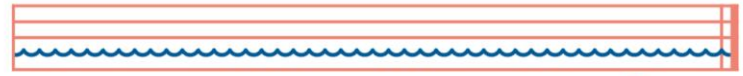


**2021 ANNUAL MEETING  
AEC INTERNATIONAL  
RELATIONS COORDINATORS**



**CONSERVATORIO SUPERIOR DE MÚSICA  
V I G O • S P A I N**



# ***Blended Mobility***

## ***The use of LoLa for ERASMUS***

Stefan Gies, Susanne van Els, Anna Maria Bordin



# Our Task: studying and evaluating Lola pedagogical implication



# Lola's pedagogical implementation

Can the LoLa's strategic and political benefit correspond to a real pedagogical gain?

**HOW?**

# Erasmus Project

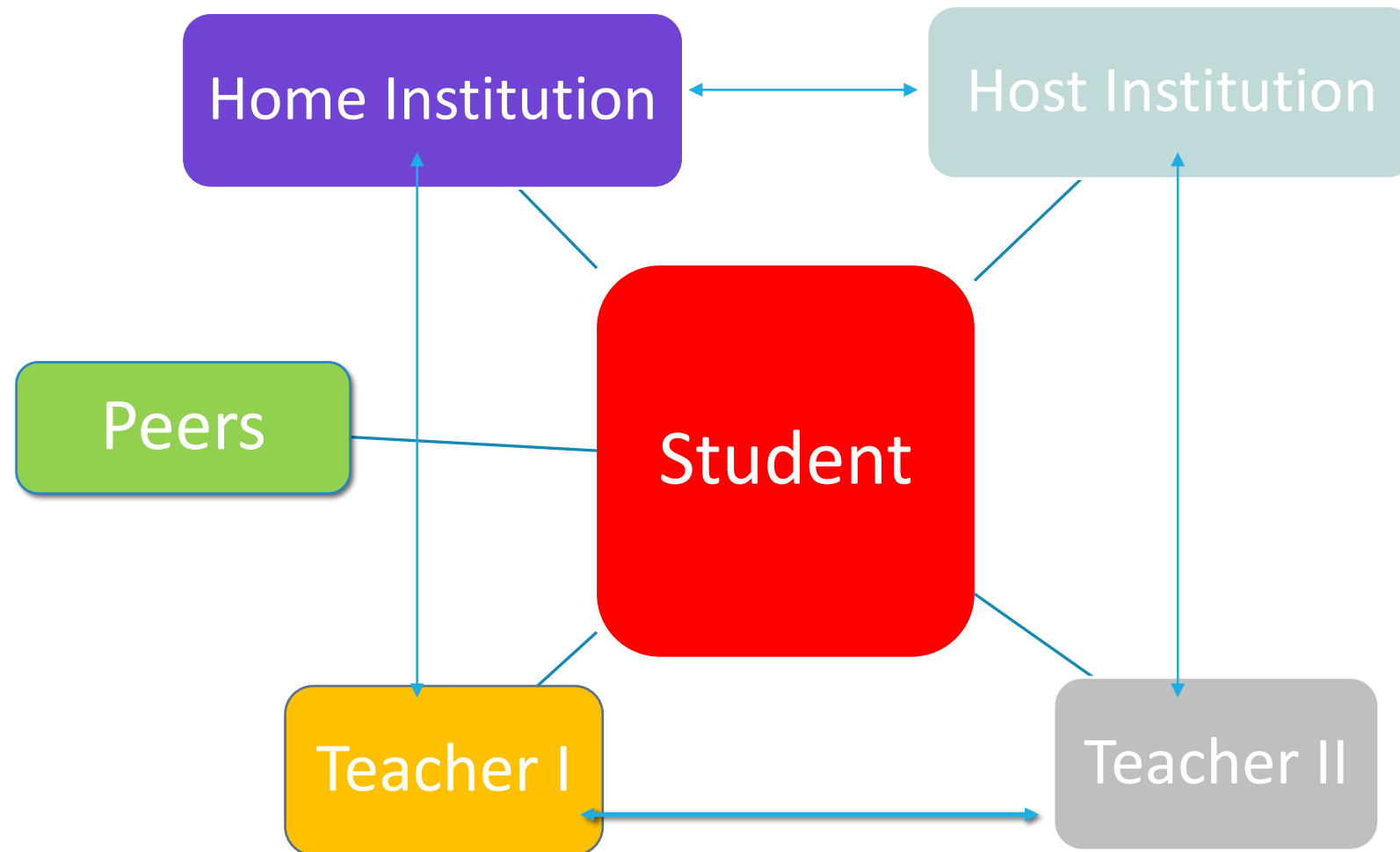


The Erasmus experience is

# changing

1. country and town
2. institution
3. peers
4. professors
5. habits and culture

# LoLa's pedagogical framework: a true student-centred model



# First-year interviews: shared topics

- **to ponder** over the problems and highlight new opportunities of improvement,
- qualitative aspects of the **sound**: amazing!



- quality of the **videos**,
- limited **contact and communication**,
- **technicians** were perceived as strangers.



- to have a **classroom exclusively dedicated** to remote musical activity ,
- **openness** is a necessary prerequisite;



# First-year interviews: original reflections

- LoLa could be important for the implementation of new **Joint Programs**;
- LoLa provides a easy meeting point, like a **Historical Café**
- Every **teacher learns from teaching**
- Lola's **legal framework**: it is important to be extremely cautious
- Opinions concerning **collaborative teaching** are mostly negative
- LoLa **from home?**

Short-term exchange

→ Blended Intensive Programmes

Learning & Teaching

European Opera Academy

Programme-based student exchange

EOALAB

Programme-based teacher exchange



Student participation

→ Groups of teachers and students  
of both conservatoires

*Riga → teaching Russian in Parma*



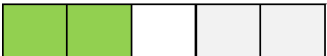



*Parma → teaching Italian in Riga*

Students and teachers as teachers – students and teachers as learners

CHANGING ROLES

*A LEARNING COMMUNITY*

## BLENDED INTENSIVE PROGRAMMES

	1 <sup>st</sup> day	Welcoming session	
	1 <sup>st</sup> – 2 <sup>nd</sup> day	Work in large groups (approx. 20-30 students)	
	1 <sup>st</sup> – 2 <sup>nd</sup> day	Work in small groups (approx. 3- 5 students)	
	2 <sup>nd</sup> – 5 <sup>th</sup> day	Private lessons	
	5 <sup>th</sup> day	Dress rehearsal ; Gala concert	LOLA
	1 <sup>st</sup> -5 <sup>th</sup> day	Individual work and Role play	

**Before the working week participating students receive the handouts:**

The alphabet;

Examples of pronunciation for all the letters of the alphabet;
 Database
 LOLA

Details of some letters or symbols;

Differences of pronunciation affected by stress;

Online Database.

## Blended Intensive Programmes:

- Innovative ideas on Learning & Teaching
- Online component as a vital part of the learning experience



European  
Commission

A person with a backpack is sitting at a desk, looking at a large map on a computer screen. The person is wearing a blue shirt and a backpack. The desk has a blue mug and a keyboard. In the background, there is a lit-up star decoration on a shelf.

## Erasmus+ 2021-2027

Enriching lives,  
opening minds  
through the EU programme  
for education, training,  
youth and sport

1. The new Erasmus programmes
2. The Blended Intensive Programme (BIP)
3. What does the new Erasmus generation mean für music?

## European Commission - Press release



### **Erasmus+: over €28 billion to support mobility and learning for all, across the European Union and beyond**

Brussels, 25 March 2021

The Commission today adopted the first annual work programme of Erasmus+ 2021-2027. With a budget of €26.2 billion, (compared to €14.7 billion for 2014-2020), complemented with about €2.2 billion from EU's external instruments, the new and revamped [programme](#) will fund learning mobility and cross-border cooperation projects for 10 million Europeans of all ages and all backgrounds. It will seek to be even more inclusive and to support the green and digital transitions, as set out in the [European Education Area](#). Erasmus+ will also support the resilience of education and training systems in the face of the pandemic.

- There is more money
- There are new focal points
- There are new formats of exchange

## Blended Intensive Programmes (BIP)



- combination of online collaborations and physical meetings; it's mandatory to include both components
- short term BIP = 5 to 30 days physical stay abroad; long-term BIP = 2 months and more
- the length of the virtual mobility phase is not specified
- the virtual phase can be done with a different HEI in the same country

Higher Education Mobility Handbook for Higher Education Institutions

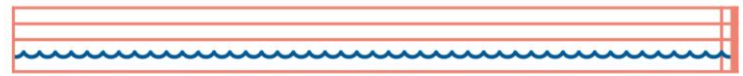


## Blended Intensive Programmes (BIP)



What does it mean specifically for mobility in music performance programs?

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