Reflections from the COHAB Project -

Staff reflections at the end of the journey

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Martin Skude Rasmussen & Hélène Kelly (ed.)

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Introduction:

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From the very beginning integration has been one of the cornerstones on which the European project has rested. With the introduction of the single European market, integration became an even more important factor. The single market did and still does have an enormous effect on integration in terms of the flow of goods, services, investments and technology across borders (Makhlouf 2012). Even though the single market and globalization in general do have an enormous effect on the integration process, the integration and mobility of the workforce is still quite limited. As Sassen (Sassen 2011) notes the labour market of today is not very open and not very global. It is a mix of markets concerning the flow of goods.

The South Baltic Region is like other European Regions characterized as having a rather low level of mobility both in terms of educational and labour market mobility. Despite the clear economic, cultural and social potential resting in the region, the regional integration is moving at a slow pace.

With the recognition of the regional potential and the moderate speed of the integration process, the Cohab project set out to make a small scale push for greater integration in higher education and the labour market.

In order for the labour market to become mobile, it is the belief of the project partners that this process has to start with educational cooperation. Educational cooperation and integration has proved successful as a catalyst for further integration, including labour market integration in other European regions. One of the best examples of this is found in the Oresund Region between Denmark and Sweden. What started with educational integration has now become one of the most integrated European regions in the entire Union. However, several significant factors distinguish the Oresund Region from the South Baltic Region. The South Baltic Region covers 5 countries (Lithuania, Poland, Germany, Sweden and Denmark) and is geographically located around the South Baltic Sea. The South Baltic Sea has changed in its importance from being a uniting factor (in the period of the Hanseatic League) to becoming a barrier for cooperation. Yet another barrier for mobility and integration, which is not seen in the Oresund Region, is that the national languages spoken in the region are very different. Only recently has English been established as a common second language, promoting cooperation and integration. Last but not least, the historical and cultural backgrounds of the nationalities in the region vary considerably. These distinctive factors between the two regions suggest that other measures need to be introduced to counter the low mobility rate.

With the EU 2020 focus on educational and labour market mobility and integration in mind, the COHAB Partnership set out to meet the some of the challenges facing the integration process in the South Baltic Region. This is well reflected in the project application where it is stated that:

“It has been recognized by the project partners that the interregional labour market mobility is not very well-functioning in the South Baltic Sea region. Bottleneck situations in the area requiring qualified labour from other countries have not really improved the labour market mobility and the project partners believe that a project is needed in order to establish the barriers of this lacking mobility and to do something about this situation. The project partners have established that the main barriers that need to be addressed include ignorance of each other’s local culture in education and labour market, educational recognition and lack of strong educational links” … and “In order for the labour market to become mobile, it is the belief of the project partners that this process has to start with educational cooperation. Through study visits, cooperative work with courses or attendance in courses and
summer school, staff and students will be introduced to and become familiar with the cultures of the South Baltic region; the labour market, the job opportunities, the educations and educational structures, the people and the local traditions and values. The staff and students will become ambassadors for the interregional mobility and the result will be that it will widen like rings in water”.

With the belief that the integration should start with educational cooperation, the COHAB partnership faced one overall challenge – the geographical distances within the region. To overcome this challenge the partnership designed the project structure on three main pillars:

1) Face to face study visits for both staff and students
2) A two week long intensive summer school
3) Communication systems allowing for real-time simultaneous teaching a cross borders and sharing material

The project has focused on two of the biggest educations in the public sector, being the teacher training education and the nursing education.

The focus of this booklet is to share the reflections of the staff that has worked in the project. The staff reflections are a very important part of the project, both in terms of project’s results but also for future co-operation – not only within the COHAB network, but also for other international co-operation projects.

The remaining part of this booklet is divided into two separate main parts. The first part of the booklet focuses upon the teacher training education while the second part concerns the nursing education. This division has been made due to the fact that the two educational branches have not followed the exact same paths through out the project, although following the overall structure as outlined above. The finishing chapter presents the final results of the project and proposes suggestions for further educational cooperation in the region.

Sources:

Reflections from COHAB Team Teacher

Reflections on module A Professional skill and mobility

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Introduction

One of the things that constitute the very charm of teaching is when a course you have planned for and carried out exceeds your expectations. When we work out a new course with its ends, aims, content, literature, structure, assignments and activities we have a general image of how the course will be like in the encounter with the students. The expected learning outcomes are presented before the students and in the end of the course you go through them once again to hear whether the students feel that they have achieved them.

During the work with COHAB and the module Professional skill and mobility we have experienced that the students in their reflections upon the content express both pros and cons. One of the parts of this module seems to have been very challenging for some of the students: the dialogue seminar (we will get back to that later). But foremost we feel that they have learnt more and even other aspects than those we have listed in our aims. That is what we call “added value” and a true value of an education.

By no means this achievement is solely due to the module A. On the contrary, it hadn’t been possible to reach such results without the figure of thought of “the Baltic Sea Teacher” and the metaphor of “The Journey”. But most of all we give our thanks to the students who have learnt us so much of hopes and fears in the process of becoming a teacher and through their open-mindedness have shared thoughts and ideas which help us to envisage new possibilities and openings.

In the following we will describe the content of module A and its progress during the course. Together with the description we will present our reflections. Our structuring principle is chronological, from the beginning with the summer school in Klaipeda in the end of August 2013 to the end of the virtual teaching course in April 2014.

Preparations – Virtual Seminars

Before we embarked on the summer school we had the opportunity to test our ICT- equipment and meet the students of the different countries through virtual meetings. Even if most of the content in the module was presented during summer school, one essential part was actually introduced for the students in a lecture in June 2013: The writing of the personal narrative in the anthology. Here we also presented the metaphor of the journey as overarching principle together with the figure of thought “the Baltic Sea Teacher”.

The idea in the module A was that the student would contribute to the project’s aims to “map” and identify barriers and bridges for increased mobility. The mapping should be done through interviews with different categories of informants (fellow student, teachers, pupils), partly due to the stakeholders of each education and the character of the labour market. The interview-material and material from blogs and dialogue
seminars should be compiled in a personal narrative. The story should be a part in an anthology consisting of the other students’ stories and teachers’ narratives. By creating such an anthology it could provide as teaching material but also form a document in time where various cultures expressed how barriers could be dealt with in order to pursue a higher level of integration in the European community. The contribution in the Anthology would also be discussed between the teachers and forms an essential part of the evaluation and dissemination of the COHAB project.

Summer School in Klaipeda, August 19-30 2013

During the summer school the module was presented for the students. We instructed the students that the content of the module went along three intertwined tracks where the intended learning outcomes were achieved through a gradual progression, from the summer school (Summer 2013) until the end of the parallel teaching course (Spring 2014). These were the specific aims of the module:

- to conduct interviews based on a scientific approach and methodological awareness and to apply basic skills in project management within an international context to train and develop reflection as a tool for experiential learning and to exemplify personal experiences of learning and problems and possibilities in cross-border collaboration
- to train and develop skills to participate and contribute in intersubjective encounters and dialogues with the purpose to identify and configure images of professional skill, bridges and barriers in the countries of the project
- An essential theme within the content of the module was “Science and Liberal Education (Bildung)”. The students were introduced to different research paradigms and their epistemological foundations. At the heart of this track was how complex problems can be dealt with from a more holistic perspective and through the relationship between theoretical and practical knowledge. Along with a lecture introducing this theme there was also instructions about interviews as a scientific method.

One of the methods used for an explorative and heuristic approach (which was new to the students) was the dialogue seminar method. The students were told how to be prepared before the seminar. The tale of The Ugly Duckling was chosen as an impulse text. The students should read it slowly and carefully while making short notes of thoughts and reflections. Afterwards they summarized their thoughts in a text (1 page) where they related to education, the school system or their role as a student or a teacher. During the seminar each participant read her/his text aloud and after that the other participants made comments. After the seminar a document with minutes of ideas (central themes and concepts that had come up during the seminar) was published on the learning management system for the course: Moodle.

Our impression of the dialogue seminar was very positive. It was obvious that the students had longed for a forum where they got the opportunity to exchange and process ideas, thoughts and experiences that had come up during their stay. In short they found it as a new way of working that could be useful for them as teachers.
Study Visit in Denmark, October 7-11 2013

During the time in Denmark the COHAB students were scheduled to do interviews with Danish teachers. The Danish students had arranged teachers in the Vordingborg area to interview. The Swedish team teachers lectured on the theme interviews and a lot of discussions took part in class on how deal with it. Afterwards students, in groups depending on what type of teachers they were going to talk to, had time to finalize and consider their relevant questions.

The aim was to conduct interviews based on a scientific approach and methodological awareness and to apply basic skills in project management within an international context.

All students carried out interviews with teachers and made written documents that was published on the COHAB Moodle platform.

A dialogue seminar was also held during this Study visit, dealing with the text “Teacher Man” by Frank McCourt. The story is told by the author when being a young, new teacher having his first class experiences in a New York school in the middle of last century. The author reflects on his relationship with pupils and school authority and a couple of situations brings him into hilarious, serious, sad and relation-bonding conditions important for future teachers to reflect and debate around. The participating students came prepared and with written reflective stories mirroring for them close by related moments from their own classrooms, as pupils or teacher students.

Aiming to train and develop skills to participate and contribute in intersubjective encounters and dialogues with the purpose to identify and configure images of professional skill, bridges and barriers in the countries of the project.

To be able to give everyone time and space to read and talk around their text, as well as let their peers comment and reflect about what had been brought up the whole COHAB group was divided into two parts. In the two different dialogue session, each lasting two and a half hours one contained ten students and the other one nine. The actual dialogue was led by one team teacher and another team teacher was taking notes. The written matters and themes from the first chapter of Teacher Man were important and serious but the brought up reflections and contents were private and still mostly concerned the students own experiences and situations not involving any situations where other COHAB student played a great role.

According to the students the dialogue seminar went well and everyone could freely express opinions and thoughts. Everyone gave positive comments on the evaluation form.

Study Visit in Germany, December 2-6 2013

In Germany the students got an opportunity to further more explore the dialogue seminar method. In the same way as in Denmark the students had to prepare a text in advance and this time their text should be inspired by a short film about the Nigerian author Chimamanda Ngozi Adichie. The focus for the seminar was “the Danger of a single story”. During the seminar many interesting subjects surfaced and the there was a feeling that the participants really dared to share personal thoughts and reflections about meeting other cultures with all its challenges of i.e. preconceptions.
After the study visit in Germany we could see that some of the students were a bit critical towards the dialogue seminars. Some expressed that it became boring in a way that the discussion circled around the same topic. At the same time there was also a considerable number of students who were positive and found the seminar rewarding. It might have been the vulnerable and sincere mood at the seminar that caused this uneasiness among the students.

During one of the school visits in Rostock the students got the possibility to conduct interviews based on a scientific approach in line with the content of module A “Professional skill and mobility”. The interviews were made in groups with pupils at the age of 16-18 years and the questions mainly focused on thoughts about mobility and intercultural encounters. The material from the interviews were meant to be used as background material for the personal narrative the students were writing as a final assignment in the project.

Study Visit in Sweden, February 24-28 2014

To a great extent we had felt all along that the study visit in Sweden would be the final test for how well we had achieved in our planning and work with the students. In this respect we were a bit anxious and quite nervous. There were so many pieces that needed to be brought together in order to complete the course and now we stood before the challenge to see how our idea with the “journey”-metaphor and the idea of the Baltic Sea Teacher had worked out.

During the progress of the course we could see how the students’ personal narratives slowly materialized and grew. A reflection on the work with the personal narratives is that there probably were great differences in how much feedback the students had got on their first texts. Some students had also had troubles to finish due to other exams that lay parallel to the course. In many ways, the workshop for the anthology that we had planned for the last study visit in Sweden would be a sort of a “mini-evaluation” of how we as teachers had managed to support the students in their writing process and how good and clear our instructions for this assignment had been. Before the seminar the students had been instructed to read and give feedback on a text from a fellow student to find improvements and issues for discussion.

We must say that the texts from the students and the workshop exceeded our expectations. During the workshop sessions there were many examples of interesting and fascinating stories about how the students had experienced encountering other cultures, the study visits, the seminars, the late night talks and so on. Our general impression is that the workshop sessions helped the students to improve their texts. They were very supportive in their feedback and it was obvious that the texts brought up several aspects and dimensions of how they had experienced the course.

An interesting remark is that a number of students had troubles to write in a personal and reflective way. They seemed a bit inexperienced to write in that specific genre and that struck as an interesting reflection to bring up. The students will be working as teachers and an important part of developing yourself professionally is the ability to reflect. We know from research that professionals usually talk about their practice by using images or metaphors, in general a personal language closely connected to “doing” and actions. It is of outmost importance that students learn how to write in an academic and scientific fashion. At the same time a teacher education should challenge the students to also write about their practice.
Maybe this is something to bear into mind, especially when it regards the work-based learning parts of teacher education (e.g. during internship).

**Dialogue seminar during the visit in Växjö, February 26**

As during the former study visits, the week contained a dialogue seminar but this time we had chosen another approach. For this particular seminar the students were ask to reflect and write a text around one of the following issues:

1. Look at your three former texts that has been written to your former seminars! Are there parts of these texts where you “meet” yourself or “others” that you find especially crucial, energy containing, that makes you want to go deeper in and reflect and write some more about. Do so!

2. Make a summary of your dialogue texts compromising them in to a shorter more solid version where you combine parts of your various texts constructing a type of your own “patch work”.

3. Write a text where you give personal experiences from the time you have taken part in this Baltic COHAB project. Try to reflect in a critical way on some dimension on being part of the project, living in the Baltic area with various cultural differences and similarities.

During the two different dialogue seminars in Växjö they both had similar contents. At this time of the project many students felt the need to discuss and evaluate various issues and most students did chose to write their text about issue 3. The structure of the former seminars were followed meaning that one team teacher led the seminar and one team teacher took notes and each student had to read their text loud and others had to give comments or initiate a discussion around it. The content and the debates in the dialogue seminar were evaluating, critical and engaging. It seemed that everyone had the need to ventilate and mention concerns which had in a way been obstacles or problems in the project. Issues brought up were digital connection problems, culture differences between the countries, practical problems when cooperating cross country wise, how much do we identify with being a Baltic teacher, do we identify as European to mention a few. Some voices were critical, a few arguments were carried out, problems were lifted but the seminar ended in negotiation. The two participating team teachers felt that there was a great need to bring up these various matters to discuss and feel that the whole group benefitted from the open somewhat critical seminar and that this type of openness is crucial for a constructive continuing of the project.

to train and develop skills to participate and contribute in intersubjective encounters and dialogues with the purpose to identify and configure images of professional skill, bridges and barriers in the countries of the project.

**Virtual Teaching**

The course in the project also consisted of the objectives that the students should be able to understand the concept of virtual teaching and to manage a virtual classroom. During the two semesters of the course we participated in four virtual meetings where the different countries facilitated one meeting each. The
virtual meeting hosted by Sweden had a focus on professional skill and our students gave four lectures using different teaching methods to serve as a good example of professional skill. The use of ICT tools in virtual teaching was a challenge for both students and teachers and we all felt it required a different approach and different mindset than your everyday teaching situation.

The methods used by the Swedish students were for example the “flipped classroom” which is a method that adapts well in a virtual setting. The content in one of the other lectures dealt with motivation factors and how you can use i.e. the internet in your teaching.

Conclusion

We started of this chapter talking about the unplanned events and outcomes and added value as the charm of teaching. Looking back at our efforts we can say that we are very pleased with our achievements. Even if it hardly can be seen as an explicit result of Cohab we can see that the students are creating new platforms for themselves. It is one thing in particular that we would like to underline as an unexpected outcome of the project and that is that a group of our students have started a community on Google+ called COHAB SWEGER. This initiative comes entirely from the students and is a great way of continuing the cooperation.

It has been a pleasure and fascinating to be part of this great adventure that COHAB has been. We have learnt so many things and not only gained new colleagues but new friends

Reflections on module B - Interregional communication

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The course was divided into three separate blocks (for a schematic overview see annex 2):

- A. Professional skills & mobility
- B. Interregional communication
- C. Culture & society

The virtual course consisted of four sessions for all four partners and two sessions with two partners together. The two and two sessions made it possible for teacher students and vocational students to work separately with key subjects linked to the specific education.

Calculated down to “normal” lessons of forty-five minutes the course consisted of twenty-eight lessons all together.

Following is a description and reflection on Block B which deals with communication cross border.

1. What is interregional virtual communication?

An essential aim of the COHAB project is to further collaboration and mobility between the four partner regions – both during the project and beyond. One way of doing this is to arrange regular face to face meetings in order to build network and create joint projects, but this would seem to be a very time-
consuming and expensive option. An interesting and potentially very fruitful alternative is to use virtual communication for interregional collaboration. For this reason, the course offered to 20 students from the four COHAB countries focused on interregional virtual communication, both as a means and as an end.

But what exactly is interregional virtual communication? In the COHAB project, the concept is defined as communication that takes place in a virtual setting and involves two or more colleagues and/or students from different regions. Using experiences gained from the COHAB project as a starting point, the present article will discuss relevant virtual communication tools, management of the virtual classroom, potentials and challenges and the need for a didactic design for virtual teaching in education.

Virtual communication tools

An abundance of tools are available for virtual teaching, but the COHAB project relied on two different three types of tools in particular, namely videoconferencing, an e-learning platform and various web 2.0 programmes, which serve different but mutually dependent functions.

Videoconferencing allows two or more locations to communicate by simultaneous two-way video, whiteboard and audio transmissions. Like all long distance communications technologies (such as phone and internet), videoconferencing is distinguished by reducing the need to travel to bring people together. Moreover, the visual and auditory quality is good, and the equipment is relatively easy to use.

While videoconferencing offers many benefits, there are also drawbacks. When used in education, the result may well be a teacher-centered classroom, where students become passive onlookers. Although traditional face to face group work can be arranged separately in the classrooms, this kind of setting hardly fosters true interregional collaboration.

Taking this into consideration, various web 2.0 programmes were also used in the COHAB course to allow for students and teachers alike to collaborate in small groups across borders in real time. Programmes that
were used for interregional, virtual group work in class included Skype, Google Hangout, Google docs, Facebook and Prezi. Finally, the online learning platform Moodle was used as a communication and storage platform throughout the course.

The decision to make use of the equipment and programmes mentioned above was based on a number of practical and didactical concerns in relation to management of virtual classrooms, which are in some aspects different from traditional face to face classrooms.

2. Managing the virtual classroom
   a. Didactical considerations (split & flipped classroom)
   b. Student collaboration in a virtual context (national & transnational group work)

How to manage a virtual classroom? What does it look like? The last question first: The physical classroom at all locations consist of a smart board, a video conferencing screen pixled in four steaming life from all locations. You can move your own camera in all directions and zoom in and out. Sound can be turned off. Both picture and sound are in high quality.

five students and one-two teachers are placed in each location virtually together in “A Global Classroom”.

Photos above shows that when three or four partners are together the picture from each country becomes quite small. It allows you to recognize persons you already know from face to face, but even the quality of the picture is very high as mentioned before is small sizes makes it hard to hold contact with the students participating from abroad.

Persons, students, teachers, whoever can stay focused for a shorter time when using videoconferencing than at a traditional face to face lecture. The schedules listed below shows how sessions were divided into small bits and various activities. It is very important to involve students and makes them active both in the classroom and cross border. Both research and our experiences tells that about 15 minutes of video conferencing is the time limit. It requires a highly concentration to listen to a speaker long distance and
using a second language is a filter for both speakers and recipients. Summing up: Oral communication passes through four filters altogether from sender to recipients. Two screens, two language barriers of varied textures depending on English skills. Sound delay must also be mentioned. Even it is very little is has an impact on the conversation flow. It becomes a bit artificial by waiting. It is really useful that you can turn out the sound in your room, because the clean sound can be quite noisy with four classrooms together.

During one lesson many communication modalities took place facilitating different types of work. Lessons consisted on following activities as shown in the sessions plans below:

- **Teachers lecture**
- **Two kinds of group work:**
  - **National groups and**
  - **interregional groups**
- **Individual work**
- **Interactive exercises on smart board. For all locations**

A part of the interregional group work was to test various communication platforms. It turned out that the most appealing platforms were google+, google hangouts, and facebook's messenger functions. Some did text also.

Working synchrone on the smart board was great fun and a concrete and visual way of working together due to the variety tools on the smart board.

Altogether It appears that the video conferencing system in connection with smart board work well, Video conferencing is a as the word says videoconferencing and it is requires another way of thinking didactics than for instance parallel teaching where classroom are featured with one camera in front and one in the back.

### 3. Potential and challenges.

The potential is obvious: You can meet and work with persons across long distance. It is a way to interact with other cultures. It easy to share classrooms. The teachers can metaphorically speaking open a window to the world. Let other classes watch the teachings but also interact with them in whatever ways you find fruitful.

It can save a lot of time and money when you want to work cross border. It means that it is possible to do more work with more countries and more people. You must reorganize that teaching you must be reorganized and you must develop new ways of teaching and thinking didactical.. It is a minus that the dialogue becomes a bit artificial due to sound delay. You must wait longer than normal taking turns.
4. Developing a design for virtual teaching

Experiences & advice

Based on the experiences gained from the COHAB project, we put forward the argument that teaching designs used in traditional face to face classrooms cannot easily be applied in virtual classrooms. Teachers practicing virtual teaching are aware of this, but they are left to cope on their own as few studies address the issue. Advice is limited, guidelines are few and a “Virtual Teaching for Dummies” is yet to see the light of the day.

However, what we need may not be guidelines based on large-scale research findings. As Diana Laurillard puts it:

“Ideally, teachers should be able to enact design science as part of their normal professional practice, and have the means to act like design researchers themselves, i.e. documenting and sharing their designs. Without this they remain the recipients of research findings, rather than being the drivers of knowledge about teaching and learning, able to critique and challenge the technology that is changing their profession”.

In other words, an integral component of any virtual course should be for teachers to “enact design science”, that is, to experiment, to document and to share their positive as well as negative experiences. This has been the aim of the COHAB project and this article - and it may well be one of the ways in which teachers can successfully stay ahead of the game in an increasingly technological world.

Sharing and adapting experiences.

We will let the participants get the last word with some reactions from the virtual meeting October 23rd 2013:

“Thank you and your colleagues for the virtual lesson yesterday, it was great opportunity for us to learn some new things, you have a good experience working in Moodle system, and of course, it get more possibilities in learning and teaching.

For us Lithuanians it’s just a very new form of modern teaching technology, we need more practical skills and maybe individual studies in this field of technology. It’s was very useful lesson for students and teachers. Thanks a lot!”

On The length of the sessions:

“Thank you for doing this! I think that it must be a big help for the Lithuanian team!

I have just one thing to comment on according to the schedule:

“A 45 minute virtual lecture is not recommendable. –It is far too long – all literature on the subject virtual lessons/teachings agree on that and –I think our own experiences are evidence. If you look at the timetable from the Danish team you see no more than 25 minutes for lecture – and you may remember that it felt like a bit more than 25 minutes…. One of our aims is to gain experiences with split “class rooms”, “virtual teaching” and we might end up in a state where we can recommend a the length of a virtual lecture. How long time can one do without a break or exercise??.”
Below are three very different examples on plans for virtual sessions. Please note that in every presentation has group work and exercise in it event it doesn’t show in the plan.

*For examples of the virtual lesson content please go to annex 1*

**Reflections on module C – Culture & Society**

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**Working in international settings**

In today’s work design the megatrends like the technical and demographical change, the globalization and the change to a knowledge-based society have a heavy influence. If one regards in particular the technical change in combination with the globalization, one can recognize the development of working environments towards multimedia settings within the last few years.

The WorldWideWeb offers in connection with multifunctional devices many services to simplify our daily life and businesses. There are a lot of new possibilities especially for teachers and their work as teachers. Thus, it is possible to create multimedia based learning and teaching arrangements to a degree that was not even imaginable just a few years ago. To handle the implied challenges and to meet the aims of the new possibilities teachers are encouraged to train themselves dealing with the new devices and in the use of new methods.

By means of the technological development it was and is much easier for schools to generate international collaboration and networking than just a few years ago. Therefore one can recognize many schools running collaborations or participating in international networks with other schools or educational institutions within Europe and even all over the world.

The transnational or rather international work requires not only technical knowledge but also intercultural skills and competences. With regard to the developments described above the COHAB project accordingly focused on professional mobility, ICT-based teaching and learning and the development of an institutional network in the field of teacher education.

**Learning outcomes**

Due to the project targets team teacher defined learning outcomes which should result in the end of the student’s project participation. When drafting the learning outcomes it was important that the current challenges for teachers were taken into consideration.

The first of the three issues, we expected to be essential, is the ability to work in an international/transnational context. This includes the ability to be a professional teacher in a today’s globalized world and to reflect critically on their own and their social development.

The second issue covers the intercultural aspect – the knowledge, understanding and respect of different cultures and their specific customs and habits. That means in particular, that (1) the students should develop the capability to interact with colleagues from other countries, especially in the Baltic Sea region;
(2) the student should be able to reflect on their own and others culture in a critical manner, (3) furthermore they should gain an insight about the teachers’ role and a general perception of the teaching profession, particularly in the Baltic Sea region.

The last aspect we considered was interpersonal and collaborative skills within an interdisciplinary setting. The teacher students should develop their ability to work in an interdisciplinary team, which requires e.g. a problem-solving capability and creativity. They should be able to generate new ideas or rather learn, teach and collaborate in new learning environment, such as the method of Blended Learning, which was an essential part of the project.

**Teaching and Learning in Module C:**

The Module C “Culture and Society” was one of the cornerstones to reach the determined learning outcomes. Due to the project idea of promoting mobility to the students and provide them an insight of the partner countries the aspects of culture and society came into focus. Therefore this module can be seen as an overarching module for the students’ development and the project process.

Module C addressed the following targets:

- Students know and are familiar with the theoretical approach to culture and cultural standards. They can use the approaches of Hofstede’s (Hofstede/Hofstede 2005) culture dimensions and Thomas’s (Thomas et. al. 2010) cultural standards. They can reflect on their own cultures and are aware of intercultural differences.
- Students know cultural differences and similarities of the partner countries. They develop a South Baltic culture concept and get familiar with the interregional idea and can reflect on it critically. They can discuss pros and cons, strengths and weaknesses of interregional work.
- Students develop an idea/a concept/an image of an interregional working “Baltic Sea Teacher”. Therefore they discuss their own professions and the differences and similarities of their professions in the respective partner countries. They combine the gained knowledge to transfer it to a new professional concept of an interregional working “Baltic Sea Teacher”.

The project was structured into three essential parts: a summer school, study visits and virtual meetings. During the summer school and the study visits the students had not only the chance to see each other face to face but also to visit the partner universities and other educational institutions and organisations e.g. schools. Whereas the summer school lasted two weeks long, the study visits was one week in each country.

To get a first impression of each other the students met up in a short virtual meeting at first. But the summer school was the official start for the students’ project participation of almost eight month.

The students met for the first time face to face at the summer school in Lithuania. These two weeks were used to set the frame for the tasks within the next months. The taught topics during the summer school generated a lot of discussions regarding: cultural differences and similarities, teacher education and education in general. The students reflected on their own cultural background and gained information about the education systems and teacher education process of the partner countries.
The students themselves were very heterogeneous. The group comprised students from primary, secondary and upper secondary school and adult education. The methods and teaching designs within those education parts can be very different. Therefore the mixed group offered lots of variety and many possibilities to get new ideas for their own set of mind: of what teaching can be and how other countries develop the teacher profession.

Beside the fact that the students studied quite different fields of teaching they are on different stages in their life. The Swedish students for instance are professionals in a certain field of branches for at least 10 years. Some of them were 15 years older than other. By sharing their teaching and professional working experiences with the other students everybody gained from the fact that the group was so heterogeneous. Learning from one another became reality and took great effort for the students.

The study visits were hosted by the partner universities. School visits, workshops and cultural parts were organized and done in each country. The school visits offered an insight to the school life in each partner country, e.g. in the teaching and learning conditions and environments. Due to the different teaching profiles, primary, secondary and vocational education we decided to split up the group and organised specific school visits. The students saw how the systems, they heard of in the workshops, function and are realized in daily situations, how the schools are equipped and how they are financed. The variety of the visited schools was large – the students visited public schools as well as private ones. During the visits the students had the chance to attend classes, talk to students and teachers. Afterwards reflection classes took place, where the students could reflect the things they had experienced. The students gained a wide view to the different education systems and how learning and teaching is organized. They experienced different methods, didactics, teaching styles or usage of ICT devices. Hence they acquired new impressions for their own teaching career.

Another part was the project workshops, which took place in the facilities of the partner university. The students got the chance to experience studying at the partner universities for a short period of time. This provided an insight of how the daily life at the universities looks like, e.g. the campus, food in the cafeteria including similarities and differences on how the teacher education are structured and carried out etc. As another focus this culture and society module contained as well historical, art and social parts during the study visits. Thus the students visited museums, got guided city tours or enjoyed national food dinners, which supports the understanding of cultural diversity or similarity. Particularly interesting was the discovering of the common history because of the connection by the Baltic Sea – the Hanseatic Time left so many traces. Equally important are critical historical times like World War 1 and 2, which caused huge changes to the countries and their inhabitants. The students developed an understanding of how history influenced the Baltic Sea area. The city walks in Rostock, Klaipeda, Copenhagen and Malmö showed that especially red brick architecture is one of the main commonalities. The national food dinners presented a typical dinner with special food and all countries ensured a surprise.

**Baltic Sea Teacher approach**

With regard to the different teacher education profiles among the students it wasn’t easy to find an overarching topic that ensured that all students feel addressed. Something, all teachers have in common is
a specific identity or ethos. Mostly it’s about values and norms, pedagogical acting and the passion for teaching. Primarily it’s about the work with people: children in case of primary or secondary schooling or adult learners in case of vocational training. Thus, we developed a visionary concept of a regional teacher identity: The Baltic Sea Teacher approach, which presented a joint concept to work on. The Baltic Sea Teacher concept promotes an interregional teacher profile: acting cross border with interregional matters, considering cultural differences, networking, ICT skills and mobility in intellectual and physical aspects. It underlines the approach of the European citizenship. The development of an interregional teacher identity seemed to be an innovative way to connect the students.

The start of the summer school focussed on this approach. The students presented their own ideas of how the Baltic Sea Teacher is characterised and what skills and competences the Baltic Sea Teacher would need to work successful in interregional working settings.

Afterwards the students experienced themselves how to work in cross boarder projects. They were confronted with the challenges cross border work implies and that it can be quite difficult. For instance they had to hand in common assignments or they had to find agreements on chat dates and they were involved in the planning and organisation of the study visits in their countries. The students wanted to assume responsibility and they got the chance by organizing one particular day during the study visits. They planned, organized and carried out all activities on their own. That means that the lecturers were just mentors for this day and they had to handle the challenges, barriers and problems independently.

**Intercultural aspects**

As mentioned earlier Denmark, Sweden, Lithuania and Germany are located around the Baltic Sea, which allows the cultural view of them as western oriented countries. Therefore the cultural differences need not to be evident however every society has hidden cultural elements. Even if the differences are small it is necessary to figure them out and keep them in mind. Successful professional acting requires an understanding of those differences to avoid cultural pitfalls.

During the COHAB project the students got those necessary and sometimes detailed insights of the different partner countries cultures. For instance table manners and gastronomic culture can be quite different. The Germans tend to wait until all have their dish the Danes just start eating. This might be impolite for Germans but for the Danes it isn’t.

Conclusion:

The COHAB-project offered huge efforts for the students in cultural and society perspectives and has been a great chance to develop one’s professional opinion and built an own network of teachers within the South Baltic Sea region. The students learnt facts about the education systems and got insights of the educational structure, visited schools, met and talked to teachers and students, got used to the possibilities of ICT and practiced different tools to work and teach cross border and last but not least gained first cross border working experiences within the South Baltic Region. These experiences will help them to work more inter- or rather transnational within their future career. The defined learning outcomes got mostly fulfilled and the project can be seen as successful.
Sources:


Reflections from COHAB Team Nurse

Summer school reflections:
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COHAB – EU Interreg Project
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Abstract
In the summer of 2013, a two week intensive summer school was held in Klaipeda, Lithuania for 16 nursing students from partners in Denmark, Poland and Lithuania. The aim of the summer school was to prepare the students for their participation in a joint semester course held by the three partners. This article gives insight into the background for the summer school and joint course and illuminates some of the benefits and challenges associated with the planning and execution of an international summer school. Results from student and staff evaluations of the summer school are presented. Some of the issues addressed in the article are cross border cooperation staff challenges, the work load - free time balance of the summer school, and the benefits of a summer school as preparation for a longer, student academic cooperation.

Key words: COHAB, summer school, intercultural competence, international cooperation

Background
Co-ordination and integration of higher education and the labour market around the South Baltic Sea (COHAB) is a 3-year EU INTERREG project involving 7 Partners from the South Baltic area. The project’s partners are from educational institutions in Denmark, Sweden, Lithuania, Germany and Poland. One of the COHAB project’s main aims is to increase student and staff mobility with respect to the nursing and teacher educations/professions. The COHAB project’s nursing team consists of educators and students from the nursing educations at Klaipeda University, Gdansk Medical University and University College Zealand. A joint semester course has been developed based upon parallel teaching sessions using a video conferencing system; an IT platform for sharing course material, literature, group work, etc.; and study visits to the project partners. The study visits during the semester course will include theoretical classes, professional reflective sessions, advising with respect to group work, and professional visits. The course runs from September 2013 until the end of January 2014. An analysis and comparison of the nursing educations in Lithuania, Poland and Denmark was performed prior to the development of the semester course. (1) Based upon this analysis the nursing team decided to structure the semester around two
modules. Module 1 focuses upon the theme of nursing patients with chronic diseases and considers public health measures, the role of the nurse and nursing responsibilities when caring for patients/citizens with chronic diseases as well as clinical methods for observation and intervention. The module also has a strong focus on client centred, health education activities in both hospital and/or community health care settings.

The theme of Module 2 considers how nurses can best meet the needs of marginalised patients/citizens and groups. This module focuses upon the needs of marginalised patients/citizens and groups and the importance of relational and communicative factors in nursing practice. The module focuses upon both the hospital and/or community health care setting. Both modules will consider the needs of children and young people, adults and elderly persons. The structure and contents of these modules have been greatly influenced by the Danish nursing education’s curriculum for modules 6 & 8. These modules provide a flexible structure and contain professional foci visible in the nursing educations of the three participating partners.

Prior to the course start a two week intensive summer school was held in Klaipeda. The major aim of the summer school was to introduce the students to the COHAB project and to prepare them for their participation in the COHAB joint course.

Aims

Elements from The Tuning Project (3, 4) inspired the formulation of the concrete goals of the summer school. The goals reflect student competencies that are seen as integral for the successful completion of the COHAB semester course. Thus, the main goals of the summer school were to develop students’ intercultural competences; methodological approaches and skills with respect to data collection, analysis and presentation skills; and to develop their information technology (IT) technical skills and their knowledge of the benefits and limitations of various pedagogical tools and approaches.

The focus upon the development of intercultural competence was chosen in order to ease and facilitate the students’ collaboration during the semester course. According to Koskinen and Jokinen (5), developing cultural competence is a process where one must critically reflect on one’s own cultural and personal ideologies and seek new knowledge while in dialogue with people from other cultures. It is an ongoing process, thus the summer school program aimed at raising the students’ awareness concerning the role that culture plays in one’s perception of situations. Cultural knowledge is fundamental in the development of intercultural competence and the schedule provided the students with many opportunities to exchange, discuss, and reflect upon general cultural information as well as educational and professional perspectives. By increasing the students’ background knowledge concerning the cultures involved in the COHAB nursing team, it was hoped that the students would acquire a fundamental respect for each other’s cultures as well as an acknowledgement of how culture influences both personal and professional approaches. As educators we hoped that the summer school would provide the students with insight regarding cultural influences upon the nursing profession, nursing education and the organization of healthcare services that would provide a fundament for the students’ development of professional intercultural competence.

Therefore, the summer school schedule included a blend of cultural/social activities, theoretical classes and clinical study visits. English is the working language throughout the entire COHAB project, thus the students must all work in a language that is not their mother tongue. There have been no formal language prerequisites for participating in the course and it is therefore hard to predict how large a role language will
play in the students’ learning process. It was our assumption that the course and project would aid the development of English language skills & terminology relevant to the profession however; it is important for the students to understand that language is culturally influenced and that the same term though formally understood by all parties can awaken varying associations and connotations. Furthermore, not all words are translatable and when working in groups composed of participants working in a second language one must be more patient and listen attentively, use extra time in order to make sure that everyone understands the issues at hand, and take into account that different working styles may be culturally anchored. (6)

The theoretical classes contained information communication technology (ICT) exercises, transcultural nursing theory and field observation techniques.

Method

Prior to the summer school to student expectations were measured using a questionnaire. At the end of the COHAB summer school a new questionnaire was used to measure the students’ perceived benefits of the summer school. This second questionnaire was supplemented by a written individual evaluation and an oral evaluation. Both questionnaires used a five point Likert scale. The data was also supplemented with data collected via taped and transcribed student interviews at the start of the summer school. The students were informed that data collected during the COHAB project would be used in articles and presentations. All findings would be presented anonymously and students could withdraw their consent at any point in time. All students were asked signed a written consent form explaining their rights and accept of the stipulated conditions.

16 nursing students answered the online student expectation questionnaire sent out prior to the summer school start. This corresponds to a 100% answering percentage. The questionnaire focused upon the rating of learning objectives concerning the nursing profession, intercultural competence, the development of ICT competencies etc. The students’ answers showed little deviation with respect to the rating of these areas’ perceived importance for the summer school. The only areas that rated as slightly less important were the use of ICT as a professional nursing tool and the gaining of insight into cross boarder collaboration. Both of these areas received a mean score just under the other learning objectives that we inquired into.

Findings/Results

The results of the student survey at the end of the summer school showed that the summer school had lived up to the students’ expectations. The nursing students were now asked not only to rate the learning content of the summer school but also its general organization. The feedback from the students was extremely positive. In their overall assessment 50% of the students rated the summer school as gainful and 50% as very gainful. With respect to the organization of the summer school, only the IT facilities and the catering services were rated slightly lower than the other areas that we inquired about. The students rated the learning setting and the presentation of topics as being between good and excellent. Other areas that received extremely high scores were related to the intercultural experience, the study visits, the social activities and the experience of using English as a working language.
The data from the written qualitative evaluations supported the questionnaire evaluations and provided a more personal insight into the students’ perceptions concerning their learning experiences during the summer school. Generally the students expressed how their self-confidence and language skills had developed during the two weeks. As one student wrote, “The most important thing for me was to be more self-confident and not be afraid to talk to people who know better English than I- and I achieved that.” The qualitative evaluations also mentioned the development of the special skills needed when working inter-culturally, and in groups where English is not ones’ mother-tongue. One student stated, “I also learned to be patient and keep trying when you don’t understand each other. Working in groups is a real good exercise, as you need to get on with each other somehow.” The social activities were also mentioned as being positive “because we could meet each other, talking, laughing, just spending time... I think some of the students became friends.”

Organizational aspects were also mentioned by the students in the qualitative evaluations. Coordination problems with respect to the serving of meals at the student hotel were commented on by several students. Surprisingly though no one wrote about the technical problems that we experienced with the internet connection, that had resulted in us having to change locations several times. During the summer school the students often had very long days. Surprisingly though, none of the nursing students commented negatively about this.

An attempt to supplement the written evaluations with an oral evaluation was not terribly successful as the majority of the students did not participate actively in the oral evaluation session.

Discussion
During the summer school we as educators we were frustrated when we experienced organizational problems. The problems with the internet connections and IT facilities affected our teaching plans and resulted in schedule changes and limitations with respect to student ICT exercises. Changing meal- and bus-times, budget discussions and other organizational issues, resulted in extra planning meetings and much discussion among the participating teachers. As educators we experienced that organizational cultures vary greatly from country to country, with Denmark apparently being the least hierarchical when it comes to administration. As teachers we had expected that the students’ qualitative written evaluations would to a high degree mirror the same types of frustrations that we had felt. Perhaps the student evaluations were though more positive for several reasons. First of all the students had prior to the summer school rated slightly lower in importance ICT when it came to their personal learning objectives. Another factor that is important to remember as an educator is that students seldom know in detail what you have concretely planned for a class, so there is usually a degree of acceptable flexibility in the delivery of lessons. Perhaps the combination of these two factors can explain the students’ surprisingly positive evaluations of the ICT related exercises, despite the continual modifications that were made to the program.

Other practical problems involved frequent changes in the meal times that we had booked at the student hotel, confusion about bus pickup times, etc. These were minor problems, but nonetheless irritating ones when trying to coordinate the activities. In the teacher group there was some discussion and fear that these organizational problems would negatively affect the students’ general experiences and their learning. However, this fear appeared basically to be unfounded, as students in their evaluations seemed to focus much more upon the content of the program, the learning milieu and social atmosphere, than they did
upon the organizational aspects of the summer school. No doubt the differences in the teacher and student perceptions’ of these problems is in part an expression of who had the responsibility for ensuring at these services functioned. The summer school entailed teaching days that were much longer than normal, as the students received 5 ECTS for their participation in the program in Klaipeda as opposed to a normal credit load for 3 ECTS for two weeks. A balance between study and social activities no doubt contributed to the students not experiencing a feeling of study overload. Learning activities often contained a social element, i.e. students practiced making field observations while out socially or while sightseeing.

Conclusion

According to the student evaluations it appears that we met the stipulated learning objectives of the summer school. During the summer school, we as educators could see how the students established bonds with each other. They overcame their initial shyness, discussed professional topics, and started to understand culturally based approaches to professional nursing issues. They showed tolerance and a willingness to learn. They had ‘work days’ of approximately 12 hours duration, but they showed up, worked hard and were surprisingly enthusiastic. However, there are several things that I as an educator have learned from the summer school experience that can be useful in the planning of other joint coordinated, international courses. In most courses, ICT will play an integral role, so in order to safeguard against IT problems it is preferable when organizing a course that will be hosted by another institution to get the IT people from the participating institutions to communicate directly with each other. As educators most of us have only a working knowledge of how to use ICT as a pedagogical tool, while our IT technical knowledge is much more limited. It is the IT technical staffs who know how to ask the right questions in order to insure that the systems will function properly. Another thing that I have been reminded of is that cultural differences are not just something that the students work with and learn from. On the contrary, as educators when participating in a course involving institutions from several countries, you will undoubtedly be exposed to different approaches to, and expectations concerning the organization and execution of the course, and some of these differences apparently only come to the surface when you really start practically, working together. However, when it comes down to it, there wouldn’t really be much point in constructing courses involving institutions from several countries if our approaches to education and organizational issues were always the same. It is also important to remember that when working across borders one can’t control everything and that students can often handle organizational problems as long the learning atmosphere and educational contents are satisfactory.

Perspectives

The Danish government’s newest proposal concerning the internationalization of higher education includes a new target for student exchange rates of 50% by 2020 (7). This is undoubtedly an ambitious target that will demand new approaches to internationalization in the Danish nursing programs, if educational institutions are to meet this target. Summer schools can perhaps prove useful in the achieving of these aims, as short term exchanges offer flexible and affordable alternatives for students that often have jobs and families. Though such exchanges are short, they can no doubt help students develop an awareness of the benefits of international cooperation with respect to the nursing profession. The development of professional networks, the development of intercultural skills and the improvement of language and
communication skills, as well as an exposure to nursing research from other countries, are some of the benefits that can be accrued from this type of short term cooperation. The development of parallel teaching technology will also open new channels for the continuing of cooperation after short term exchanges, and can contribute to the development of internationalization at home activities.

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COHAB Project Partners

Denmark: University College Zealand (Lead partner) & VUC

Sweden: Linneaus University

Lithuania: University of Klaipeda

Germany: Rostock University + Virtus

Poland: Gdansk Medical University
**Joint semester course reflections:**

**Cross-Border Education: the benefits and challenges of international joint semester cooperation**

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**Abstract**

In the autumn of 2013, the nursing educations at Klaipeda University, Gdansk Medical University and University College Zealand held a joint semester course, financed and developed as part of the Co-ordination and integration of higher education and the labour market around the South Baltic Sea (COHAB) project. The framework of the course employed a blended learning approach based upon an introductory summer school, parallel teaching sessions using a virtual conferencing system, and study visits to the participating institutions. This article not only describes the general organization of the semester course but focuses more specifically upon the benefits and challenges concerning international cooperation in the delivery of a joint semester course.

**Key words:** COHAB, blended learning, parallel teaching, international cooperation

**Background**

In 2013, the bachelor degree nursing programs at Klaipeda University, Gdansk Medical University and University College Zealand held a joint semester course, financed and developed as a result of a 3-year EU funded project entitled the Co-ordination and integration of higher education and the labour market around the South Baltic Sea (COHAB). The COHAB project involved 7 Partners from the South Baltic area and focused upon education and mobility with respect to the nursing and teacher educations/professions. The nursing team, consisting of the three aforementioned institutions, had collaborated with respect to the development of an introductory summer school concept and a semester course framework, since the autumn of 2011. Preparation for the course was facilitated by a curriculum analysis of the three nursing educations offered at the cooperating institutions (1), and by preparatory professional visits to the three countries. During these visits the educators not only saw the participating educational institutions but also relevant clinical facilities and sites of general cultural importance.

The semester course employed a blended learning approach. Blended learning can be defined as structured “opportunities to learn, which use more than one learning or training method, inside or outside the classroom.” (2) Teaching sessions using virtual conferencing systems were a central element of the project. Therefore, in order to ensure the success of these teaching sessions, it was important that both the teachers and students were well introduced to the use of the parallel conferencing systems. The Center for Adult Education in Region Zealand (VUC) was responsible for the introduction to the conferencing system, hereunder both technical and pedagogical aspects of teaching using conferencing systems.

The project also committed the team to the use of an IT learning platform to be used in connection with both the development and execution of the course. Moodle was the chosen IT platform and a German
partner VIRTUS was responsible for the development and maintenance of the COHAB course on this platform. It was decided that the platform should contain course material, discussions, the products of the students’ individual and group work, as well as student e-portfolios. The educators were introduced to the platform relatively early in the project planning phase in order to ensure that they had time to develop their technical and pedagogical competencies associated with the use of this medium.

16 nursing students were accepted to participate in the summer school and the joint semester course. The introductory two week summer school was held in Klaipeda. The summer school aimed not only at introducing the nursing students from Poland, Lithuania and Denmark to cultural similarities and differences of both a general as well as an educational and professional nature, but it also served a team building function for both students and educators. The summer school program was very intensive and consisted of lectures, group work, study visits and cultural visits. (3) VIRTUS and VUC introduced the students to Moodle, the e-portfolio concept and the parallel conferencing systems. During the summer school the students performed practical assignments using these tools.

Shortly after the summer school the semester course started. The semester consisted of two joint modules; Module 1: Nursing Patients with Chronic Diseases, and Module 2: Marginalised patients/citizens and groups. The contents of these modules were inspired by the curriculum for modules 6 and 8 in the Danish nursing curriculum. (4) The partner institutions were responsible for the organisation of theoretical lectures and the students were expected to engage in group work in order to produce group posters, the presentation of which formed their exams for both modules 1 and 2. In both modules the students were asked to compare health care initiatives and professional approaches to nursing care in the three participating countries. During module 1 there was a study visit to Denmark and during module 2 there were study visits to both Lithuania and Poland. All of the study visits were 1 week in duration and focused upon clinical settings with relevance to the actual module. In both modules reflective sessions were held where professional and cultural issues were reflected upon.

Experiences: challenges and successes

One of the central components of the COHAB project has been the use of parallel conferencing equipment in parallel teaching sessions held with nursing students and lecturers in Lithuania, Poland and Denmark. As teachers we asked ourselves how this teaching medium would affect both our didactical approaches and the student learning outcomes. In recent years there has been increased interest with respect to how the choice of teaching medium affects student learning. In 2009, the Danish knowledge center for teaching tools launched a developmental project which focused upon professional didactics and teaching resources. The project’s aim was to examine and develop the use of teaching resources in the Danish professional bachelor programs. Unpublished results from a project questionnaire revealed that IT supported learning resources were only sparsely used in the participating nursing educations. Learning is not a passive activity; therefore, it is important that the chosen learning mediums support the student learning process, (5) but are we as educators competent enough to realize the potential of these new technologies when it comes to the supporting of student learning and how can these technologies aid international educational cooperation? In the following sections I will discuss some of the challenges and successes that we experienced as educators using a blended learning approach during the COHAB course.
**Student Evaluations**

Student evaluation data was collected using an on-line survey. The majority of the questions were constructed using a 5 point Likert scale where 1 represented the least positive response. 11 out of 16 students responded to the closed-ended survey questions. The questionnaire evaluations were supplemented with free-style written evaluations by the students. Here there was a 100% answering percentage. Standard ethical requirements for data collection were met, and all students signed a written consent form explaining their rights and accept of the use of data obtained during the project in presentations, articles, etc.

The respondents’ evaluations were generally positive, with many of the mean scores on the Likert scale lying above 4 and all of the scores lying at, or above, 3.0. With respect to the general student satisfaction, 64% of the students felt that the COHAB project had been a very gainful experience. Supplemental data obtained from the qualitative evaluations also reflected a high degree of satisfaction. Students felt that the COHAB project had enhanced their cultural and ICT competencies, as well as their professional skills and knowledge. However, when asked which aspects of the course had been the most interesting, student responses rated the study visits, intercultural experiences, and social activities slightly higher than the theoretical, classroom activities.

**Figure 1**

Which aspects have been the most interesting for you while participating in the COHAB project? Please give each a score from 1 to 5

\(1 = \text{not interesting}; \ 2 = \text{less interesting}; \ 3 = \text{neutral}; \ 4 = \text{interesting}; \ 5 = \text{very interesting}\)

![III.3 Most interesting aspects](image-url)
When students were asked to rate the semester’s virtual teaching components, the study visits and the summer school, the lowest score of 3.0 was given with respect to how the parallel conferencing equipment had functioned. The summer school and study visits were deemed the most interesting parts of the course however, ratings of the lectures delivered throughout the course all received scores of 4 or above. Some of these lectures were delivered face to face (f2f), but the overall majority of the lectures were delivered using the conferencing equipment. All of the students said that they were interested in taking part in future international exchanges and the majority said that they were now interested in some form of international career. The qualitative data also supports these results and also gives insight into how the students’ self-confidence and language skills had increased. Several students remarked that more intercultural icebreaker games would have been beneficial and that the students’ theoretical levels differed.

Discussion

Student evaluations no doubt reflected some of the organizational issues and didactical challenges that we as educators also faced. The curriculum contents and the timing of the course in the participating educations meant that the students’ professional knowledge bases varied. Accordingly, some of the theoretical lectures covered areas that had been previously addressed in some of the curricula. Insight into similarities and differences in the three countries health care services was though new for the students, so visits to the professional setting were not surprisingly rated positively. No doubt, attempts to actively involve the students by linking the professional and cultural visits with the course content augmented the student learning. For example, in module 2, marginalization was addressed in the theoretical lectures; via visits to institutions for victims of violence, the homeless, substance abuse projects etc., and coupled to the cultural activities such as a visit to a former concentration camp. Students learn in different ways and blending the learning approaches no doubt had a synergic effect on the students learning. (6)

In the delivery of the virtual teaching sessions and the supplemental online activities in Moodle, technical and organizational issues were an issue. All of the participating institutions at some point in time experienced technical or organizational difficulties that hindered the delivery of lectures, so it is not surprising that ratings fell slightly with respect to the virtual teaching sessions. Something as simple as the reserving of the conferencing rooms at the three different locations proved challenging. The team of educators did though quickly learn some of the basic didactical rules when teaching via virtual conferencing systems. The use of short theoretical presentations, followed by practical activities and discussions at the three connected locations, helped to keep the students actively involved. At the end of the discussions the students presented their conclusions to each other. This way of organizing the teaching sessions is in line with the generally approved recommendations for education via virtual conferencing systems. (7)

Guest lecturers did not have this insight and they had not had the benefit of the VUC introduction to this form of lecturing. As an observer of the theoretical sessions I could see how traditional lecturing techniques did not always function so well in the world of virtual conferencing. Another point to mention is that virtual conferencing in international education does not necessarily save teacher resources. The project always tried to have at least one teacher from the fast teacher team present in each classroom. Guest lectures could not be expected to solve technical issues, often needed English language support and had questions regarding video conferencing didactic.
Moodle also proved to be a challenge. Prior to the project none of the students or teachers had used Moodle or e-portfolios and learning how to use these tools was not easy. Traditional emails and Facebook were often chosen as communication platforms, presenting problems for both the course meta-communication and the group work and supervision. Though the support provided by VIRTUS was always prompt, due to the hectic schedules that the teachers and students had, it is perhaps understandable that they preferred to use well-known communication tools as it takes time to learn to use new systems. On Moodle each group had a forum where they could place documents and discuss their group work etc., but these spaces were simply not used by the students. Likewise the students also had difficulty using the e-portfolios. The project tried to encourage the students not only to use write in the portfolios but to upload short tape recordings and videos. At the start of the project students went enthusiastically to work but their enthusiasm waned as technical difficulties over-shadowed the advantages of the e-portfolios. Palloff & Pratt (8) argue that on-line courses must be user friendly and simple to use. An extensive investigation comparing traditional f2f and online courses found that students rated traditional courses more favorably. The investigators suggested that there is a need for additional staff training and experience in the delivery of online courses in order to improve student satisfaction. (9) Though the COHAB course employed a variety of teaching and learning methods, experiences from the COHAB project concur with these recommendations as the COHAB teachers were not provide sufficient support to students regarding technical IT issues relevant for the educational setting and this no doubt negatively affected student evaluations.

How the course was embedded in the students’ educational programs varied from institution to institution. The participating students were at different stages of their educations so many of the students experienced some degree of repetition. Scheduling issues meant that sometimes students could not participate in the scheduled course activities, as their home institutions had planned other classes at the same time as the COHAB classes. This of course caused frustration and from an educational point of view meant that some COHAB activities did not receive the necessary student input.

The COHAB project had no formal participant language requirements and language did sometimes prove a barrier in the parallel teaching and discussions. Some of the students were rather reserved, especially at the start of the course and they asked for more icebreaker activities to help them overcome their personal barriers. It was though positive to see how much the students developed during the project. As one student wrote “I feel that my English is not correct in 100% but I understood more and I’m less stressed/nervous (for example during presentations).” Some lecturers also had difficulties using English in their teaching sessions but like the students, many developed positively with time.

**Conclusion and Perspectives**

Students rated certain elements of the blended learning strategy used in the COHAB project more positively than others. Summer school and study trip activities rated slightly better than the virtual classroom activities. Students did though feel that the COHAB experience had developed their personal and professional competencies. However, it is recognized that technical and organizational difficulties presented obstacles to the learning environment yet, despite these challenges all of the students successfully fulfilled the academic requirements of the semester course. If such cross-border international educational initiatives are in the long run to prove successful, then it is necessary that teachers receive a
thorough introduction to and on-going support when employing new technologies. Virtual conferencing technology demands that educators change their pedagogical approaches if students are to remain engaged and active in the learning setting. Thorough introductions to new IT platforms and new ways of using IT are of course necessary, and educators should perhaps be involved in decisions regarding the choice of IT tools as some platforms may be more attractive than others in a given educational context. Finding a common syllabus with relevance for all of the participating students can pose a challenge and involves compromise as do practical organizational issues. It is important that collaborative courses are viewed as an integral part of the students’ educations and not an appendage hereto. Participating on an international course is demanding so if we want students to get the best out of these types of educational initiatives then we must ensure that they have sufficient time to devote themselves to the learning situation, become proficient in the use of the employed course technologies, and to appreciate cultural influences in the classroom and professional setting. Language screening of participants in international joint courses should be mandatory in order to ensure both the academic level and student learning outcomes. This language screening should not only be with respect to students but also with respect to staff.

Despite these pitfalls, international cooperation of this nature does seem to promote both personal and professional knowledge and understanding, and no doubt these types of courses will be more prevalent in the future as they provide unique opportunities for both students and staff. As one student so succinctly put it “I so wish it could last forever and the project kept going on. The only thing in the project I didn’t and will never like is ending it. But at least I am ending it as a better person.”

Literature

1. Rasmussen MS & Stahl RS, eds. (2012) Barriers and Opportunities for Mobility in the South Baltic Region. Results from COHAB- A project in the INTERREG IV, A South Baltic Programme.


Student study visits reflection

Indre Brasaite, Phd. Student (Klaipeda University) & Grazina Sniepiene (Klaipeda University)
brasai@gmail.com

COHAB joint course for nursing students was created by nursing teachers team (DK, LT, PL). COHAB joint course consisted from module 1 – Nursing Patients with Chronic Diseases and module 2 – Marginalised patients/citizens and groups. The main idea was to include student study visits to this course which started from September 2013 until the end of January 2014. The purpose of student study visits was to gain knowledge related these modules from nursing perspective, to know more about countries health care system and to see health care institutions, and to know more about cultural issues. Students had the possibility to visit three countries and universities with nursing education like University College Zealand (Denmark), Klaipeda University (Lithuania) and Medical Gdansk University (Poland). COHAB student study visits began from visit to Denmark in October, 2013, later to Lithuania in December, 2013 and finally in Poland, January, 2014.

The student study visits during the semester course included theoretical classes, professional reflective sessions, advising with respect to group work, and professional visits. The theoretical classes contained information communication technology (ICT) exercises, transcultural nursing theories and lectures related joint course topics. The students had a possibility to take part at the lectures and to meet teachers from the home universities. Theoretical classes were held by experts in their field and of course were linked to module 1 and module 2. Theoretical classes were strongly linked both to theoretical and practical issues related nurses work. It is very important in nursing profession to understand what kind of knowledge and skills nurses should have to provide safe and high quality care for patients. During the theoretical classes teachers were encouraged to tell about epidemiology of chronic diseases and other diseases related addictions, regulations related to patients’ treatment and nursing and etc. in their field. It was great possibility for students to broaden their knowledge, to see and to compare the situation in all three countries connected with chronic diseases and marginalized patients.

As it was mentioned before in COHAB project it was important not only to know more about culture in different countries but also to know differences and similarities in health care systems between Denmark, Lithuania and Poland. Professional visits were nicely included in student study visits and students had an opportunity to see how health care organizations (for example: equipment, departments, patient rooms, operation rooms, nurse working places and etc.) and their health care professionals looks like (for example: what kind of clothes they are wearing in different departments and etc.), how they organized (for example: how many nurses are working in one department, how many patients they have, how many ours they are working and etc.). Professional visits were strongly linked to COHAB joint course for nursing students.
because module 1 was focused upon the theme of nursing patients with chronic diseases and considers public health measures, the role of the nurse and nursing responsibilities when caring for patients/citizens with chronic diseases as well as clinical methods for observation and intervention. It was the main reason to see hospitals and their departments (for example: hemodialysis, cardio surgery and other departments) connected with chronic diseases. From the students perspective they recognized that for example in Denmark they are working with documentation electronically and they have more equipment (lifts for patients for easier work in patient room and department) than in Lithuania and Poland. They recognized that in Lithuania they have better services for patients who need rehabilitation than in Denmark and Poland. For students it was a possibility to compare what services you can receive as a patient and what kind of working conditions nurses can expect in different countries if they think about opportunity to work abroad. Also COHAB students at the same time saw practice placements for nursing practice, because all three countries (Denmark, Lithuania and Poland) have an Erasmus agreement which means a possibility for students to go for Erasmus exchange.

Other professional visits were connected with the theme of Module 2 it is considers how nurses can best meet the needs of marginalised patients/ citizens and groups. This module focuses upon the needs of marginalised patients/citizens and groups and the importance of relational and communicative factors in nursing practice. There students gained knowledge about government support and it’s regulations for marginalised patients/ citizens groups, and how strong nurse profession is linked with this kind of patient group in each country. We saw differences in social support for marginalised patients/citizens groups (for example: amount of money and duration of allowance for unemployed, duration of maternity leave and etc.). The differences have been noticed between countries that nurses activities are more incorporated with marginalised patients/citizens group in Denmark than in Lithuania and Poland. But also there were similarities too, for example similar institutions and their organization for disable patients, for adults and children, organizations for mental ill patients and etc. The good thing that students saw not only limitations but also advantages in each country health care system and they think that some ideas can be used in their countries.

The teachers were responsible for students’ professional reflective sessions. The students built reflection into their individual learning practices, they began by opening their experiences, later examining experiences and gleaning from them additional questions, key learnings.

For COHAB joint course evaluation were planned assessments for students, separately for module 1 and module 2. The modules were assessed by student participation in the planned study activities, written submissions, reflective sessions, and the group project poster presentation. The group poster presentations were held during student study visits: module 1 – in Lithuania (December, 2013) and module 2 in Poland (January, 2014). Students were advised with respect to group work, for better preparation of poster presentation. Each group had one teacher-advisor and they had a possibility to work together during student study visits and via parallel equipment. Each group was free to choose topic of their presentation, but with condition that topic should be connected with module 1 and module 2. Assessment form was good way for students to work together in intercultural groups and to present their knowledge not only related topic but also to compare and to show differences and similarities between countries. Also they
demonstrated their gained knowledge during COHAB joint course, how they were able to connect
theoretical and practical knowledge. Therefore, the student study visits schedule included a blend of
cultural/social activities, theoretical classes and clinical study visits. The focus upon the development of
intercultural competence was chosen in order to ease and facilitate the students’ collaboration during the
semester course. The development of intercultural competence was continuing during student study visits.
Students had an opportunity to know more about each country through history, culture and food. Students
and teachers got an experience how the life changed in last 20 years. How mobility became important in
our life, because our grandparents 20 years ago or more they lived in home town for whole life. Sometimes
the longest journey was from town to another town and some of them had never been abroad.

**Conclusion:**

Martin Skude Rasmussen, COHAB Project Manager (University College Zealand)

International co-operation projects are usually a combination of challenges and benefits for the staff
involved. A project like the COHAB project is bound to have up’s and down’s when looking across the three-
year period. The above reflections show that this has also been the case in this project. Working with new
technologies, new teaching methods combined with co-operation with colleagues from other cultures have
proved challenging but also very rewarding. In that sense I think that it is safe to say, that not only the
students but also the staff have taken part in a journey as South Baltic teachers. Although the students
have been the main target group in the project, the journey of the staff is a very important part of the
project, not only do our staff now have a deeper understanding of the South Baltic area, they might also be
inclined to proceed with continued co-operation within the area. At least the journey of the staff will end
with everybody gaining valuable insights into international co-operation and the use of new teaching
technologies that can be applied in a number of various ways. One could therefore say that the journey will
end for now but the suitcase is not going to be unpacked but will stay ready for the next journey.

At the end of the day the students have been the main target group for our project. I will therefore
conclude this booklet by summing up the main results from the final student surveys based on learning
outcomes.

The overall result of the student surveys is very positive. When asked about the overall assessment of the
project an overwhelming 64% evaluated the project as very gainful and 23% evaluated it as gainful. For the
teacher students the same tendency is valid with 58% evaluating the project as very gainful and 38% as
gainful. When looking at the most interesting part of the project from a student point of view, the nursing
students value the study visits highest, while the teacher students value the summer school as the most
interesting part. Even though the students do not agree entirely the tendency is clear – the face to face
meetings are still in a technological project like this valued higher. The reason for this as also mentioned
above might be that the technologies applied in the project have all been new, that neither students nor
staff had any experience in using this equipment. This in turn contributed to misunderstandings and errors,
technological failures in internet connection etc. which also contributed to the challenges. Another reason
for the higher value given to the face to face meetings might also be a result of the limitations of virtual co-
operation. As part of the summer school and study visits the intercultural aspects and social activities have
both scored high. Taken together this suggests that when planning for future cross-border educational cooperation one should consider a blended learning model that encompasses both virtual and physical meetings.

Finally the students were asked if their participation in the project had increased the likelihood of them pursuing an international career. To that question an overwhelming majority 83% answered yes. Even though the number of students participating in the project has been limited, the effect upon those who did participate is clear. One might therefore be inclined to conclude that projects like the COHAB project actually do have an effect on the mobility.
Annex 1

Example virtual lessons

Plan for Virtual lesson 23rd of October 2013 held by The Danish Team

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 pm</td>
<td>Purpose of the virtual course and overview of lessons, modules and partners</td>
</tr>
<tr>
<td>2.10 pm</td>
<td>Guidelines for the virtual class room</td>
</tr>
<tr>
<td></td>
<td>Work forms</td>
</tr>
<tr>
<td></td>
<td>National group work</td>
</tr>
<tr>
<td></td>
<td>Transnational group work</td>
</tr>
<tr>
<td></td>
<td>Virtual transnational group work</td>
</tr>
<tr>
<td></td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>Student and teacher presentation</td>
</tr>
<tr>
<td>2.25 pm</td>
<td>Short introduction to Moodle – where to find things</td>
</tr>
<tr>
<td></td>
<td>A little task to be done</td>
</tr>
<tr>
<td>2.40 pm</td>
<td>Adapting blogs</td>
</tr>
<tr>
<td></td>
<td>Commenting on blogs</td>
</tr>
<tr>
<td>3.05 pm</td>
<td>BREAK 15 minutes</td>
</tr>
<tr>
<td>3.20 pm</td>
<td>Presentation on the 4cs by Trilling and Fadel</td>
</tr>
<tr>
<td>3.30 pm</td>
<td>Virtual transnational group work</td>
</tr>
<tr>
<td>3.50 pm</td>
<td>Presentations to national group</td>
</tr>
<tr>
<td>4.00 pm</td>
<td>Summing up</td>
</tr>
<tr>
<td>4.10 pm</td>
<td>BREAK 15 minutes</td>
</tr>
</tbody>
</table>
### Didactical and pedagogical plan for the Virtual Meeting Date: 26.11.2013

**Main responsible:** University Rostock  
**Time/Duration:** 14:00-18:00

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Responsible</th>
</tr>
</thead>
</table>
| 14:00-14:05 | Introduction  
|          | Hi and Welcome/ Rules of the session                                                                                                  | BW/MF       |
| 14:05-14:15 | Questions regarding Anthology                                                                                                         | Therese (SE)|
| 14:15-15:00 | Lecture of a certain topic  
|          | “Education towards the european changes”                                                                                             | BW          |
|          | Why is Education and Training such a huge focus of european policies?  
|          | 1. From the idea of the new europe till today                                                                                         | BW          |
|          | How does the European Commission support/ work on education and training matters?  
<p>|          | 2. A brief insight of European Policies in education and training                                                                        |             |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Participants/ Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:00-15:15</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>15:15-15:45</td>
<td>New concepts of crossborder qualifications will be established?</td>
<td>Students/ BW/MF</td>
</tr>
<tr>
<td></td>
<td>“Baltic Sea Teacher towards european policies” Objectives and Barriers</td>
<td></td>
</tr>
<tr>
<td>15:45-16:00</td>
<td>Wrap up Group Work</td>
<td>All/ BW</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>16:00-16:30</td>
<td>Lecture by the german students</td>
<td>German Students</td>
</tr>
<tr>
<td></td>
<td>“Influential factors of education”</td>
<td></td>
</tr>
<tr>
<td>16:30-16:45</td>
<td>Group Work</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Create your own image/picture</td>
<td></td>
</tr>
<tr>
<td>16:45-17:00</td>
<td>Group Work Presentation</td>
<td>Students, the Germans will be the moderators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:00-17:15</td>
<td>Feedback to the student session</td>
<td>all</td>
</tr>
<tr>
<td>17:15-17:25</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>17:25-17:40</td>
<td>Technical issues of the study-visit Germany</td>
<td>BW</td>
</tr>
<tr>
<td>17:40-18:00</td>
<td>Reflection and notes on the session “spider web” feedback</td>
<td>All, in charge BW</td>
</tr>
</tbody>
</table>

Plan for Virtual lesson 8th of January 2014 held by LT Team
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 pm-</td>
<td>Introduction: Hello and Welcome/ Rules of the session</td>
<td>Student and teacher</td>
</tr>
<tr>
<td>2.10</td>
<td>Purpose of the virtual course and overview of lessons, modules and</td>
<td>presentation</td>
</tr>
<tr>
<td>2.10 pm</td>
<td>partners: The theory of teaching (Didactic); Children with Special</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs; Art therapy (drawing, dance, music etc.); Dolphin Therapy;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers for All: Inclusive Teaching for Children with Disabilities</td>
<td></td>
</tr>
<tr>
<td>2.10 pm-</td>
<td>Topic of lecture: POSSIBILITIES OF APPLYING INNOVATIVE TEACHING</td>
<td>Teachers</td>
</tr>
<tr>
<td>2.35</td>
<td>TECHNOLOGIES WITHIN HIGH EDUCATION DIDACTIC SYSTEM</td>
<td></td>
</tr>
<tr>
<td>2.35 pm-</td>
<td>Individual work</td>
<td></td>
</tr>
<tr>
<td>3.00 pm</td>
<td>A little task to be done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Create your own Method definition – how did you understand what is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mean good teaching method?</td>
<td></td>
</tr>
<tr>
<td>3.00 pm</td>
<td>BREAK 15 minutes</td>
<td></td>
</tr>
<tr>
<td>3.15 pm</td>
<td>Presentation on the children with special needs.</td>
<td>Students</td>
</tr>
<tr>
<td>3.30 pm</td>
<td>How Art therapy could help for children with special needs.</td>
<td>Students</td>
</tr>
<tr>
<td>3.50 pm</td>
<td>Dolphin Therapy: The Playful Way to Work for children with special</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>needs.</td>
<td></td>
</tr>
<tr>
<td>4.05 pm</td>
<td>Summing up</td>
<td></td>
</tr>
<tr>
<td>4.15 pm</td>
<td>BREAK 15 minutes</td>
<td></td>
</tr>
<tr>
<td>4.15 pm-</td>
<td>National group work:</td>
<td>Students team</td>
</tr>
<tr>
<td>4.45</td>
<td>How prepare a good teacher for children with special needs?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers for All: Inclusive Teaching for Children with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special teacher training (in Siauliai university faculty of social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>welfare and disability study - programmes, newest projects;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussing</td>
<td></td>
</tr>
</tbody>
</table>
4.45 pm  International group work.

“Are you ready educate children with special needs in your classroom now?

Smartboard: circle of Ideas

Students

5.15 pm  Swedish teachers information

5.25 pm  Evaluation, saying Goodbye

5.40 pm  National non virtual activities – free choice

26th of March 2014. Two between two partners: Denmark and Lithuania

Program: Didactics. “What/WHO are you inspired by when you plan your lesson?”

<table>
<thead>
<tr>
<th>Time</th>
<th>Participant(s)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30-9.40</td>
<td>Anne (teacher) Dk</td>
<td>Welcome and presentation of the aims for the session.</td>
</tr>
<tr>
<td>9.40-10.10</td>
<td>Britt (DK)</td>
<td>“CL- and google-docs”</td>
</tr>
<tr>
<td>10.10-10.20</td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>10.20-10.50</td>
<td>Karolis (LT)</td>
<td>“Structure of a lesson”</td>
</tr>
<tr>
<td>10.50-11.00</td>
<td>Alvadorija and Greeta (LT)</td>
<td>“Methods in a lesson”</td>
</tr>
<tr>
<td>11.30-12.15</td>
<td></td>
<td>Lunch Break</td>
</tr>
<tr>
<td>12.15-12.45</td>
<td>Eglé and leva (LT)</td>
<td>“Pedagogical breaks during lesson”</td>
</tr>
<tr>
<td>12.45-12.55</td>
<td></td>
<td>Break</td>
</tr>
</tbody>
</table>
### Programme  April 9th 2014 for Denmark and Lithuania.

**Didactics.** “What/WHO are you inspired by when you plan your lesson?”

**Danish students presents.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30- 9.40:</td>
<td>Anne (teacher) DK</td>
<td>Welcome and presentation of the aims for the session.</td>
</tr>
<tr>
<td>9.40- 10.10:</td>
<td>Trine (DK)</td>
<td>“Theories of learning”</td>
</tr>
<tr>
<td>10.10- 10.20:</td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>10.20- 10.50:</td>
<td>Martin (DK):</td>
<td>“Presentation of The SMTTE-model”</td>
</tr>
<tr>
<td>10.50-11.00:</td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>11.00-11.30:</td>
<td>Helle (DK):</td>
<td>“Perceptual learning styles in the virtual classroom”</td>
</tr>
<tr>
<td>11.30- 12.15:</td>
<td></td>
<td>Lunch Break</td>
</tr>
<tr>
<td>12.15- 12.45:</td>
<td>Niklas (DK):</td>
<td>“Web 2.0 and Heidegger”</td>
</tr>
<tr>
<td>12.45- 12.55:</td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>13.25-13.35:</td>
<td>Break</td>
<td></td>
</tr>
</tbody>
</table>
**Annex 2:**

**COHAB – Baltic Sea Teacher**

**Module A:**
Professional skill and mobility
- to conduct interviews based on a scientific approach and methodological awareness and to apply basic skills in project management within an international context
- to train and develop reflection as a tool for experiential learning and to exemplify personal experiences of learning and problems and possibilities in cross-border collaboration
- to train and develop skills to participate and contribute in intersubjective encounters and dialogues with the purpose to identity and configure images of professional skill, bridges and barriers

**Module B:**
Interregional virtual communication
- To develop an understanding of the concept of synchronous/asynchronous virtual teaching & learning
- To train and develop skills in managing a virtual classroom successfully and proficiency in using the technological equipment
- To develop skills in learning, teaching and collaborating in new learning situations including blended learning

**Module C:**
Culture and Society
- get familiar with the theoretical approach on culture and culture standards
- being aware of cultural differences and similarities of the partner countries
- develop a South Baltic culture concept
- get familiar with the interregional idea and reflect on it and discuss pros, cons, strengths and weaknesses of interregional work.
- develop ideas a concept an image of an interregional working Baltic Sea Teacher. Therefore the national teacher image will discuss differences and similarities of their professions

---

**Summer school**
19.08.-30.8.2013 Klaipeda (LT)
- Workshops
- Lectures
- Dialogue seminar
- Cultural visits
- Interview with a fellow student

**Study visits**

<table>
<thead>
<tr>
<th>Country</th>
<th>Dates</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>07.10.-11.10.2013</td>
<td>Interview with a teacher</td>
</tr>
<tr>
<td>Germany</td>
<td>02.12.-06.12.2013</td>
<td>Interview with a pupil</td>
</tr>
<tr>
<td>Sweden</td>
<td>24.02.-28.02.2014</td>
<td>Workshops on the anthology</td>
</tr>
</tbody>
</table>

**Parallel Teaching Course**
- Workshops
- Lectures
- Working “in” ICT Tools
- Cooperative teaching and learning

**Anthology – Your Journey**
- Student Narratives
- Teacher Narratives
**COHAB – Joint Semester Team Nurse**

### Module 1: Nursing Patients with Chronic Diseases

On completion of the module, the student will be able:
- To explain cultural perceptions and social conditions and to discuss their influence on health and disease.
- To reflect on ethical problems in relation to patients/citizens with chronic diseases.
- To observe and identify phenomena in relation to public health, chronic diseases, and reactions to these.
- To argue for and apply clinical methods in observation, assessment, and intervention in patients/citizens with chronic diseases.
- To plan, coordinate, carry out, and evaluate nursing for selected patients/citizens, including consideration of the life situation of the chronically ill.
- To identify and analyze selected phenomena and issues, including instructions and health promotion initiatives for patients/citizens with chronic diseases and their families.
- To describe and compare the Danish, Polish, and Lithuanian social systems and services for patients/citizens with chronic diseases and their families.
- To enter into relations, dialogue, and interactions with patients/citizens in order to educate, counsel, and inform these groups.
- To select and apply knowledge based on practice, research, and development activities concerning health promotion, prevention, treatment, relief, and rehabilitation.

### Module 2: Nursing Marginalised Patients/Citizens and Groups

On completion of the module, the student will:
- Have knowledge of relational, communicative, and counseling nursing interventions based upon good practice, research, and development.
- Be able to reflect on ethical and legal problems with relevance to the provision of nursing care for marginalised patients/citizens and groups.
- Be able to observe and identify phenomena related to the psychological needs and reactions of marginalised patients/citizens and groups.
- Be able to understand selected elements of pharmacokinetics and pharmacodynamics with relevance for citizens with addiction problems.
- Be able to understand methods and procedures for the administration of medicine to selected patients/citizens with compliance problems.
- Have knowledge of the nursing care needs of patients with drug/alcohol addiction.
- Have knowledge of the nursing care needs of patients with social problems that negatively affect their health.
- Have knowledge of the effects of addiction upon families.

---

### Summer School

**19.08.-30.8.2013 Klaipeda (LT)**

- Workshops
- Lectures
- Field Observations
- Cultural Visits
- Ice Breakers
- Interviews

### Student Study Visits

<table>
<thead>
<tr>
<th>Country</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>07.10.-11.10.2013</td>
</tr>
<tr>
<td>Lithuania</td>
<td>02.12.-06.12.2013</td>
</tr>
<tr>
<td>Poland</td>
<td>27.01.-31.01.2014</td>
</tr>
</tbody>
</table>

### Parallel Teaching Course

- Lectures
- Group Work
- Using ICT
- Posters
- Reflective Sessions

### Results

- Parallel Teaching Experience
- E-learning objects
- E-portfolio
- Hospice
- Articles
- Presentations