



Mobility with digital tools in the opinion of students and staff

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with input from project partners



PRESENTATION PLAN

- Methodology
- Findings
 - Students
 - Staff
- Conclusions



Mobility & learning

mobility & traditional learning, where mobility participants go abroad to carry out mobility activity in a partner country different from the country of the sending organization and the country where they live – in our questionnaire, this is referred to as international learning using only physical mobility,

mobility & digital learning, where mobility participants do not go abroad to carry out their mobility activity abroad (unlike the physical mobility case) but nevertheless learn within their mobility throughout online courses (taken from home, without travelling), led by teachers from other countries, accompanied by simultaneous interactions within online activities with students from foreign universities – we have called, in our questionnaire, international learning using only digital tools.

We decided to use comparative approach to study learning in mobility by referring in questions to traditional mobility.

Methodology



In the study we posed following questions:

1. What are challenges of mobility in relation to traditional, blended and digital learning?
2. What are benefits of mobility in relation to traditional, blended and digital learning?
3. What are distinctive features of mobility within traditional, blended and digital learning?
4. What is the role of mobility in HE staff and students learning?



Method of data gathering

Questionnaires 160 students and 103 staff

Focus Group Interviews 73 students

Timetable for the study

March – May 2020 – questionnaires

October-December 2020 – Focus Group Interviews

Findings – students



Questionnaires

Chart 1. Questionnaire - Gender of participants

Gender (Questionnaire)	
Male	52
Female	91
Other	17

Chart 2. Questionnaire - Age of participants

Age of participants (Questionnaire)	
Less than 19 years of age	3
19-24 years of age	118
More than 24 years of age	39

Focus Group Interviews

Chart 3. FGI - Gender of the participants

Gender (FGI)	
Male	26
Female	52
Other	0

Chart 4. FGI - Age of the participants

Age of participants (FGI)	
Less than 19 years of age	0
19-24 years of age	49
More than 24 years of age	29

Length of mobility



Chart 5. Length of traditional mobility

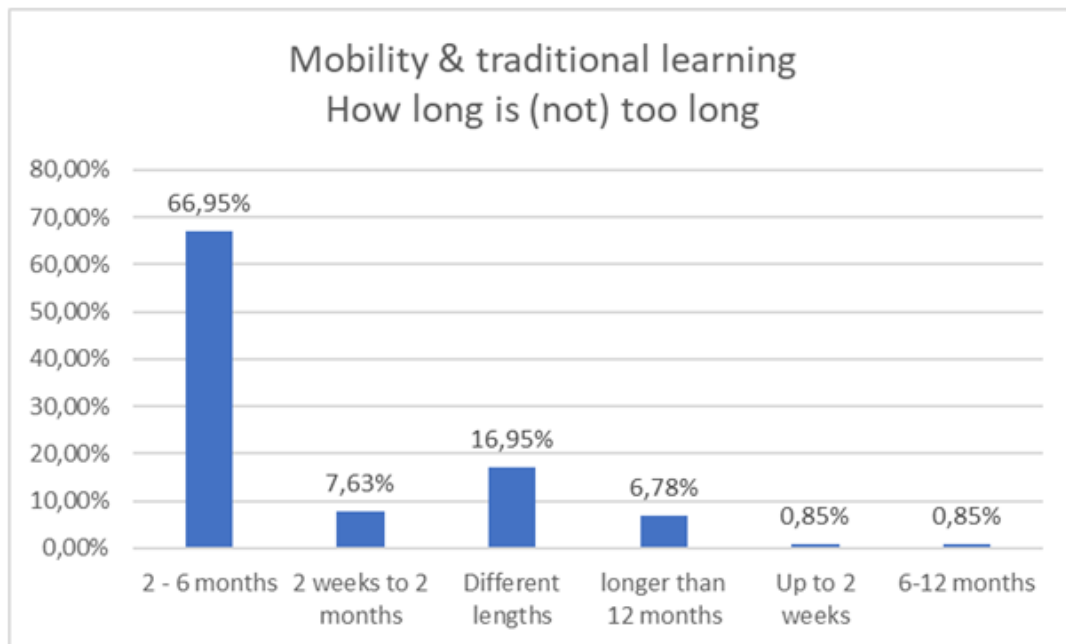
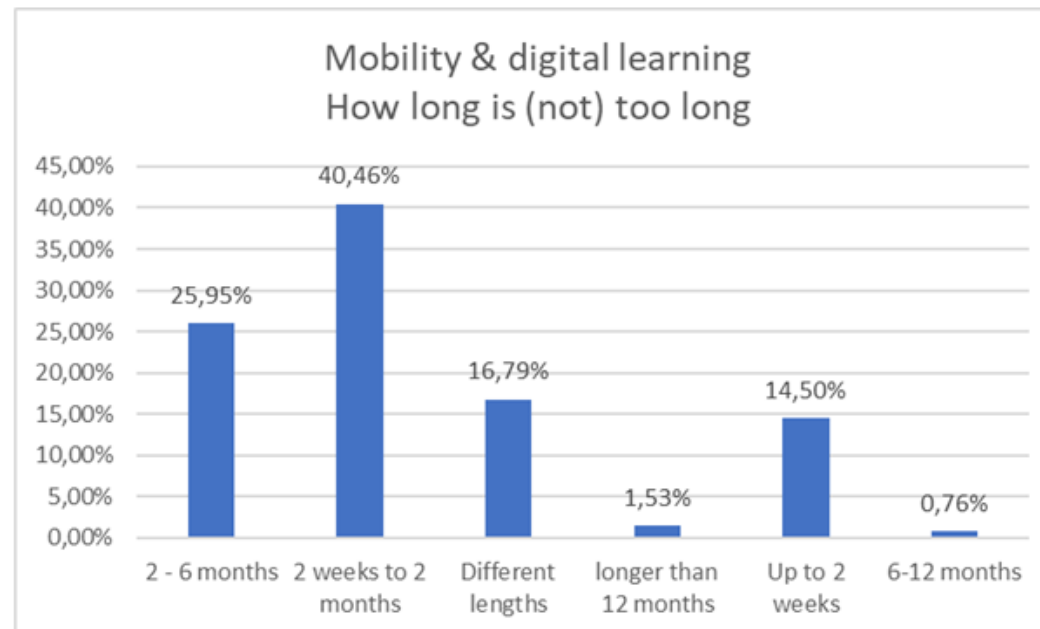
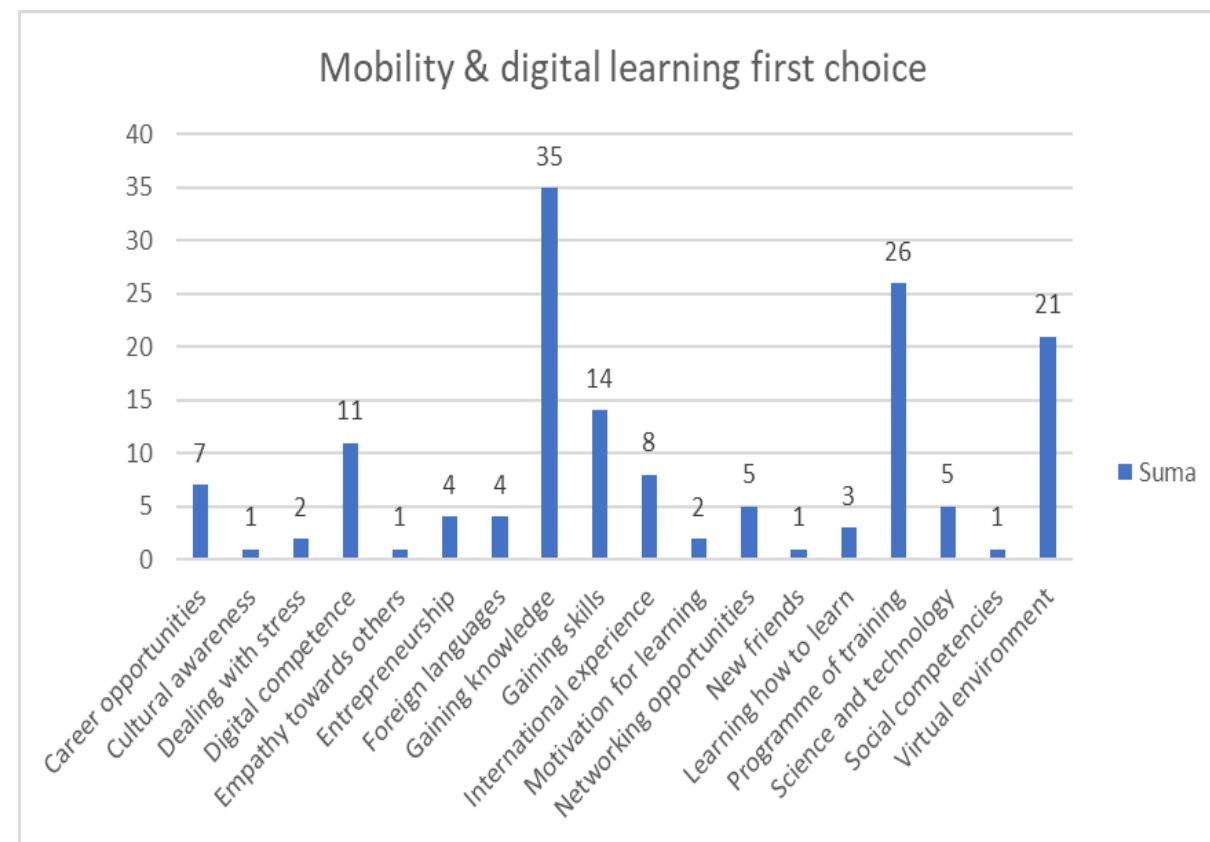
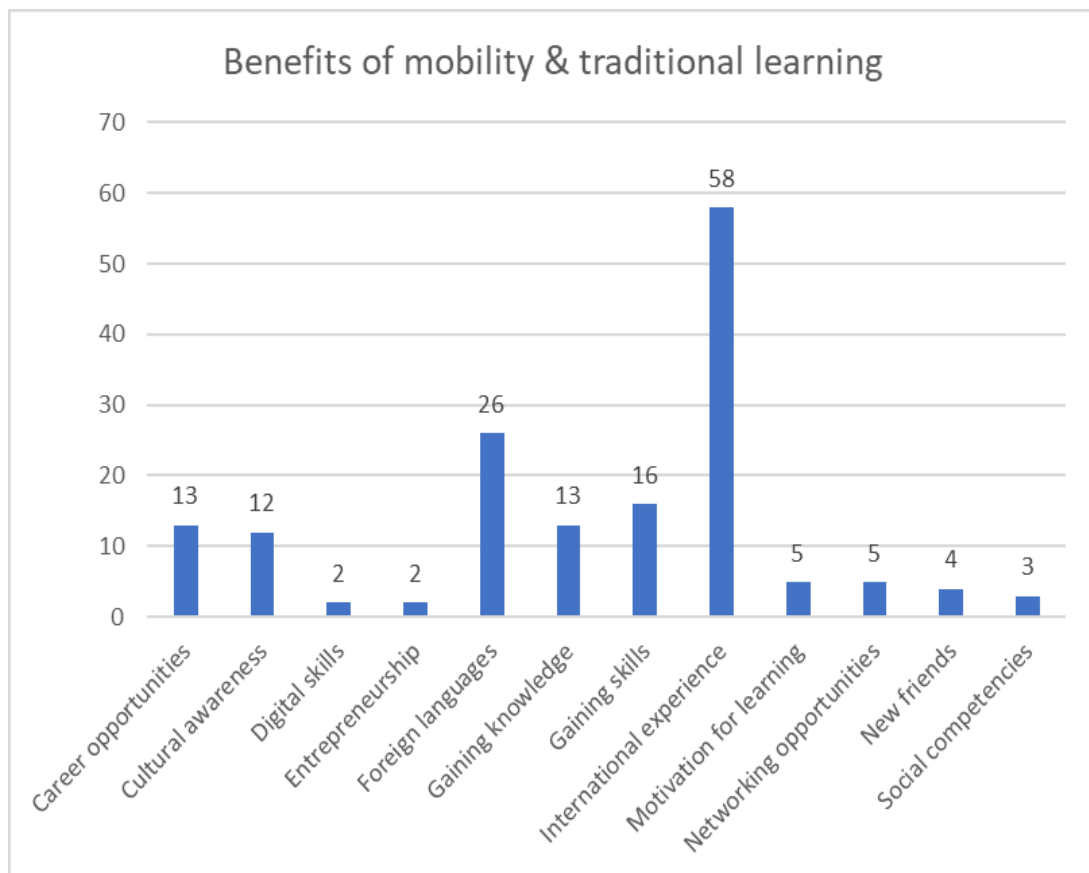


Chart 7. Length of mobility and digital learning



Mobility & benefits





Conclusions – an overview

- mobility & learning with digital tools shapes students' career identity, and is perceived by students as an opportunity to find themselves in advantaged positions in the labour market
- mobility with traditional learning helps students to develop their resilience and adaptability to cope with challenging situations, focus on social and interpersonal development



- mobility & learning with online tools motivates students to learn and helps them develop management skills, project work, planning, independence in learning (intrapersonal development)
- mobility with traditional learning supports the creation of four forms of learning (1) adjusting, (2) borrowing, (3) co-construction, (4) non-curricular focus
- mobility with digital learning is perceived as being more visual (learning by seeing), which results in a more auditory style of learning (learn through listening & interactions)

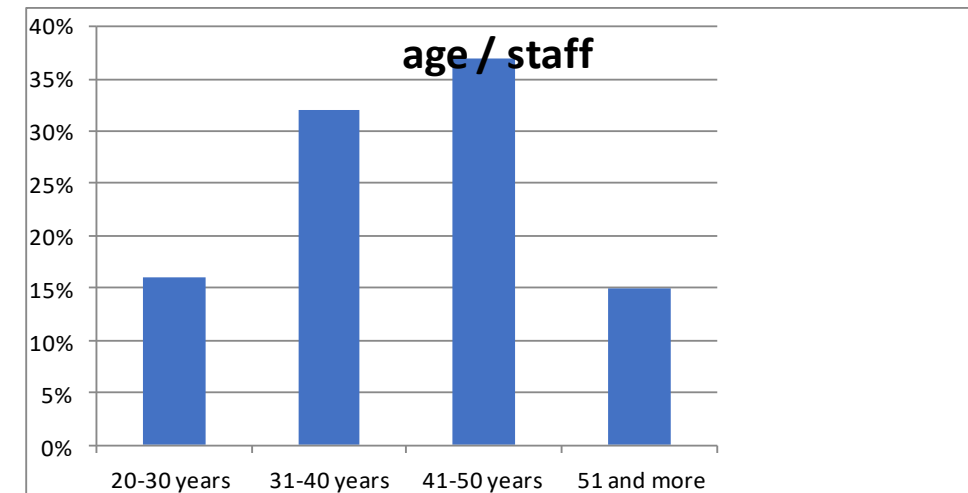
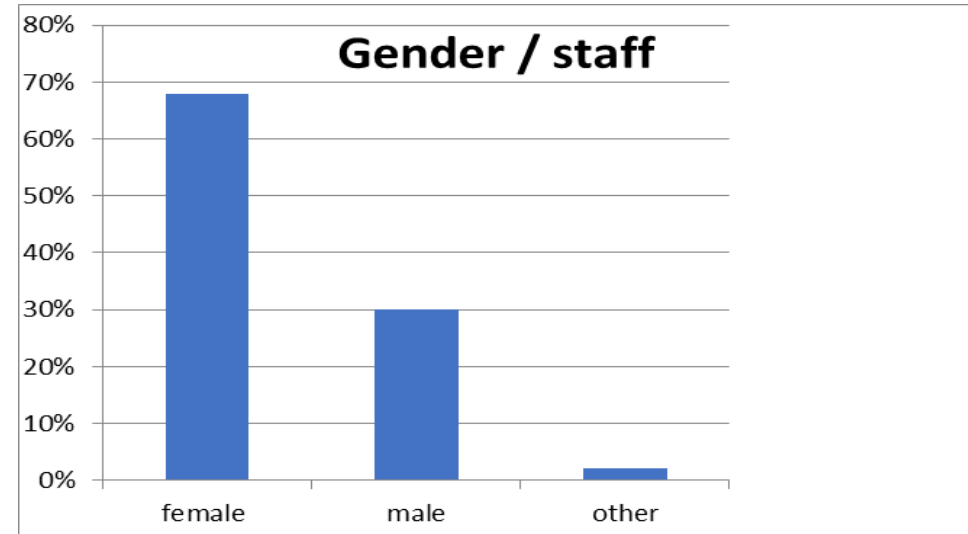


Findings – academic staff

We also aimed to identify the experiences and expectations of Higher Education staff (academic teachers and administrative staff) with mobility and three types of learning: traditional learning, blended learning and digital learning.

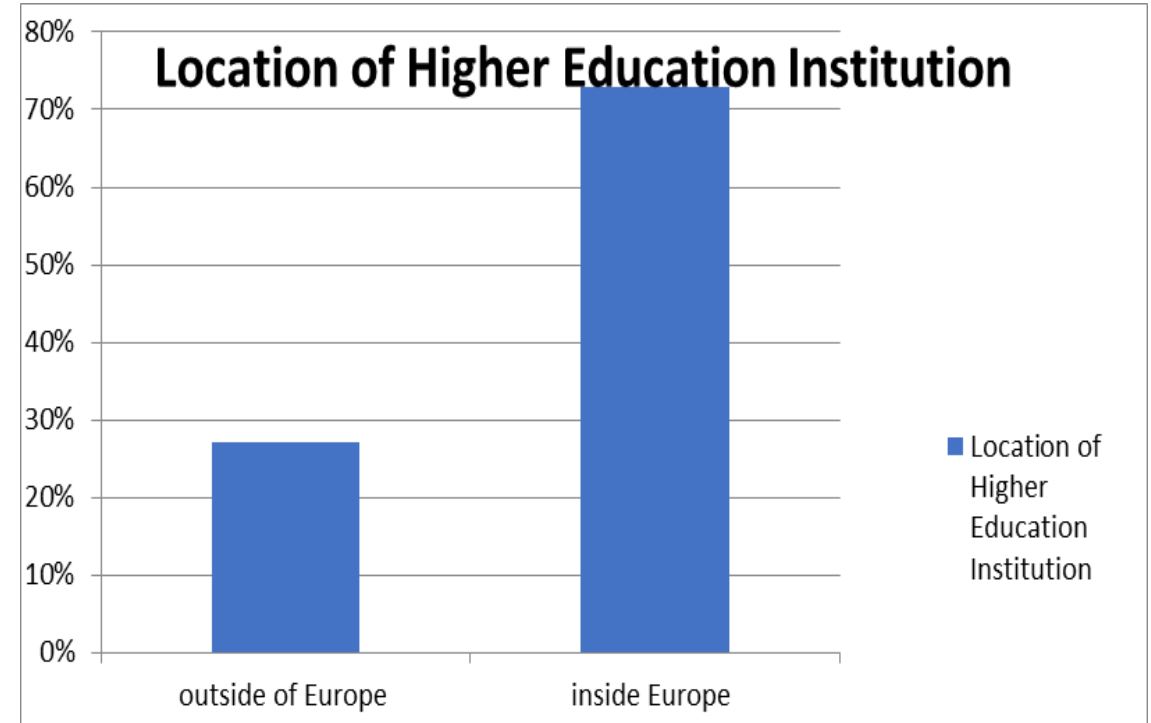
Participants

- 103 staff members responded to the questionnaire:
68% females, 30% males, other than female or male gender was declared by 2%.
- most of the respondents were 31 - 50 years of age

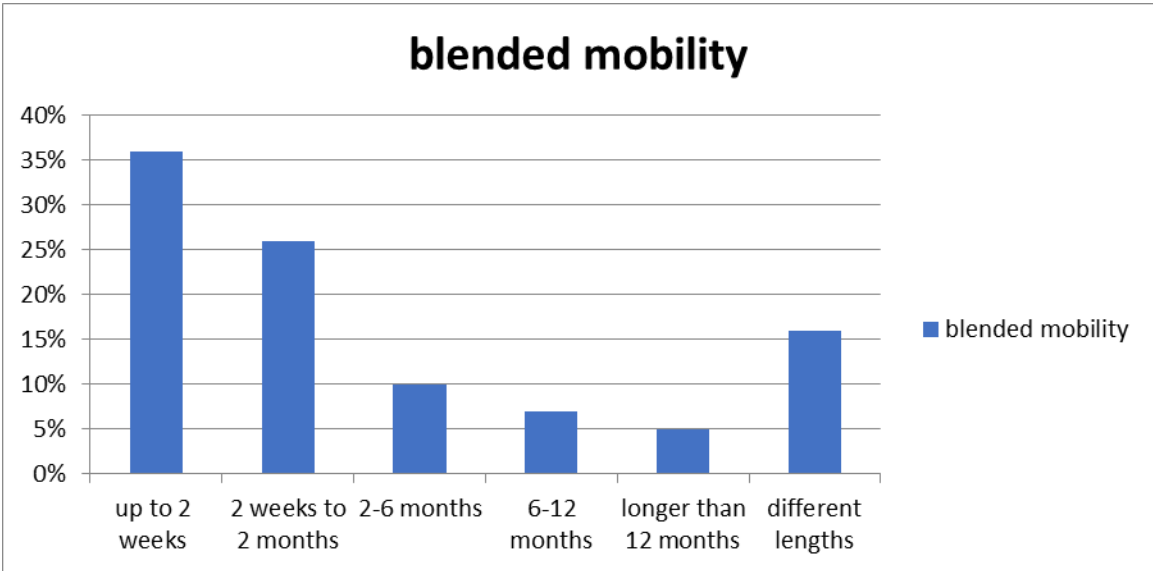
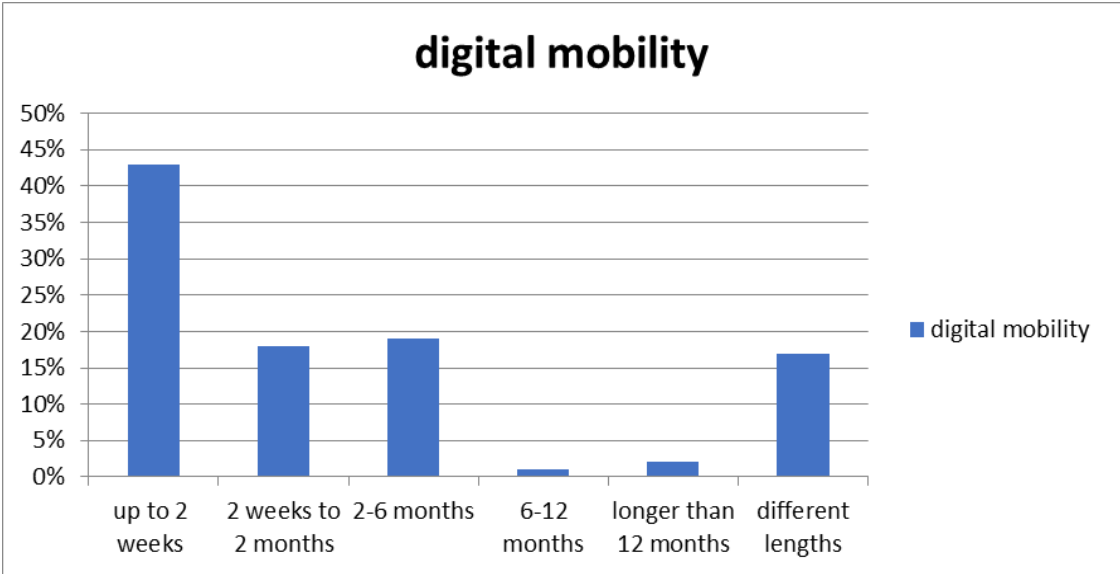
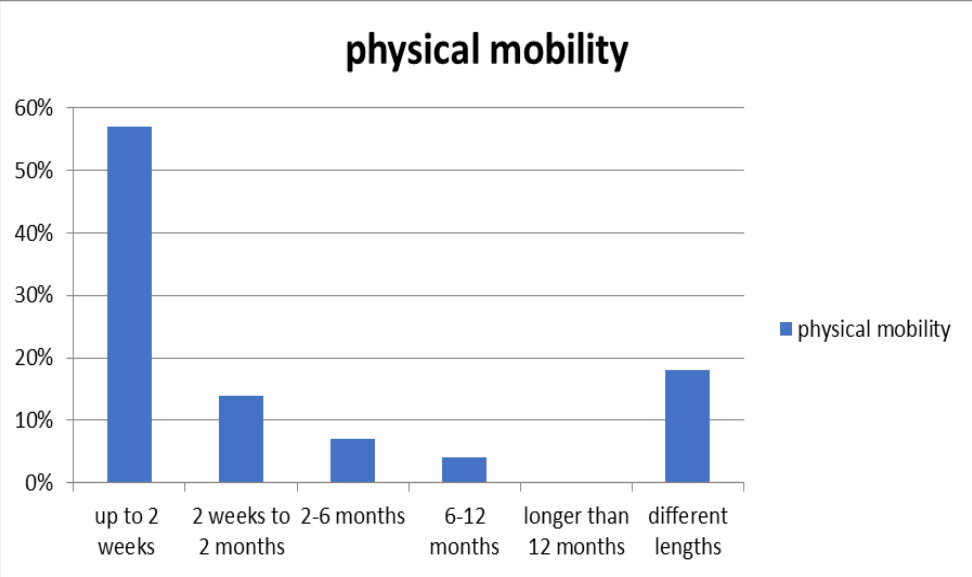


Participants

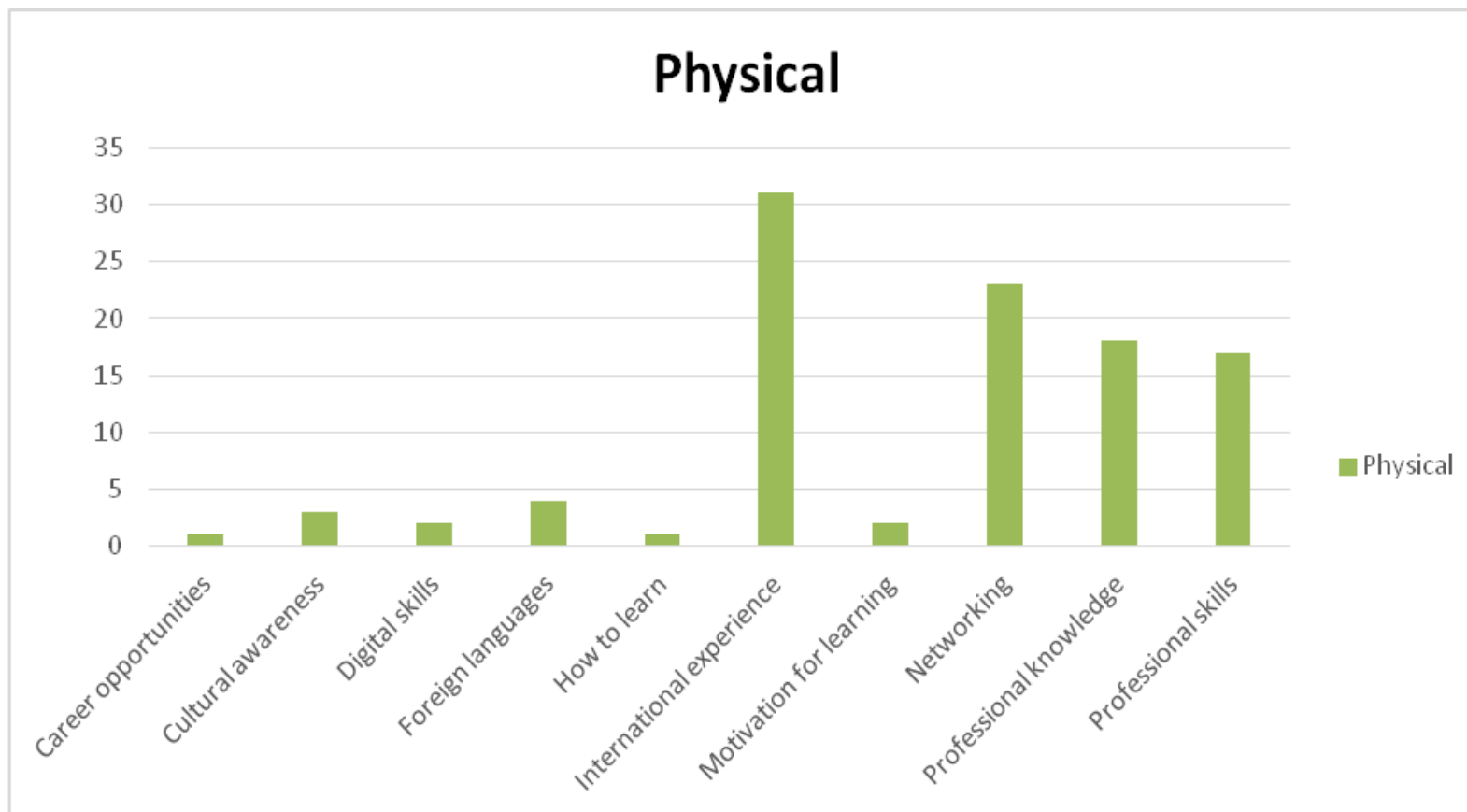
- 73% of respondents came from a Higher Education Institution located inside Europe, 27% from outside Europe



How long is (not) too long?

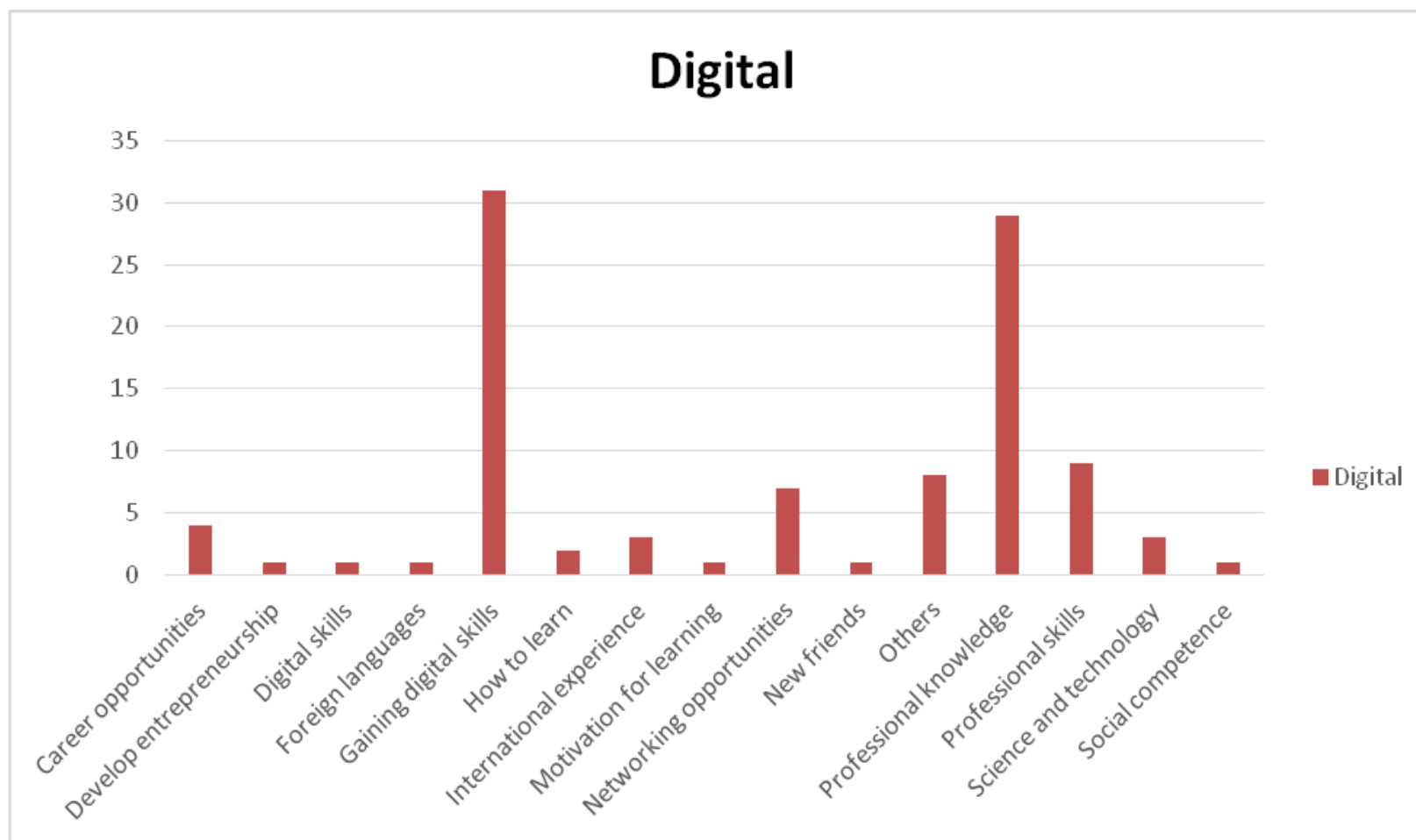


Benefits of physical mobility

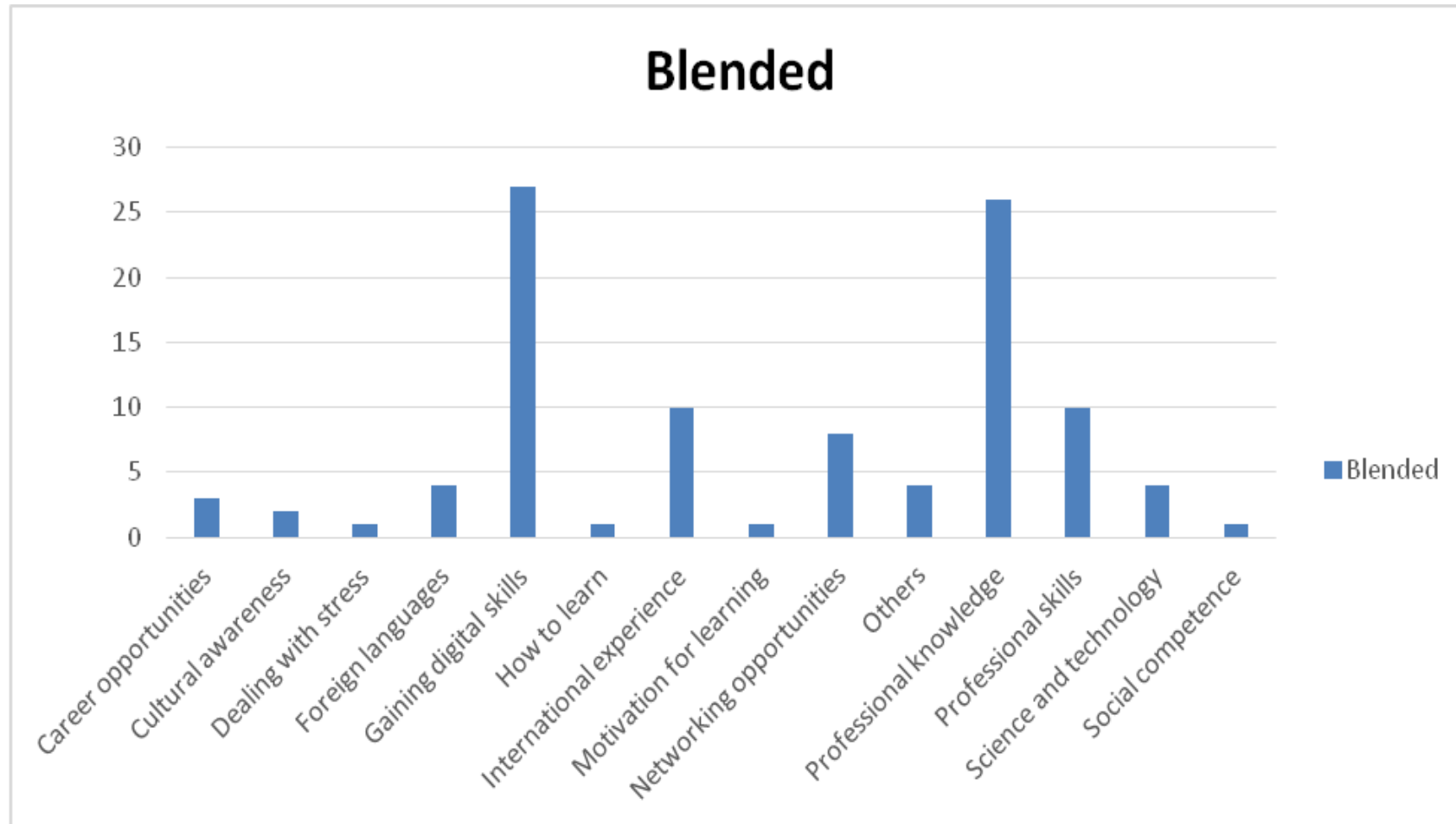


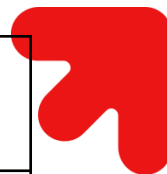
Source: original study

Benefits of physical mobility



Benefits of blended mobility







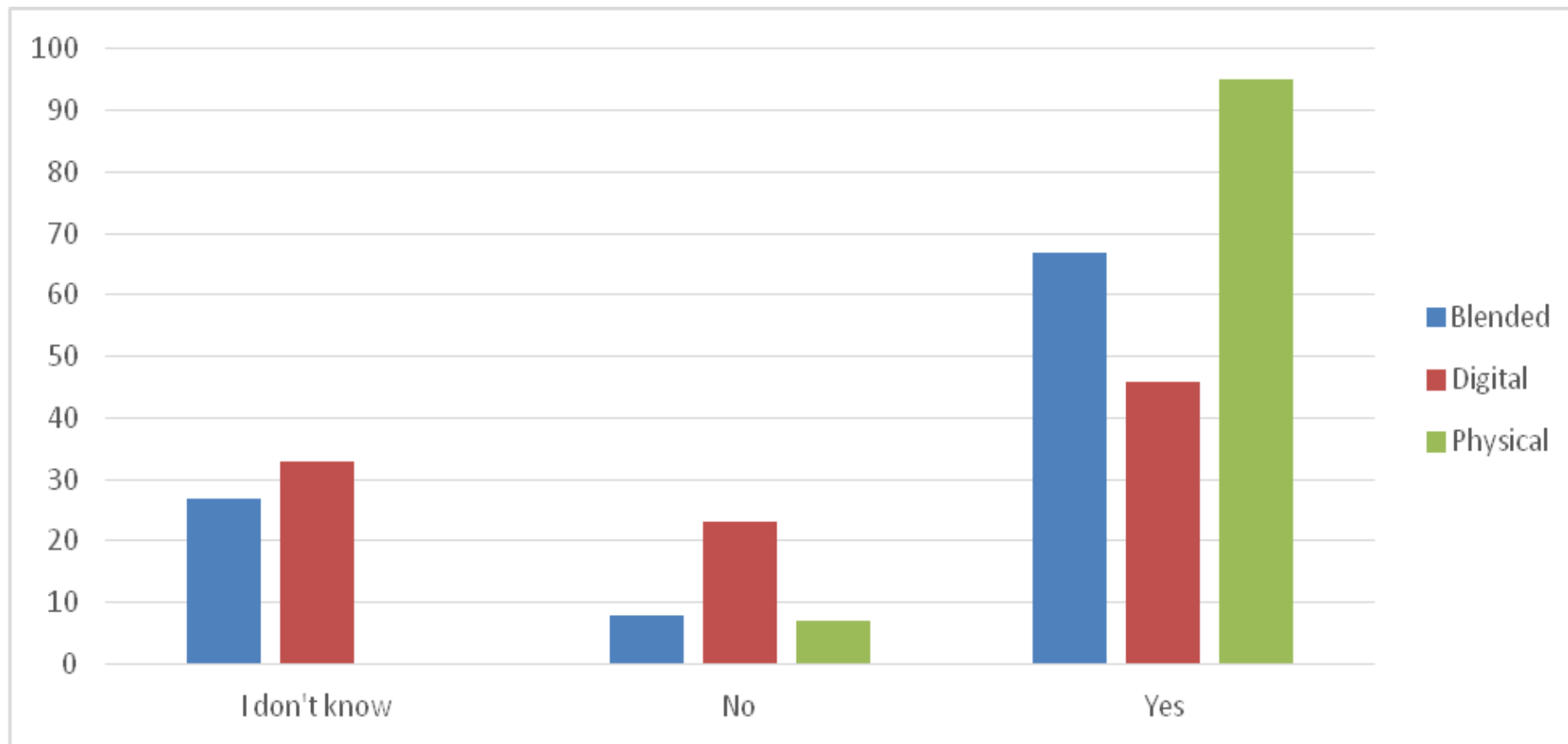
TYPES OF MOBILITY NECESSARY	KNOWLEDGE	SKILLS	ATTITUDES
DIGITAL	Necessary digital knowledge or experience. Knowledge of the digital tools. Only basic ICT knowledge. IT knowledge. Computer knowledge and language skills (English). Self-organization ICT and language.	Depends on the topic. The same as for other types of mobility. Digital skills. ICT and language skills Basic ICT skills Some ICT skills. A minimum level of digital skills is required to carry out this modality.	A feeling that the course / leaning is needed. Open mindedness. Willingness to learn, regularity, motivation for self-study. Motivation to finish the mobility programme. You should like digital tools. Patience and positive attitude to the learning process. Patience and focus.



NECESSARY TYPES OF MOBILITY	KNOWLEDGE	SKILLS	ATTITUDES
BLENDED	<p>You will have to understand online tools. Knowledge in using the tools. To be able to share and take part in discussions. The same as for physical mobility. Minimum digital knowledge is required. some technical knowledge and competence is needed.</p>	<p>How to work within digital platforms. Social and language skills. Some ICT skills. Digital skills, good communication and intercultural skills. Speaking languages, English at least, should be needed. Computer skills and English language skills. Self-organization, ICT skills. You will have to understand online tools.</p>	<p>Motivation for self-development, meticulousness, diligence. Respect and ability to work with others. Tolerance. Positive attitude to facing challenges. To be proactive, willing to learn new tools, respectful and open minded. Openness. Positive attitude towards new challenges. Open-minded, disciplined, curious. Openness, willing to network, curiosity. Being open-minded and sensitive to other points of view.</p>



Willingness to participate again in the three schemes of mobility



Conclusions

- Higher education administrative staff and academic teachers are one of the professional groups whose workplace conditions and requirements have changed last years and continue to change. Mainly due to globalization, the university has become an entrepreneurial institution governed by the laws of academic capitalism (Clark, 1998). One of the organizational solutions that can support this professional group is mobility resulting opportunities to learn from others.
- Benefits and requirements for digital and blended mobility were similar, but for physical mobility were different. The best impressions and experience come from physical mobility. All respondents expressed their willingness to participate in this form of mobility again. On the other hand, the remaining forms of mobility were rated much lower.
- The three mobility schemes studied here are different ways of experiencing the world and learning. Therefore, they should be implemented in parallel, and as the alternatives.



Thank you,

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