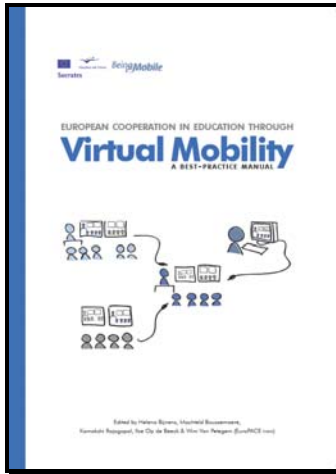


**Being Mobile is raising awareness about how  
European Cooperation in Education can be heightened through Virtual Mobility**



*A handbook 'European Cooperation in Education Through Virtual Mobility' has been published by EuroPACE ivzw (BE), SPACE (BE), ICWE (DE), TietgenSkolen (DK) and ATiT (BE).*

*It includes short summaries of innovative projects or activities, with a specific focus on outcomes, challenges and recommendations.*

*Download this handbook at  
[www.being-mobile.net](http://www.being-mobile.net)*

The main conclusion was that, as Virtual Mobility is only a recent phenomenon, most of its 'disadvantages' have to do with organisational aspects. They should, however, not be seen as disadvantages, but as challenges that need to -and can- be solved: In order to avoid many of these organisational problems related to Virtual Mobility, it is recommended that the arrangements for Virtual Mobility are as close as possible to those for physical ERASMUS, more specifically when it comes to agreements, accreditation & ECTS, fees and access to technology.

A coherent e-learning pedagogy on how to organise Virtual Mobility initiatives does not yet exist. The experiences described in this publication show us, for example, that students in general require more guidance and communication from and with their teachers. The assessment procedures are also not easy to design. They should be built not only on study results and products but even more on the study process.

Another conclusion is that the virtual components in mobility activities should be well thought through since they have a huge impact on the pedagogy, the support, the assessment procedures and the practical organisation of collaborative activities. The technological infrastructure needs to be optimal and the envisaged activities should be adapted to the level of IT skills of learners and teachers. Appropriate training and support is needed as well.

Thanks to its community support, the European Commission gives pioneer practitioners and pilot projects the opportunity to demonstrate the benefits of Virtual Mobility. We conclude that only when all stakeholders (staff, students, management in institutions and policy makers) recognise these advantages, Virtual Mobility initiatives can be integrated in mainstream education and become sustainable in the long term.