

Pedagogy of Blended Mobility

Designing Erasmus+ mobility as a collaborative learning experience

WHAT IS BLENDED MOBILITY?

An intentional and pedagogically planned learning process in which digital methods and tools are used to support the learner’s learning before/during/after the physical mobility period. Digital methods and tools support collaborative learning by documenting learning and making it visible, facilitating reflection, and enabling learners to share their outcomes and experiences with the wider learning community or organization.

BLENDED MOBILITY AS A LEARNING PROCESS



Mobility should not be understood only as a period spent abroad. A pedagogy of mobility means designing Erasmus+ mobility as a structured learning process before, during, and after the physical mobility period. Participants prepare for the experience, collaborate during it, and reflect on what they have learned afterward. This approach connects mobility to learning outcomes, documentation, reflection, and dissemination.

BLENDED MOBILITY AND COLLABORATION

Blended mobility combines physical mobility with a virtual component that supports collaborative online learning exchange and teamwork. From a pedagogical perspective, this supports collaborative knowledge building: participants work together, compare practices, learn new perspectives, and create shared outputs.

BEFORE, DURING, AND AFTER MOBILITY



Before mobility, shared goals, questions, and preparatory tasks, including those related to digital skills, can be defined. During mobility, learners can work together, observe one another, compare practices, and document their learning. After mobility, they can reflect, share results, and make learning visible. Portfolios, learning diaries, presentations, or other tools can support documentation and reflection after mobility. Digital tools can support language learning and communication.

DIGITAL PLATFORMS SUPPORTING THE PEDAGOGY OF BLENDED MOBILITY

Digital tools should be used not only for administration or communication, but also to actively support collaborative learning, document the learning process, facilitate reflection, and disseminate throughout the mobility process, thereby making technology an integral part of the pedagogy of blended mobility. Digital environments, such as the European School Education Platform and eTwinning, can help learners and educators collaborate before, during, and after mobility-related activities.



FROM MOBILITY EXPERIENCE TO WIDER IMPACT



The pedagogy of blended mobility should help turn mobility experiences into wider and longer-lasting impact. The Erasmus+ Programme Guide emphasizes the positive effects not only on participants but also on participating organizations and on wider systems. Learning should therefore not end when the period abroad ends. Learning needs to be recognized, reflected on, documented, and shared to support improved practices beyond the individual participant. Formal and informal competences acquired during the mobility period should be identified and recognized as part of formal learning in education institutions.

Explore Erasmus+ Blended Mobility

Learning Mobility of Individuals

<https://erasmus-plus.ec.europa.eu/opportunities/organisations/learning-mobility-of-individuals>

Good practices in the implementation of the virtual component of blended intensive programmes (BIPs)

<https://op.europa.eu/en/publication-detail/-/publication/5bfb9d57-62be-11f0-bf4e-01aa75ed71a1/language-en>

Erasmus+ virtual exchanges

<https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/virtual-exchanges>

eTwinning in the European School Education Platform

<https://school-education.ec.europa.eu/en/etwinning>

DOT – Digital Opportunity Traineeships

<https://education.ec.europa.eu/focus-topics/digital-education/actions/plan/digital-opportunity-traineeships>

BIP – Blended Intensive Programmes

<https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/higher-education-mobility-projects>