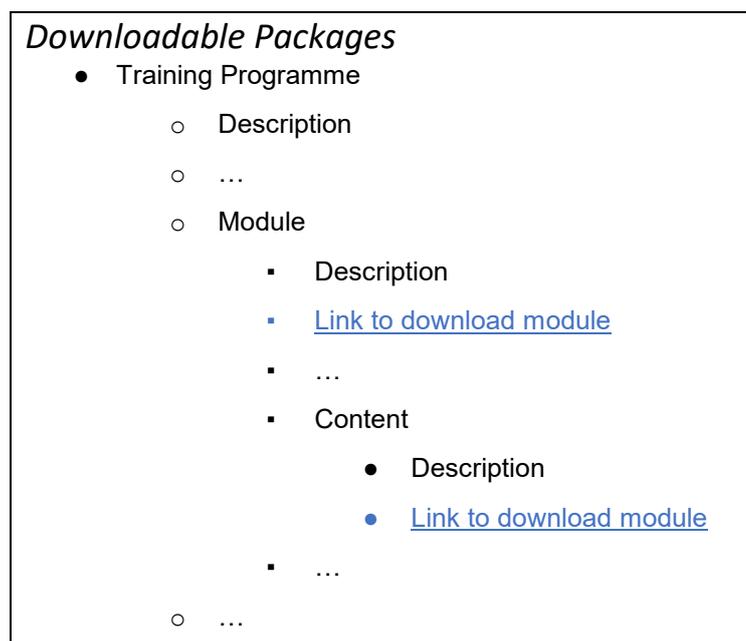
HOW TO IMPLEMENT THE DIGIPASS STUDENT TRAINING PROGRAMME INTO YOUR ELEARNING PLATFORM: A PRACTICAL APPROACH

The various “capsules” prepared for the Student Toolkit are a core output of the project. Their implementation at other institutions very much depends on the eLearning platform to which they will be adapted. The Student Training Programme was developed on the eLearning platform, or Learning Management System (LMS), Moodle. However, the DIGIPASS consortium thought it was important to provide examples of how to import and adapt the content into other learning management systems. Given the large variety of eLearning platforms available, it is not possible to provide guidance for all platforms. The Information Technology office responsible for the management of eLearning platforms has to be involved at an early stage to ensure that the DIGIPASS content is migrated correctly to an appropriate eLearning platform, as many institutions use more than one.

To make the implementation procedure as flexible as possible, users can download packages containing the entire Student Toolkit, individual capsules, or individual content.



The downloadable packages will be available on the DIGIPASS website and will look similar to the image below. A description and link is provided for each downloadable package option.



The procedure to import and adapt content has been tested on the following eLearning platforms used by partners:

University	Platform
Granada, Pavia	Moodle
Amsterdam	Canvas
Dublin	Brightspace
Edinburgh	Blackboard

To import a package from Moodle to your eLearning platform, you begin by downloading one or more of the DIGIPASS module backup files as a .zip, from which you will then extract the files and upload them to your own eLearning platform. Below is an outline of the general steps involved in this process:

Step 1: Import your selected files onto your learning/training platform from the DIGIPASS website

After choosing the modules or sections which contain the content of the courses that you would like to import to your platform, you must first download the files as a .zip from the DIGIPASS website onto your PC, extract the files, and then you must import them into your chosen platform. DIGIPASS capsule backup files are available for download from the DIGIPASS website at the below link: <https://digi-pass.eu/training-importation-files>.



Step 2: Import the files into your eLearning platform

Below is a list of the eLearning platforms used by the DIGIPASS partner institutions, with a link to detailed procedure for uploading and importing content on each platform:

- **Moodle**
 - https://docs.moodle.org/311/en/Import_course_data
- **Brightspace (D2L)**
 - <https://help.d2l.arizona.edu/content/instructor-importexportcopy-components#:~:text=components%20will%20export%20,-.Go%20to%20the%20D2L%20course%20site%20you%20want%20to%20export,Click%20Start>
- **Canvas**
 - <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-import-content-from-Moodle-into-Canvas/ta-p/1158>
 - You may also find this page helpful:
<https://canvas.humboldt.edu/courses/4/pages/how-to-backup-your-moodle-course-and-import-to-canvas>
- **Blackboard**
 - https://help.blackboard.com/Learn/Administrator/SaaS/Courses/Create_Courses/Export_Archive_and_Restore_Courses/Export_Courses

Example: [How do I import content from moodle into canvas.](#)

Example: [Back-up moodle course and import on canvas](#)

Step 3: Check and revise

Once the capsule files have been imported, check that all content is working properly. If you notice that some content is either missing, malfunctioning or crashing, then you may be required do some adaptation, for example on small things such as font size, font style, margins, tables, text colour, image sizing, etc. that can easily be readapted on the HTML editor or even within your LMS normal editing functions. If you continue to have issues, please contact the DIGIPASS Consortium (goabroadprojects@ed.ac.uk).

In this section we will describe practical step-by-step procedures to import the content of the Students Toolkit using two of the eLearning platforms above as an example.



a. Example: How to import a Moodle backup file into a Moodle

The process is very simple. Here are a few things to be aware of before proceeding:

- Custom code on the HTML editor implemented in the starting LMS.
 - If you find any issues relating to font size, colours, margin, text alignment, image sizing, font weight, etc., you should check the HTML editor as changes can be made within it.

- Course theme and format.
 - Please keep in mind that the theme and plugins will not automatically import to your LMS. If your institution uses a different Moodle theme (i.e. not the Eguru theme) or the default Moodle theme, the course will still display once imported, however, the formatting will differ from the DIGIPASS project's Moodle course. If you wish to make a replica of the DIGIPASS course, you must use the **Eguru** theme and install specific plug-ins, for example the “collapsed format topic” plug-in. You will need to install the H5P plug-in if you would like to create additional H5P content within your institution's instance of DIGIPASS; the existing H5P interactive content created by the project should import with ease without installing the H5P plug-in.
 - For institutions that wish to have a replica of the DIGIPASS project's course in Moodle, **please see the image below** to see the additional plug-ins installed on the DIGIPASS Moodle which will require manual installation within your institution's Moodle environment:



Additional plugins

INSTALL AVAILABLE UPDATES (2) All plugins 412 Additional plugins 14 Available updates 1

Plugin name	Version	Availability	Actions	Notes
Activity modules				
 Certificate mod_certificate	3.1 (Build: 2016052300) 2016052300	Enabled	Settings Uninstall	Additional
 Group choice mod_choicegroup	1.21 for Moodle 3.5-3.10 (Build: 2020121900) 2020121900	Enabled	Settings Uninstall	Additional There is a new version 2021083100 available! Release 1.33 for Moodle 3.5-3.11 (Build: 2021083100) Stable version Download More info... INSTALL THIS UPDATE
 eduplayer mod_eduplayer	1.3 2017022300	Enabled	Uninstall	Additional
 HSP mod_hsp	1.21.0 2020080400	Enabled	Settings Uninstall	Additional There is a new version 2021043000 available! Release 1.22.2 Stable version Download More info... INSTALL THIS UPDATE
 Questionnaire mod_questionnaire	3.5.4 (Build - 2019032100) 2018050100	Enabled	Settings Uninstall	Additional
Blocks				
Completion Progress block_completion_progress	Version for Moodle 3.5 onwards 2020081000	Enabled	Settings Uninstall	Additional
Progress Bar block_progress	Version for Moodle 2.0 to 3.1 (final) 2016081800	Enabled	Settings Uninstall	Additional
TinyMCE HTML editor / Plugins				
 Cloze Editor tinymce_clozeeditor	v3.8-r02 2020040100	Enabled	Uninstall	Additional
Course formats				
Flexible sections format_flexiblesections	3.5.1 2020051100	Enabled	Uninstall	Additional
 Collapsed Topics format_topcoll	3.5.0.3 2018052300	Enabled	Settings Uninstall	Additional
Themes				
Academi theme_academi	v3.5.2 2018101301		Uninstall	Additional
Adaptable theme_adaptable	1.8.0.1 2019011701		Uninstall	Additional
Eguru theme_eguru	v3.5.3 2018111500			Additional
Enlightite theme_enlightite	v3.5.3 2018111501		Uninstall	Additional
Fordson theme_fordson	Moodle 3.5 Fordson v3.5 release 3 update 16 2018111600		Uninstall	Additional
Moove theme_moove	2.3.9 2018111300		Uninstall	Additional
Squared theme_squared	Heidenplatz 3.5.1.1 2018011308		Uninstall	Additional
Training theme_training	0.3.1 2018052300		Uninstall	Additional

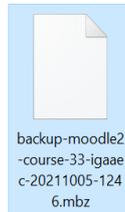


Moodle import, source material: https://docs.moodle.org/311/en/Import_course_data

Step 1: What do you need to import?

You will need an "Administrator" role within the platform into which you want to import the module (Moodle).

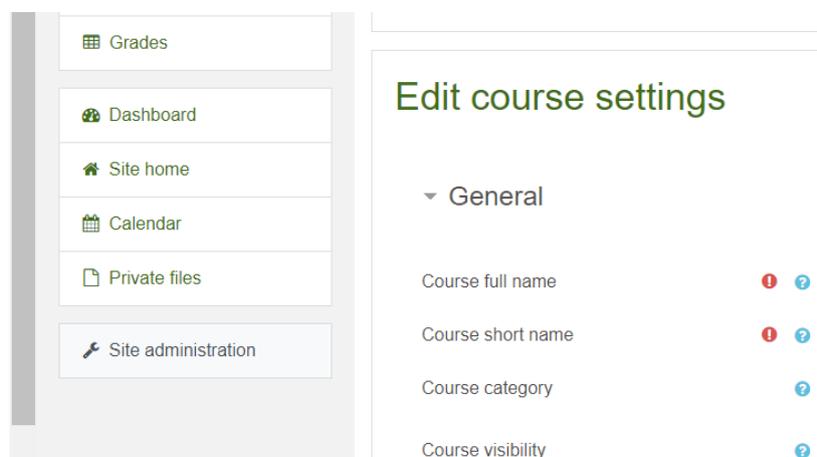
Step 2 What does an importation file from Moodle look like?



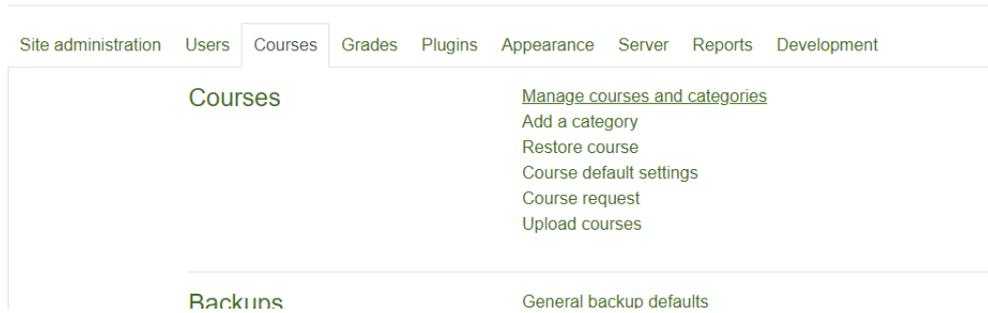
Step 3: How to import Moodle into Moodle

To import a Moodle into a Moodle, the process is simple, however, it is important to be aware of any specific license issues, and plugins that were installed on the LMS from which the importation files originated.

1. Go to the "Site administration". The navigation menu is on the left side of your screen.

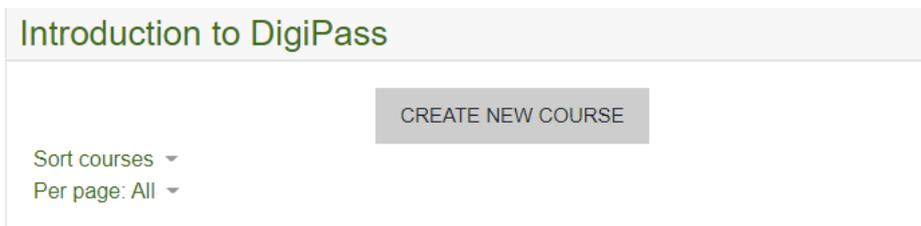


2. Click the tab "Courses", and then click on the option "Manage courses and categories":



The screenshot shows the Moodle site administration interface. At the top, there is a navigation bar with the following tabs: Site administration, Users, Courses, Grades, Plugins, Appearance, Server, Reports, and Development. The 'Courses' tab is currently selected. Below the navigation bar, the 'Courses' section is active, displaying a list of options: [Manage courses and categories](#), [Add a category](#), [Restore course](#), [Course default settings](#), [Course request](#), and [Upload courses](#). Below this section, the 'Backups' section is visible, with the option [General backup defaults](#).

3. You will be given the possibility to create a new course; this action allows you to select the content to import. This step is not mandatory, but it is the easiest procedure by which to import a backup on Moodle.



The screenshot shows the Moodle course creation page. At the top, the course title 'Introduction to DigiPass' is displayed in a light green header. Below the header, there is a prominent grey button labeled 'CREATE NEW COURSE'. Underneath the button, there are two dropdown menus: 'Sort courses' and 'Per page: All'.



- Click on the button "Create a new course" to set up the general details of the course, then click on "Save and display".

 Orientation ▾ Pre-departure ▾ During Mobility ▾ After Mobility ▾ English (en) ▾

DIGIPASS

Dashboard / Site administration / Courses / Manage courses and categories / Add a new course

Add a new course ▶ Expand all

▼ General

Course full name

Course short name

Course category

Course visibility

Course start date

Course end date Enable

Course ID number

▼ Description

Course summary



Course summary files Maximum size for new files: Unlimited, maximum attachments: 1

 Files



You can drag and drop files here to add them.

Accepted file types:
Image (GIF) .gif
Image (JPEG) .jpg
Image (PNG) .png

▶ Course format

▶ Appearance

▶ Files and uploads

▶ Completion tracking

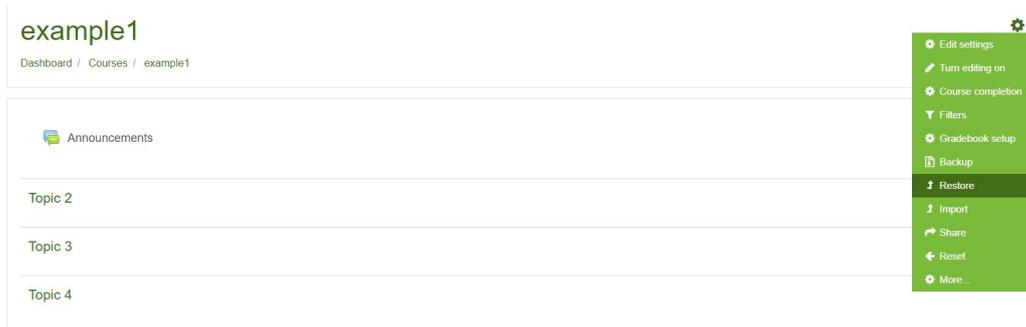
▶ Groups

▶ Role renaming

▶ Tags

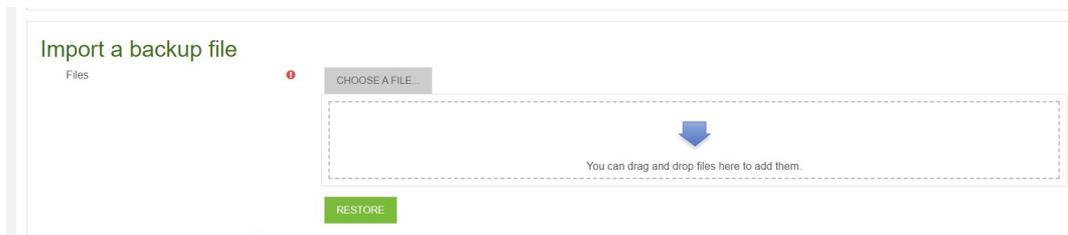


5. After creating the space to import the content, click "Restore" to import the .mbz file.



The screenshot shows a Moodle course page for 'example1'. The breadcrumb trail is 'Dashboard / Courses / example1'. The main content area lists 'Announcements', 'Topic 2', 'Topic 3', and 'Topic 4'. On the right, a green sidebar menu is open, with 'Restore' highlighted in white. Other menu items include 'Edit settings', 'Turn editing on', 'Course completion', 'Filters', 'Gradebook setup', 'Backup', 'Import', 'Share', 'Reset', and 'More...'.

6. Either click "Choose a file" or drag and drop the backup file into the space.



The screenshot shows the 'Import a backup file' interface. It has a 'Files' section with a red error icon and a 'CHOOSE A FILE...' button. Below this is a dashed box containing a blue downward arrow and the text 'You can drag and drop files here to add them.' A green 'RESTORE' button is located at the bottom of the interface.

When the file has been selected, click "Restore".



The screenshot shows the 'Import a backup file' interface with a file selected. The file name is 'backup-moodle2-course-35-gaac-20210915-1146.mbz'. A red 'Required' label is visible next to the file name. A green 'RESTORE' button is at the bottom.

7. A new screen containing details on the backup, settings and courses that will be imported into your empty course will be shown.

1. Confirm ▶ 2. Destination ▶ 3. Settings ▶ 4. Schema ▶ 5. Review ▶ 6. Process ▶ 7. Complete

Backup details

Type	Course
Format	Moodle 2
Mode	General
Date taken	Wednesday, 15 September 2021, 11:49 AM
Moodle version	3.5.6+ (Build: 20190614) [2018051706.05]
Backup version	3.5 [2018051400]
URL of backup	https://digi-pass.eu/campus [5b3bb8d4586ffc6065a7768c641865]

Backup settings

Convert to IMS Common Cartridge 1.1	✗
Include enrolled users	✓
Anonymize user information	✗
Include user role assignments	✓
Include activities and resources	✓
Include blocks	✓
Include filters	✓
Include comments	✓
Include badges	✓
Include calendar events	✓
Include user completion details	✓
Include course logs	✗
Include grade history	✗
Include question bank	✓
Include groups and groupings	✓
Include competencies	✓

Course details

Title: GAAC
Original ID: 35

Course sections

Section: 0
Included in backup along with user information

Activities

Module	Title	Userinfo
Label	Label	✓
Label	Introductory Video	✓

Section: Hidden links
Included in backup along with user information

Activities

Module	Title	Userinfo
H5P	Introduction	✓
Label	Tips for collecting valuable information on your d...	✓

Section: Awareness of cost of living in a partner country
Included in backup along with user information

Activities

Module	Title	Userinfo
Label	The objective of this section is to reflect on the...	✓
Assignment	Budget calculator	✓

Section: How to access Student Services
Included in backup along with user information

Activities

Module	Title	Userinfo
Label	The main objective of this section is to help you ...	✓
Quiz	What do you need?	✓

Section: Academic issues
Included in backup along with user information

Activities

Module	Title	Userinfo
Label	The purpose of this section is to prepare you for ...	✓
H5P	Quiz on Academic Issues	✓
Label		✓

Section: Informal tools to collect valuable information
Included in backup along with user information

Activities

Module	Title	Userinfo
Label	The purpose of this section is to help you seek ou...	✓
Label	Student Testimonial - Daan	✓
Label	Tips for collecting valuable information on your d...	✓

Section: Making your decision: the pros and cons
Included in backup along with user information

Activities

Module	Title	Userinfo
Label	Now that you have researched your options and refl...	✓
File	Decision Table - Going Abroad?	✓

CONTINUE



8. Restore into this course: You will be asked to choose where you want to restore the backup. Select "" – "Delete the contents of this course and then restore". Click "Continue".

Restore into this course

Merge the backup course into this course

Delete the contents of this course and then restore

CONTINUE

9. A new page with Restore settings is shown; change restore settings according to your preferences.

1. Confirm ▶ 2. Destination ▶ 3. **Settings** ▶ 4. Schema ▶ 5. Review ▶ 6. Process ▶ 7. Complete

Restore settings

	<input checked="" type="checkbox"/> Include enrolled users
Include enrolment methods	<input type="text" value="Yes, but only if users are included"/>
	<input checked="" type="checkbox"/> Include user role assignments
	<input checked="" type="checkbox"/> Include activities and resources
	<input checked="" type="checkbox"/> Include blocks
	<input checked="" type="checkbox"/> Include filters
	<input checked="" type="checkbox"/> Include comments
	<input checked="" type="checkbox"/> Include badges
	<input checked="" type="checkbox"/> Include calendar events
	<input checked="" type="checkbox"/> Include user completion details
Include course logs	<input checked="" type="checkbox"/>
Include grade history	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/> Include groups and groupings
	<input checked="" type="checkbox"/> Include competencies

CANCEL **NEXT**



10. A new page showing course and content setting is shown; choose the content that you want to import.

example1

Dashboard / Courses / example1 / Restore

1. Confirm ▶ 2. Destination ▶ 3. Settings ▶ 4. Schema ▶ 5. Review ▶ 6. Process ▶ 7. Complete

Course settings

Overwrite course configuration

Course name Overwrite
Going Abroad?

Course short name Overwrite
GAAC

Course start date Overwrite
3 December 2019 00:00

Select All / None (Show type options)	Select All / None
<input checked="" type="checkbox"/> Section 0 <input checked="" type="checkbox"/> Label <input checked="" type="checkbox"/> Introductory Video	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -
<input checked="" type="checkbox"/> Hidden links <input checked="" type="checkbox"/> Introduction <input checked="" type="checkbox"/> Tips for collecting valuable information on your d...	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -
<input checked="" type="checkbox"/> Awareness of cost of living in a partner country <input checked="" type="checkbox"/> The objective of this section is to reflect on the... <input checked="" type="checkbox"/> Budget calculator	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -
<input checked="" type="checkbox"/> How to access Student Services <input checked="" type="checkbox"/> The main objective of this section is to help you ... <input checked="" type="checkbox"/> What do you need?	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -
<input checked="" type="checkbox"/> Academic issues <input checked="" type="checkbox"/> The purpose of this section is to prepare you for ... <input checked="" type="checkbox"/> Quiz on Academic Issues <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -
<input checked="" type="checkbox"/> Informal tools to collect valuable information <input checked="" type="checkbox"/> The purpose of this section is to help you seek ou... <input checked="" type="checkbox"/> Student Testimonial - Daan <input checked="" type="checkbox"/> Tips for collecting valuable information on your d...	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -
<input checked="" type="checkbox"/> Making your decision: the pros and cons <input checked="" type="checkbox"/> Now that you have researched your options and refl... <input checked="" type="checkbox"/> Decision Table - Going Abroad?	<input checked="" type="checkbox"/> User data <input checked="" type="checkbox"/> - <input checked="" type="checkbox"/> -

PREVIOUS CANCEL NEXT



11. Review. Check if the configuration is correct, click on "Perform backup".

1. Confirm ▶ 2. Destination ▶ 3. Settings ▶ 4. Schema ▶ 5. Review ▶ 6. Process ▶ 7. Complete

Restore settings

Include enrolled users	✓
Include enrolment methods	Yes, but only if users are included
Include user role assignments	✓
Include activities and resources	✓
Include blocks	✓
Include filters	✓
Include comments	✓
Include badges	✓
Include calendar events	✓
Include user completion details	✓
Include course logs	✗

12. Restore Role Mappings: Select the different roles to associate with users. This page will appear only if you wish to organize customized user cohorts on your own platform and you would like to upload them on the new Moodle platform. If you have created your own user cohorts, the system will automatically enable the “Restore role mapping” step where you should compare the roles that you have created in the old LMS (from where the file is coming) with the default roles of the platform in which you are importing backups. The picture shows the roles mapped according to the custom mapping that was set up during the development of DIGIPASS. Once you finish, click "Continue".

3

ex1

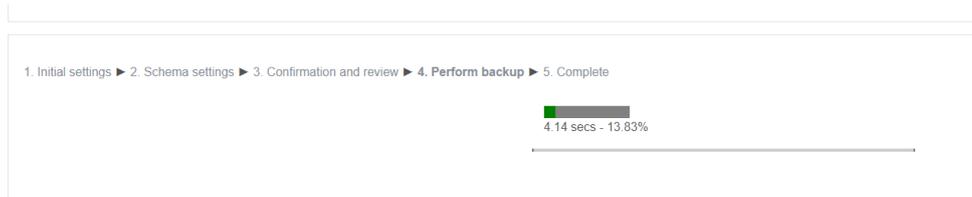
Dashboard / Courses / ex1 / Restore

1. Confirm ▶ 2. Destination ▶ 3. Settings ▶ 4. Schema ▶ 5. Review ▶ 6. Process ▶ 7. Complete

Restore role mappings

participant	Participant
user	Participant
observer	Observer
creator	Creator

13. The backup is now being imported. Once the process is finished, the importation process is complete.



b. Example: How to import Moodle content into Canvas

Canvas import, source material:

<https://canvas.humboldt.edu/courses/4/pages/how-to-backup-your-moodle-course-and-import-to-canvas>

Please also visit <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-import-content-from-Moodle-into-Canvas/ta-p/1158>

After revising the content and fixing problems, it is advisable that you export a backup of the adapted content.

Step 1: What do you need to import?

You will need an "Administrator" role within the platform into which you want to upload the module (Canvas).

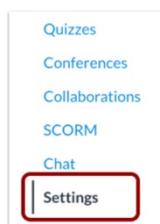
Step 2: What does an importation file from Moodle look like?



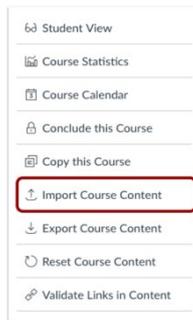
Step 3: How to upload a backup (import file) from Moodle to Canvas (importation process)

1. In Course navigation, click on Settings.

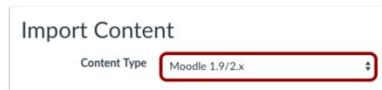
Open Settings



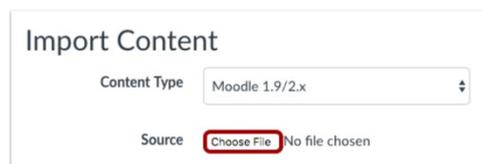
2. Click Import course content.



3. Select Content type Moodle 1.9/2.x



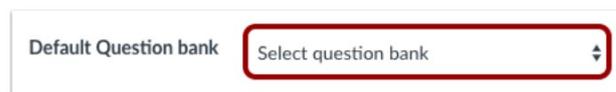
4. Choose your file



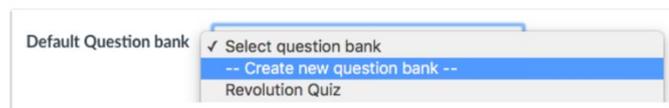
5. Select your file from the list

	backup-moodle2-course-33-igaaec-20211005-1246.mbz	05/10/2021 12:51	Archivo MBZ	15.051 KB
	backup-moodle2-course-35-gaac-20210915-1146.mbz	15/09/2021 11:54	Archivo MBZ	191.386 KB
	academic-issues-146.h5p	06/08/2021 11:21	Archivo H5P	1.231 KB

6. To import a question bank to Canvas, in the Default Question bank drop-down menu, select the Question bank you want to use for your question bank from Moodle (Choose this option).



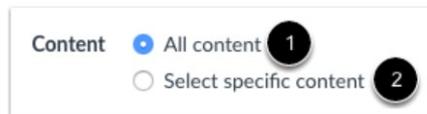
7. If you do not have a question bank you want to use, you can create a new question bank. In the drop-down menu, select the Create new question bank option.



<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-question-bank-in-a-course/ta-p/1228>



8. Migrate the content



To import all content from the course, select the All Content radio button [1].

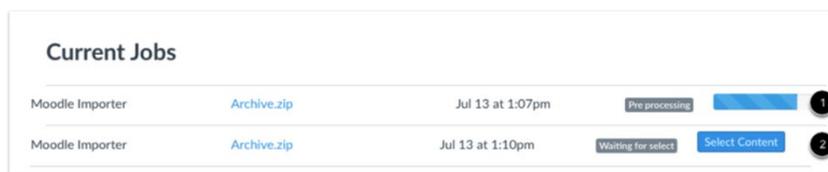
If you want to select specific content, click the Select specific content radio button [2].

Note: If you select the specific content option, you are required to select the content you want to import after you review the remaining page options. After you begin to import the content, the import selection cannot be cancelled.

9. Click the Import button [1]. A progress indicator displays the upload status by percentage [2].



10. The Current Jobs section displays the status of your import. Running reports displays a progress bar indicating the time remaining to complete the import [1].



If you chose to select specific content in your course, the current job will show as Waiting for Select [2], which means you must select the [content you want to import](#).

The import may also display other status indicators as part of the import process. You can learn more about other course import statuses [here](#).

You can view the content from specific completed imports by accessing the relevant link in Course Navigation.



SETTING UP A COMMUNITY OF PRACTICE AND STAFF TOOLKIT

A Community of Practice (CoP) is a network of individuals with common challenges and interests who get together to explore ways of working, identify common solutions, and share good practice and ideas.

Building a community is not an easy process. According to Garrison, Anderson and Archer⁴¹ an online community should offer the ability to project oneself and establish personal and purposeful relationships (social presence). It should offer members a platform to explore, construct, resolve and confirm understanding through collaboration and reflection (cognitive presence), and it should also invite members to help with the organisation and programme design (teaching presence).

Below are steps that the DIGIPASS Consortium took to establish the DIGIPASS Community of Practice (CoP) and the DIGIPASS Staff Toolkit. We strongly encourage you to join our CoP, but we also outline these steps in order to guide you if you are looking to set up your own Community of Practice or Staff Toolkit for another purpose or project.

The consortium agreed that the public DIGIPASS CoP should be one LinkedIn group page, focusing on 5 thematic areas (all linked to the main themes of DIGIPASS). The Digipass CoP can be accessed via the following link <https://www.linkedin.com/groups/13771631/> (Figure 19).

⁴¹ Garrison, D. R., Anderson, T., Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, vol. 2(2-3), 87-105
https://cde.athabascau.ca/coi_site/documents/Garrison_Anderson_Archer_Critical_Inquiry_model.pdf



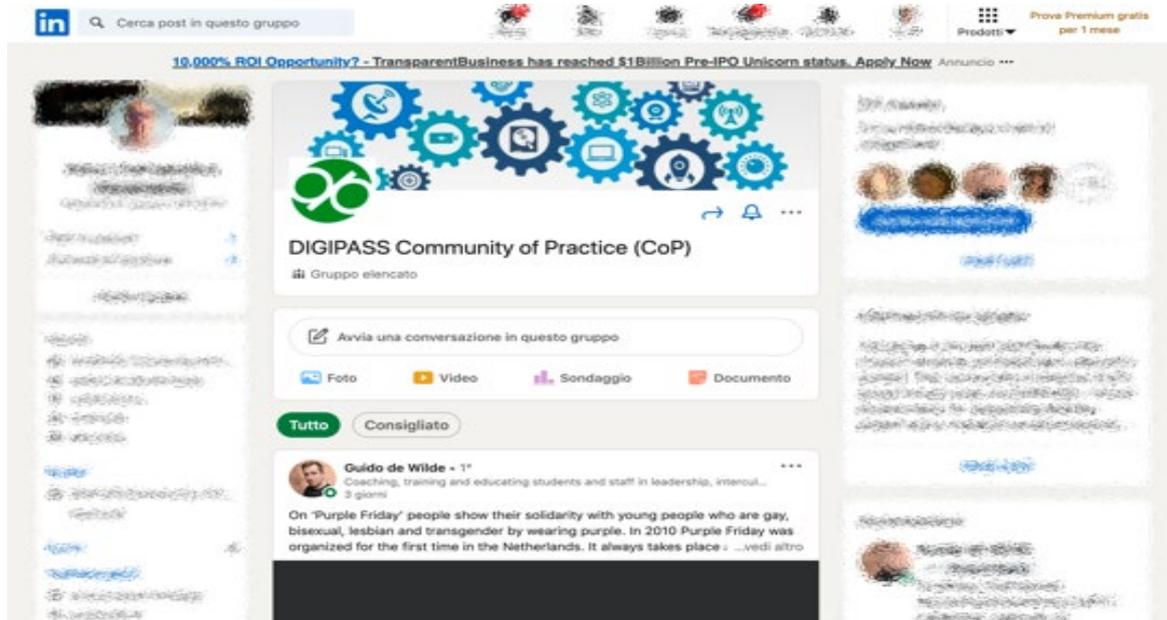


Figure 19. Landing page of the CoP

a. Champions & Themes

As the CoP will consist of a single group comprising multiple discussions on a variety of topics, each discussion can be categorised by themes through the use of thematic hashtags. For the purposes of the project, the DIGIPASS partners decided that each theme would have an assigned CoP Champion.

Each theme was assigned a theme lead. This person, or champion, is responsible for ensuring that their thematic subgroup maintains engagement by sticking to an established timeline, reaching the specific milestones, and keeping the conversation going for a sustained period of time.

b. Building critical mass

To kick-start our Community of Practice, the CoP Champions played an active role in engaging the community. DIGIPASS champions were asked to do the following activities which champions at your institution could also pursue:

- **Invite community influencers and advocates to the community.** Actively approach people in your network who you think are experts on the topics, and ask them to invite others.
- **Create compelling content on a weekly basis.** Post videos, podcasts, or stories on a regular basis to encourage members to come back.
- **Leave comments.** Thank contributors, respond to questions, leave tips or direct them to further resources. The more traction on a post, the more visible it will be in their newsfeed.



- **Encourage interaction through conversations.** Ask questions, talk about controversial topics, organise a poll, or host contests that encourage interaction.
- Reward top contributors. Those that participate the most, as well as those who are the most helpful should be rewarded. Thank them publicly for their contribution. Include them in your next post (using the @ sign).
- **Centralise your community around real-world events.** Members should connect with their peers before events (eg. EAIE, APAIE, NAFSA). Talk about the event on the platform, connect with them during the event and discuss topics afterwards, on and off your CoP platform.
- **Organise Virtual Events to embed your community within your work.** Organise a webinar focusing on specific aspects of the toolkit; it will provide an opportunity to test the toolkit, get input on topics, and it will spread the news that this new toolkit is developed.

The Champions played an active role in the first 6 months of the process, building up a critical mass of community members, which ensured that communication and interaction within the community was self-sustaining.

c. Invitations to CoP

The Champions and all other project members were asked to **spread the news about the DIGIPASS CoP**. The message below was used to invite others to the COP and included a list of potential benefits, which was sent to institutions who were then asked to share with internal and external stakeholders. The CoP is meant to help professional services staff overcome the challenges they face when supporting the mobility lifecycle. It is aimed at professionals working within mobility or in proximate areas of work dealing with cultural preparation, health and well-being, marketing and communication, ICT tools and financial matters. Variations of the below sample can be used to compose an invitation suitable for any institution that seeks to activate a CoP.



Sample

Join our DIGIPASS Community of Practice

The [insert your institution] is part of a multi-university partnership called DIGIPASS, designed to improve the impact of mobility experiences for students by providing a holistic approach to online mobility support. Six renowned institutions are creating a unique online Student Training Programme, incorporating a range of ICT tools and open educational resources to **support students during each stage of the mobility lifecycle** (orientation, pre-departure, during and after mobility).

In addition to this Student Toolkit, the project will also create a Staff Toolkit to **help professional services staff to overcome the challenges they face when supporting mobility students**. It will provide best practice tips and access to a virtual Community of Practice, exploring topics like cultural preparation, health and well-being, marketing communication, ICT tools and financial matters.

Are you working within student mobility or in proximate areas of work, and would you like to let us know how we can better support you in your work? Then please sign up for our [virtual community of practice](#).

Sample

Benefits of Joining the DIGIPASS Community of Practice

To educate

Every member in the DIGIPASS community has some knowledge to share about student mobility, especially with experts from other institutions! Whether it is cultural preparation, health and well-being, marketing communication, ICT tools or financial matters, you will **support learning by sharing and discussing the latest ideas, information, skills and techniques**.

To support

The DIGIPASS LinkedIn group is a great place for people with the same interest and goals to collaborate. It is a **valuable network where staff from different institutions benefit from one another as they share resources and strengthen one's knowledge and experience**.

To cultivate

DIGIPASS aims to **connect experts with similar interests across different institutions to provide continuous professional development**. The more likeminded professional services staff meet and interact, the more knowledge they acquire.



Considering the different challenges of supporting student mobility, we also asked them what type of content they would most appreciate as part of the Staff Toolkit:

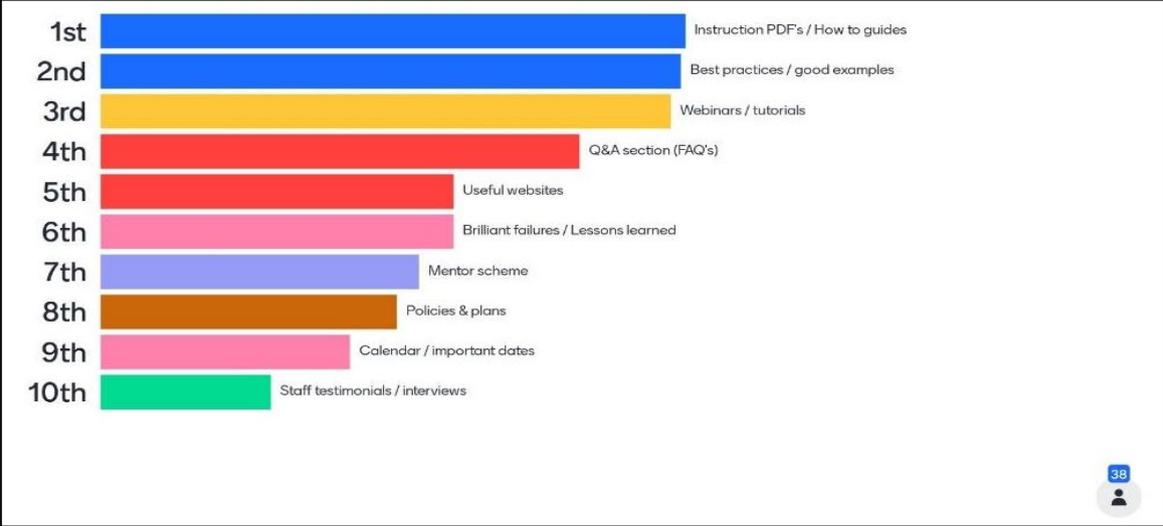


Figure 21. Top ten concerns of staff dealing with mobility, taken from a Mentimeter survey during International Staff Week 2.

After 10 months of regular messages on the LinkedIn Community of Practice, we also found that the focus areas identified by the project are highly relevant to our community members:

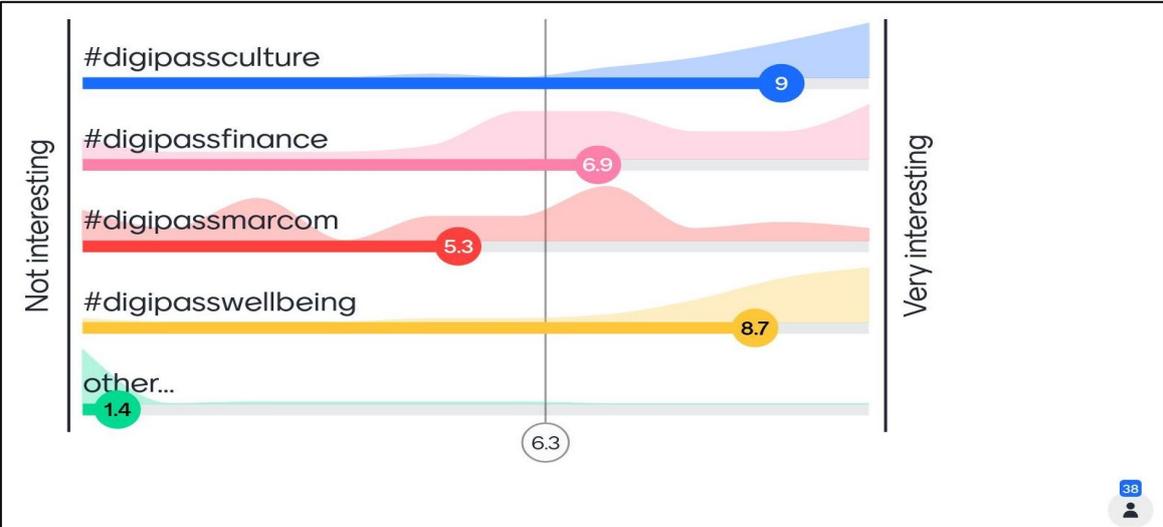


Figure 22. Example of Mentimeter survey used during International Staff Week 2 which indicates the level of interest in the focus areas on the LinkedIn CoP.

All CoP Champions came together in November 2020 to discuss development of the DIGIPASS Staff Toolkit. It was decided to use the same CoP focus areas for the Staff Toolkit, but that it would also be necessary to add an introductory / general section to the Toolkit to welcome staff members and make the themes more accessible. The champions underlined three important aspects of the toolkit:

- It should empower and excite staff about the topic of student mobility.



- It should provide staff with helpful tools and information in order to help them succeed in their role.
- It should invite staff to add their own content and experiences.

e. Structure of the Staff Toolkit

We know that staff do not have an inexhaustible amount of time to spend within the Toolkit. The online environment should be easy to navigate, understand, and use. The DIGIPASS partners determined that all sections should have a universal structure with content divided into five sections. Similarly, user-friendly tools were employed to quickly engage staff and maintain their engagement over time:

- **1 word of welcome:** a short text explaining the topics staff members will find in this section.
- **At least 1 fun attraction:** each section should have a unique and funny item that attracts staff to that particular section or that creates excitement about the topic. Examples could be a 'budget calculator' for the finance section, 'the best global office instagram photo' in the general section, the 'cultural event / special holiday calendar' in the culture section, or a 'list of helpful apps' in the health and wellbeing section.
- **At least 1 best practice video:** Using Zoom, one person interviews three experts about a certain topic. The three experts could address three different ways to tackle a challenge (for example, a career advisor, international officer, and a study advisor talking about the best way to promote study abroad). Alternatively, the three experts might come from different parts of the world and can be asked to share how this impacts their approach to different challenges (for example, three career advisors from different countries explaining how they present the benefits of study abroad). The video should not be longer than 10 minutes and should include timestamps so staff members can easily skip ahead to specific topics within the video.
- **The top 10 FAQ:** a list of the top 10 most frequently asked questions and their corresponding answers
- **At least 3 'How to' Templates:** three downloadable PDF documents with easy-to-follow instructions (and images) to provide support on specific areas.
- **The top 5 important websites:** a list of websites that directs staff members out of the DIGIPASS website to other usable resources.
- **At least 1 checklist:** a checklist is a tool which can transform a lengthy and complex procedure/instruction into an easier to understand an easily understood, development tool.



f. ICT specifications

If you are looking to develop a Staff Toolkit of your own, the support of IT technicians at your institution will be needed to support the development of this type of toolkit. For the DIGIPASS Staff Toolkit, some of the technical aspects and functions found within the five sections of the Toolkit required more ICT development than others.

g. Forming five working groups

Following the delivery of the DIGIPASS multiplier events and staff training weeks, five thematic areas were identified. Five working groups, each one containing an IT expert, were formed and committed to develop one section of the Toolkit corresponding to one of the thematic areas. The technical expert provided details on what was needed from an IT perspective.



APPENDIX 1: UPDATE YOUR LINKEDIN PROFILE

All champions and other members of the project team have been encouraged to:

1. “Follow” the main DIGIPASS page at <https://digi-pass.eu/>
2. “Join” the DIGIPASS Community of Practice Group at (<https://www.linkedin.com/groups/13771631/>).
3. “Add” their affiliation with the DIGIPASS project on their LinkedIn profile under work experience. Please use the following sample text to add DIGIPASS to your work experience:

Title:	Member of the multilateral international project team
Company Name:	Virtual Environments for Supporting Mobility (DIGIPASS)
Dates Employed:	Dec 2018 – Present
Description:	Please join our community of practice (www.linkedin.com/groups/13771631/) and find out how the DIGIPASS project aims to improve international learning experiences for students by providing a holistic approach to online support for mobility experiences. This includes considering options for an international experience, pre-departure, during the mobility period, and after mobility to support the development of intercultural competencies and transversal skills to enhance student employability. To achieve this, the project will create an open educational resource (OER) toolkit containing ICTs for uniquely supporting the complete mobility lifecycle and to create a framework which HEIs can use to enhance their own existing support systems and help embrace the digital skills of the students.

By updating your LinkedIn profile, members generated traffic to the CoP:

Sample



Member of the multilateral international project team

Virtual Environments for Supporting Mobility (DIGIPASS)

Dec 2018 – Present · 1 yr 2 mos

Please join our community of practice (www.linkedin.com/groups/13771631/) and find out how the DIGIPASS project aims to improve international learning experiences for students by providing a holistic approach to online support for mobility experiences. This includes considering options for an international experience, pre- departure, during the mobility period and after mobility ...[see more](#)



APPENDIX 2: CHAMPION RESPONSIBILITIES

Below are the designated responsibilities for CoP Champions:

- Invite community influencers and advocates to the community.
- Create compelling content on a weekly basis.
- Leave comments.
- Encourage interaction through conversations.
- Reward top contributors.
- Centralise your community around your real-world events.

In addition to the responsibilities above, we also asked Champions to monitor discussions for questions that needed responses, inappropriate comments, sales pitches, and reach out individually to members who break any community rules to give them a soft warning, or block/remove members who break rules on an ongoing basis despite outreach and warnings.

Please read the CoP code of conduct that is described below in the corresponding section. This code of conduct is also listed in the LinkedIn group.

Your First Post as Champion

For your first post:

- Introduce yourself including your name,
- Your role as lead for CoP thematic area/interest
- Perhaps also share something interesting for your readers, such as an article that is relevant, a question for discussion or similar.

Tip: Make sure to use questions that call members to action and/or discussion rather than silence or yes/no responses (try using “W” questions – why, what, etc). Asking for the help/input of others often prompts action.



Sample



Online writing tips

TAGGING PEOPLE

In your first and subsequent posts, you should invite the DIGIPASS members of your CoP group to the conversation by adding their names in your text using "@" plus the name of the person (no space between @ and the name). Normally as soon as you type @ followed by a letter or two names will start to pop up for you to select.

HASHTAGS

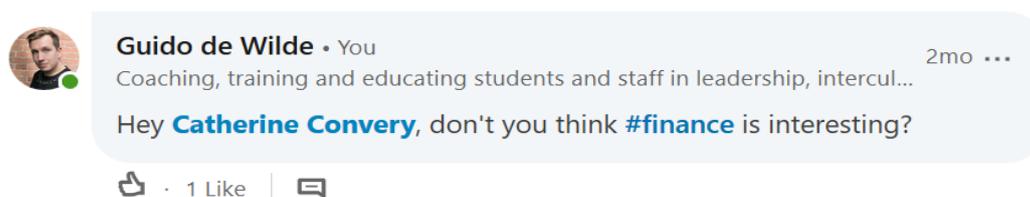
End each new discussion post by using your designated hashtags, and feel free to add hashtags of other DIGIPASS CoP themes/lifecycles if the content is relevant for more than one theme/lifecycle.

- #digipassculture
- #digipasswellbeing
- #digipassfinance
- #digipassmarcom

COMMENT AND LIKE

Please ensure that you read the posts of other champions and that you add follow-up questions, reflections, related articles or resources, or something similar. Also remember to like the discussions of fellow champions. Both "liking" and "commenting" will help ensure that posts and the community are active and useful to members.

Invite people within your own network or your colleagues to the conversation by adding their names in your comment text using "@" plus the name of the person (no space between @ and the name)



APPENDIX 3: DIGIPASS COMMUNITY CODE OF CONDUCT

a. Our Goal

This community is dedicated to providing a harassment-free experience for everyone. We do not tolerate harassment of participants in any form.

b. Applicability and Scope

This code of conduct applies to all of this community's spaces, including public channels, private channels and direct messages, both online and off. Anyone who violates this code of conduct may be sanctioned or expelled from these spaces at the discretion of the administrators.

c. Toward a Welcoming and Safe Environment

We hope to create an environment in which diverse individuals can collaborate and interact in a positive and affirming way. Examples of behaviours that contribute to creating this sort of environment include:

- Using welcoming and inclusive language.
- Being respectful of differing viewpoints and experiences.
- Gracefully accepting constructive criticism.
- Focusing on what is best for the overall community.
- Showing empathy towards other community members.

d. Anti-Harassment Statement

This community does not tolerate harassment of any kind. Examples of harassment include:

- Offensive comments related to gender, gender identity and expression, sexual orientation, disability, mental illness, neuro(a)typicality, physical appearance, pregnancy status, veteran status, political affiliation, marital status, body size, age, race, national origin, ethnic origin, nationality, immigration status, language, religion or lack thereof, or other identity marker. This includes anti-Indigenous/Nativeness and anti-Blackness.



- Unwelcome comments regarding a person's lifestyle choices and practices, including those related to food, health, parenting, relationships, drugs, and employment.
- Deliberate misgendering, using inappropriate pronouns, or use of "dead" or rejected names.
- Gratuitous or off-topic sexual images or behaviour in spaces where they're not appropriate.
- Physical contact and simulated physical contact (e.g., textual descriptions like "hug" or "backrub") without consent or after a request to stop.
- Threats of violence.
- Incitement of violence towards any individual or group, including encouraging a person to commit suicide or to engage in self-harm.
- Deliberate intimidation.
- Stalking or following - online or in the physical world.
- Harassing photography or recording, including logging online activity for harassment purposes.
- Sustained disruption of discussion.
- Unwelcome sexual attention.
- Patterns of inappropriate social contact, such as requesting/assuming inappropriate levels of intimacy with others.
- Continued one-on-one communication after requests to cease.
- Deliberate "outing" of any aspect of a person's identity without their consent except as necessary to protect vulnerable people from intentional abuse.
- Publication of non-harassing private communication.
- Jokes that resemble the above, such as "hipster racism", still count as harassment even if meant satirically or ironically.

If you have questions or concerns about these issues, please feel free to message an admin or ask for an opportunity to explore the issue with a moderator and volunteers.

An admin and multiple moderators and volunteers are required to monitor the CoP.

Reporting

If you are being harassed by a member of our community, notice that someone else is being harassed, or have any other concerns, please contact the administrators of the CoP. If the person who is harassing you is on the admin team, they will not be involved in handling or resolving the incident.



HOW TO FIND IMAGES AND VIDEOS WITHOUT BREAKING COPYRIGHT

If you are implementing the DIGIPASS Student Training Programme in your institution and you decide to add new images or videos, then it is advisable that you find and download pictures that do not break copyright. This document provides guidance on how to find copyright-free images via a set of websites that were used to locate images for the DIGIPASS framework. Of course, you are free to search for images in your preferred repository.

a. Creative Commons

Pictures and videos must be licensed under Creative Commons (CC), which makes it possible to reuse and share pictures without breaking copyrights. Pictures and videos under CC license will also allow you to share your contents.

For a deeper understanding of the CC license and its many variants, you can visit this page <https://creativecommons.org/licenses/by-sa/4.0> .

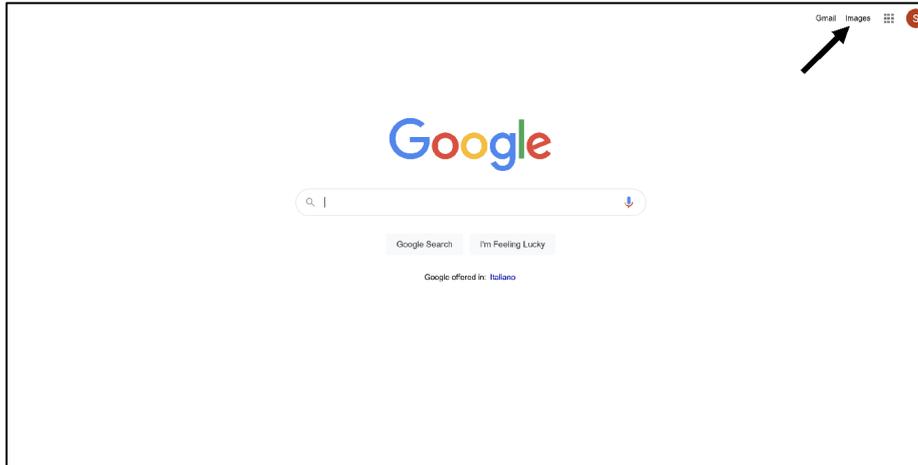
b. Pictures

Pictures under CC license can be easily found in multiple databases. Below you will find a simple description of each database and of the main steps to organise your search.

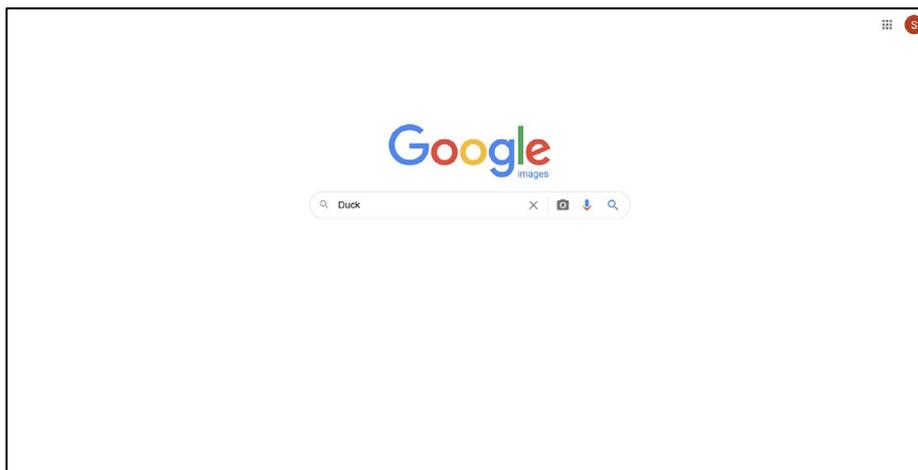


Google Images under Creative Commons License

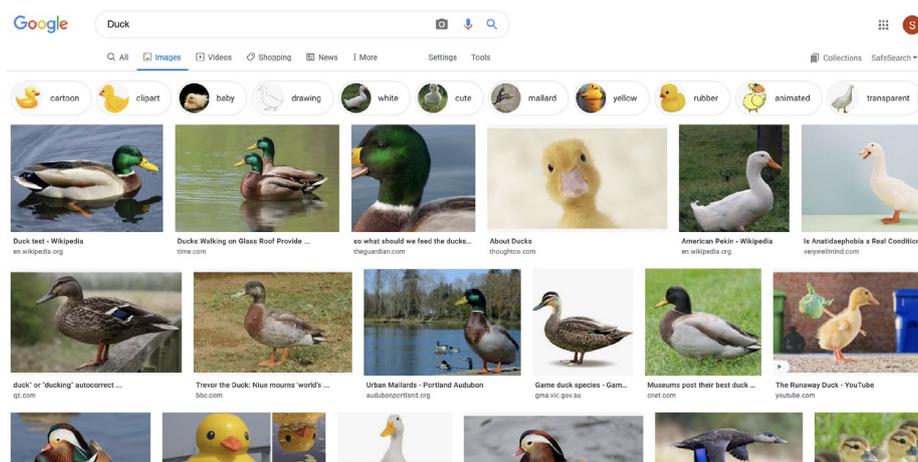
1. In Google, select "Images".



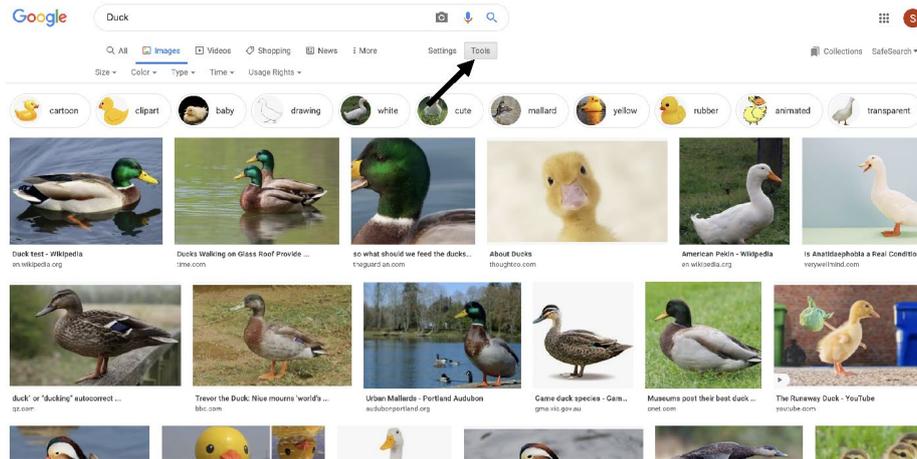
2. Type in the keyword of what you are searching for.



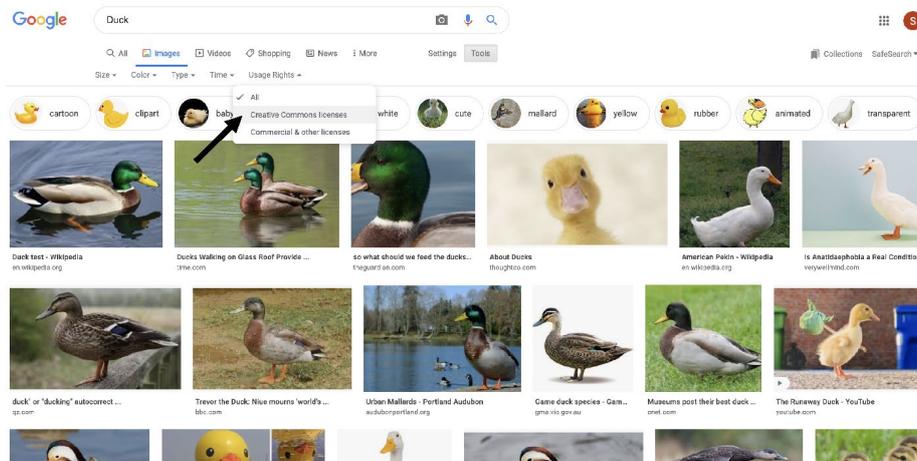
3. Picture results are displayed.



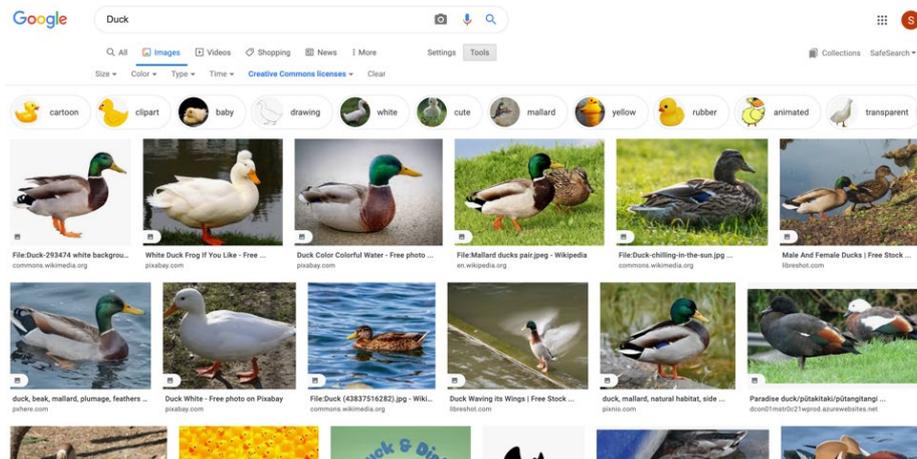
4. Click "Tools".



5. Select "Creative Common Licences" and this will narrow down the results to images with CC licenses.



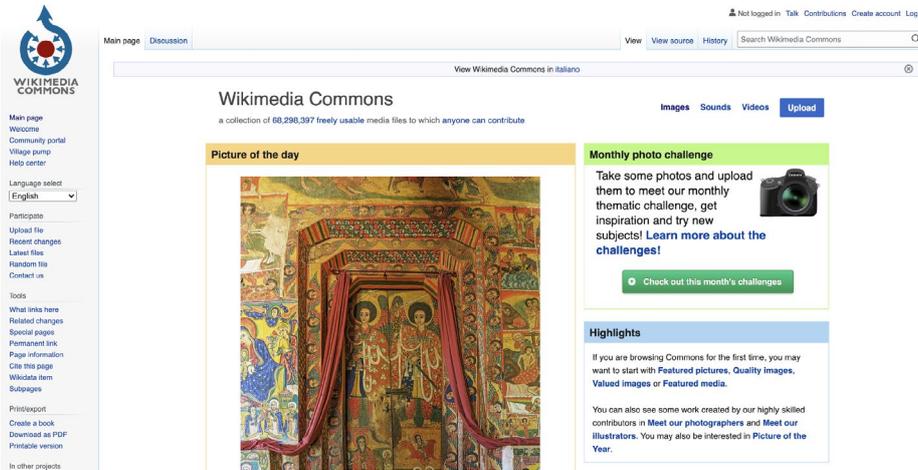
6. Note that images from Wikipedia and Wikimedia are included.



Wikimedia Commons

Wikimedia (<https://www.wikimedia.it/>) is a non-profit foundation that has the stated goal of developing and maintaining open content.

1. Go to page https://commons.wikimedia.org/wiki/Main_Page

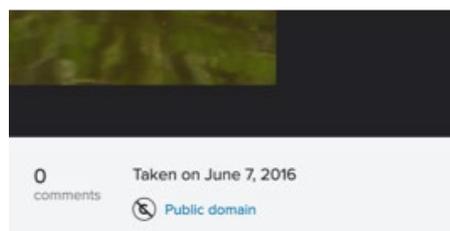
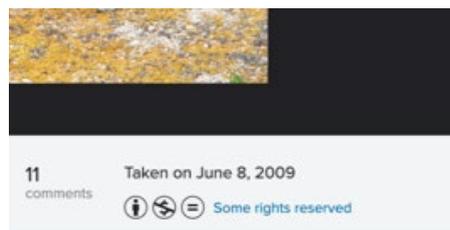


2. Click “Images”; you can search subcategories or pictures arranged in topics. You can also use keywords to search for certain pictures.
3. Picture results are displayed.

Flickr

Flickr (<https://www.flickr.com/>), is an image and video hosting service, as well as an online community. The licensing options primarily include the Creative Commons 2.0 attribution-based.

1. Go to page <https://www.flickr.com/>
2. Search images by keyword.
3. Select the license (All creative commons or No known copyright restrictions).
4. Click the image, pay attention to the type of license.



5. Otherwise click “The commons” to reach the catalogue public photo archives.



Unsplash

Unsplash (<https://unsplash.com/>) contains freely-usable images. Pictures can be searched for using keywords.

Pixabay

Pixabay (<https://pixabay.com/>) contains free images & royalty free stock. Images can be searched by using keywords and searches can be refined. Make sure to use “Free images”.

Pexels

Pexels (<https://www.pexels.com/>) contains free stock photos and videos. Images can be searched for using keywords. Pay attention to the “License” section.

Picjumbo

Picjumbo (<https://picjumbo.com/>) contains free stock photos and images for projects and websites.

Images can be searched for using keywords. Pick free stock photos or images. Search tagged images, if needed.

c. Videos

The primary sources for sourcing videos used for DIGIPASS are

- TedX talks (<https://www.ted.com/>)
- Vimeo (<https://vimeo.com/>)
- YouTube (<https://www.youtube.com/>)

TedX talks

TedX talks (<https://www.ted.com/>) provide videos under Creative Common licenses (<https://www.ted.com/about/our-organization/our-policies-terms/ted-talks-usage-policy>). TED encourages sharing videos for non-commercial use under Creative Commons license, Attribution–Non-commercial–No Derivatives (or the CC BY–NC–ND 4.0). Musical performances cannot be distributed.

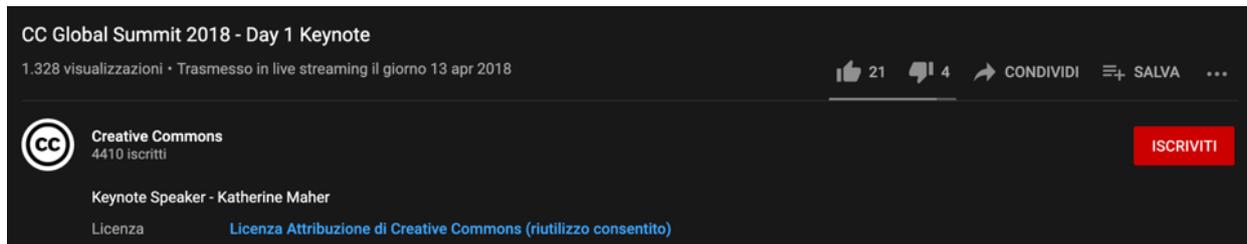
Vimeo

Vimeo (<https://vimeo.com/>) is an American video hosting and sharing platform. Vimeo does not provide free-to-use videos; you cannot embed videos but you can add links in your contents to Vimeo.



YouTube

YouTube (<https://www.youtube.com/>) is an American online video-sharing platform. Authors can decide to make their own video available under CC BY license. The license is indicated in the video information section.



Creative Commons also has its own channel (<https://www.youtube.com/user/creativecommons>).



HOW TO RECORD VIDEOS

This document will guide you step-by-step on how to set up and record either testimonial or informational videos, if you feel the need to add to or adapt your implemented version of the DIGIPASS Student Training Programme. There are four parts in this guidance: 1) recording with the camera, 2) setting and composition, 3) recording and checklist, and 4) sending the footage.

There are some ground rules that you should follow during the production of your video. Please bear these in mind when recording your video.

1. You probably won't be able to memorise your whole script, and that is fine! You can just say your lines a couple at a time if you are having difficulties. However, remember to keep it natural!
2. When you make a mistake, pause for 2-3 seconds before continuing again.
3. When you are talking, look into the lens like you are speaking to a person.
4. Use one take. If there is a mistake, keep the camera rolling.
5. We encourage you to use hand gestures and natural body language.
6. For DIGIPASS videos, the introduction was done in the presenter's native language. The rest was in English. Feel free to decide what works best for you.
7. Once you have finished your last line, stay where you are and wait for 2-3 seconds before turning the camera off.

a. Camera

The first thing you need is a camera for the recording. You can use any recording device that you have at home, for example a phone or a video camera. Preferably, use the device with the highest quality possible.

Note: sometimes your smartphone has better quality than an older video camera!

b. Resolution and frame rate

Once you have decided which device you are going to use for the recording, it is now time to have the right settings. Check the settings of your device and look for the resolutions. If possible, use **4K** or **1920x1080**. If you do not have these resolutions, then try to use **1280x720** (= minimum requirement). If you do not have 1280x720, you should try to find a different camera that can meet this requirement.

Also, ensure that your camera can achieve at least 30 frames per second (fps). If your device allows for it, try to use **60 fps** for the recording of your video. Usually 30 fps is the minimum, but if your camera does not have this, you will need to find another camera that has this capability.



Note: some video cameras have 25 fps instead of 30 fps and 50 fps instead of 60 fps. It is also possible to use these configurations.

Finally, make sure that you record the video horizontally. This means tilt your phone 90 degrees for a wide screen. If possible, make sure that your aspect ratio is **NOT** 1:1 (this means that the video will be recorded in a square). Try to use **16:9**. If that is not possible, then use **3:2** or **4:3**.

Multiple shots

A shot is everything that happens within the frame. The frame consists of what you see in the viewfinder of your device. For the video, you should try to shoot it at least **twice** in **two different shots**. This provides the opportunity to edit the video later. One is the “normal” distance shot and the other is closer.

The **Medium Shot** will be considered as the “normal” shot. This means a shot from slightly above the head down to the waist. Keep in mind that you need to have enough breathing room above your head! That means that your head will not “touch” the upper border of the frame. The next shot is an extra shot, called the **Medium Close-Up**. This is the distance between your head and chest. Keep in mind that here you also need some breathing space above your head.

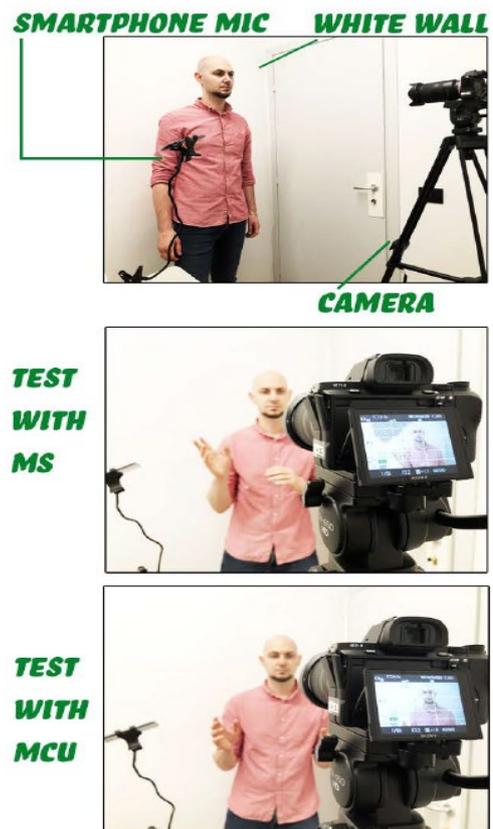


Figure 23. Different kind of shot types.

If you have an extra camera (with the same quality) at your disposal, then you can use both cameras at the same time. It is important that they have the same quality, so only do this when you have two of the same devices.

c. Audio

Now that the camera is set up, it is time to dive into the audio. If you have an external microphone of high quality, then please use this one. Make sure that the microphone is as close as possible and pointing towards your mouth for the best results. It is important that the microphone is out of the frame, so keep this in mind!



If you do not have an external (high quality) microphone, then a phone is just fine. If you have an extra phone at your disposal, then use this as the (second) audio recording device for better results. Place this as close as possible to your mouth and facing your face. Remember to keep the phone out of the frame.

Finally, if you do not have an extra phone or external microphone, then the built in microphone of your recording device will be sufficient. Simply start the recording and it will also catch the audio.

d. Position of the camera

Now that your recording and audio devices are ready, it is time to set up the camera. Try to use a tripod to stabilise the camera and prevent it from shaking. If you don't have a tripod, try to find something that can hold the camera still. The height of the camera must be at eye level, looking straight. You should not be looking down or up to the camera!

e. Setting

Now that you have gathered your equipment and put the camera at eye level, it is time to record! However, before you begin, you have to find a spot for your recording. Where will you put the camera and where will you stand? Here we shall explain a couple of things that you must keep in mind before filming.

f. Background

First, try to find a "calm" background. This means a background without much distraction. If you have a white wall, then this would be perfect! A couple of photos, plants or other art pieces on your wall are welcome. The main point is that it should not distract the viewer too much, allowing them to focus on you.

If you don't have a (white) "plain" background, then your bedroom or living room would also be an option. As long as it is tidied up, it is okay to have furniture in your background. Remember that the focus is on you!

Lastly, if you don't have a calm background, you can also record outside. This could be your balcony, on a hill with a view, or in the park. In these kinds of backgrounds, it separates the front and back clearly, even if there is a lot going on.

g. Clothing

The dress code for your video should not be strict and you should wear something that presents yourself. However, we do recommend not to wear clothing that is too formal, as the target audience will be students that are planning to go on mobility. Also, try not to wear something that matches your background (colour or pattern).



There is only one restriction here: you should not wear repetitive patterns, such as squared shirts or coloured stripes. That is because you can risk the moiré effect, which will distort the video (see Figure 24).



Figure 24. Moiré effect.

h. Composition

Now that you know where to film and what to wear, it is time to determine where you will stand in the frame. As mentioned before, you are the main focus. Therefore, it is best for you to stand in the middle of the frame (Figure 25). Remember the shot types and head space! Don't get too close or too far from the camera. It should be a **Medium Shot** and **Medium Close-Up**.



Figure 25. Medium shot

i. Lighting

At last, the hardest part of the video is the lighting. It might be difficult for you to find a place with good lighting. Try to find a place that is well lit, especially from a natural light source, such as sunlight. This is the best kind of light you can get. If possible, try to let the sunlight shine onto you (not from the back or the side!). For example, if you have a window in the room, try to stand in front of it, facing the window.



If you don't have a good location for natural light, then it is possible to use artificial light, like **professional white LED lights**. Try not to use yellow light, as this gives an unprofessional look.

j. Recording

Now that you have set everything up (the camera, the setting and yourself), it is time to start recording! To make it easy for you, here is a checklist for you before pressing the 'record' button:

1. Set up your camera (right settings).
2. Set up you second audio device (if possible).
3. Find a 'calm' background (check the lighting!)
4. Wear something comfortable (but no repetitive patterns!)
5. Put your camera on a tripod for stabilisation which is at eye level.
6. Put yourself in the frame.
7. Press the 'record' button(s).
8. Clap your hands.
9. Repeat this one more time (different shot type).

The clapping of your hands is to synchronise the sound of both audio devices. Once it starts recording, wait 2-3 seconds before starting your first line. When you make a mistake, don't worry, just keep the camera rolling and start over with your line. Keep in mind to wait 2 seconds before resuming your line. After you are done with the first take, please do it one more time, but in a different shot type (medium shot or medium close-up).

Note: In the end, you should have two video files in two different shot types.

k. Sending

Once you are finished recording your video (twice), it is finally time to send it over to your designated experts who can edit the footage and make it into a final product! To do this, the easiest way is to share your videos either through Google Drive or WeTransfer.

If you use Google Drive, simply open up your drive, upload your videos and share the links. This way, your experts can download the footage from the Drive. If you choose to go with WeTransfer (<https://wetransfer.com/>), simply upload your videos there, **create a link** and share it.

