

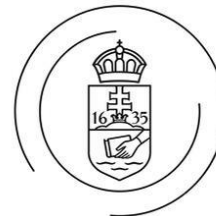


HOW LONG IS TOO LONG

IO1 Desk Research Report

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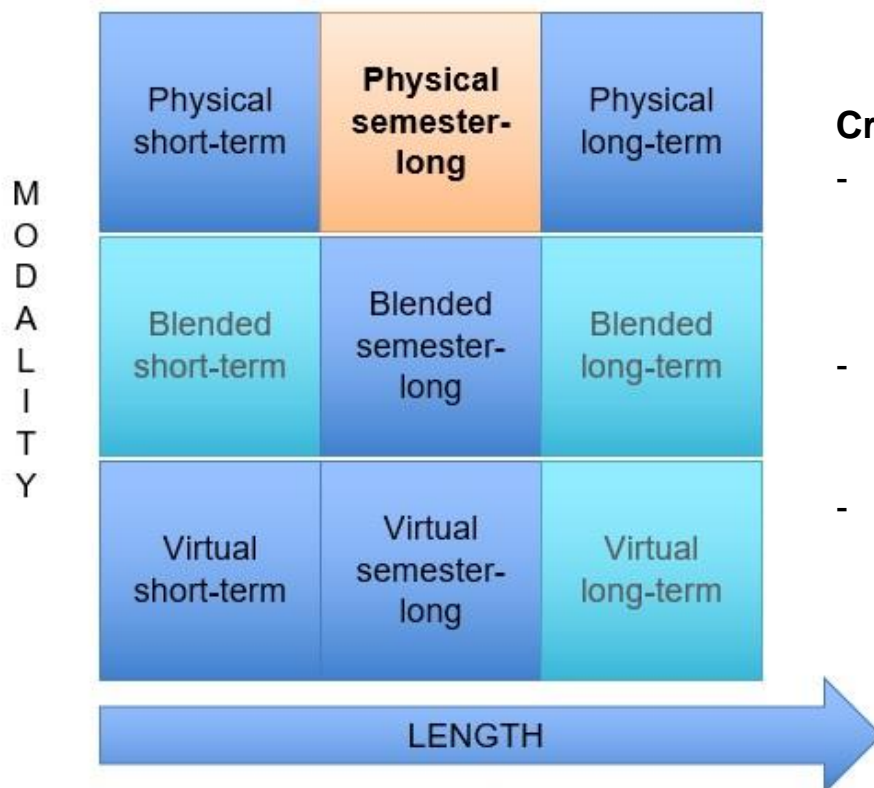
HLiTL matrix

Length dimension:

- short-term mobility (from 1 week to 3 months)
- semester mobility (from 3 to 6 months)
- long-term mobility (from 6 to 12 months)

Modality dimension:

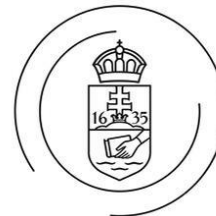
- No clear boundaries between blended mobility and virtual exchange



Crossroads:

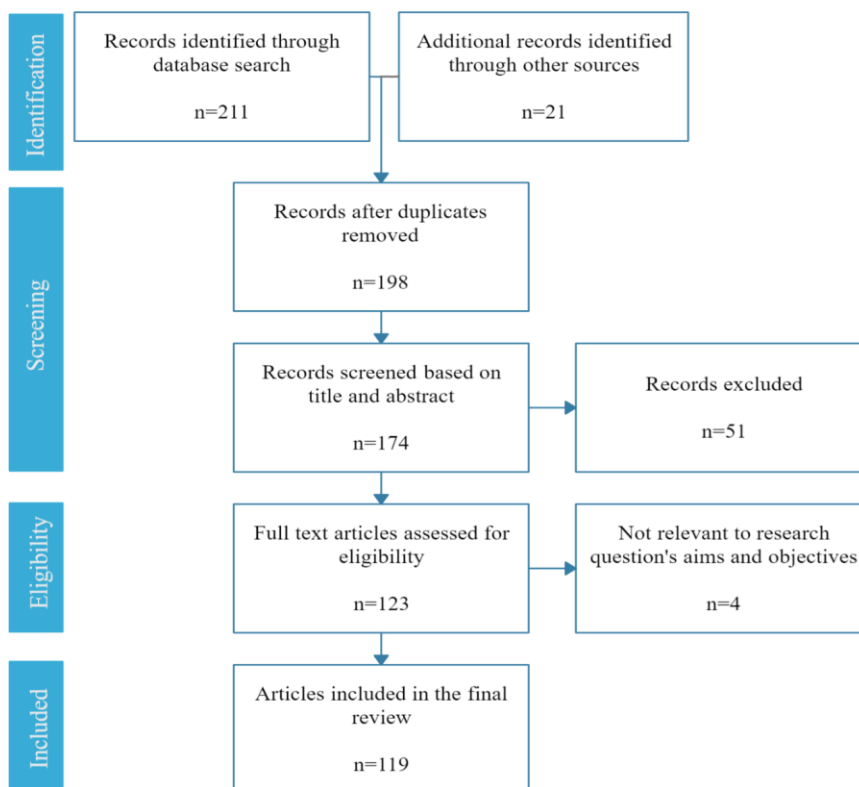
- Semester-long virtual exchange is either complemented by a short-term mobility or
- Short-term virtual and physical parts complement each other
- Less frequently virtual activities run parallelly with semester physical mobility

Figure - Matrix of international student mobility types with regard to length and modality



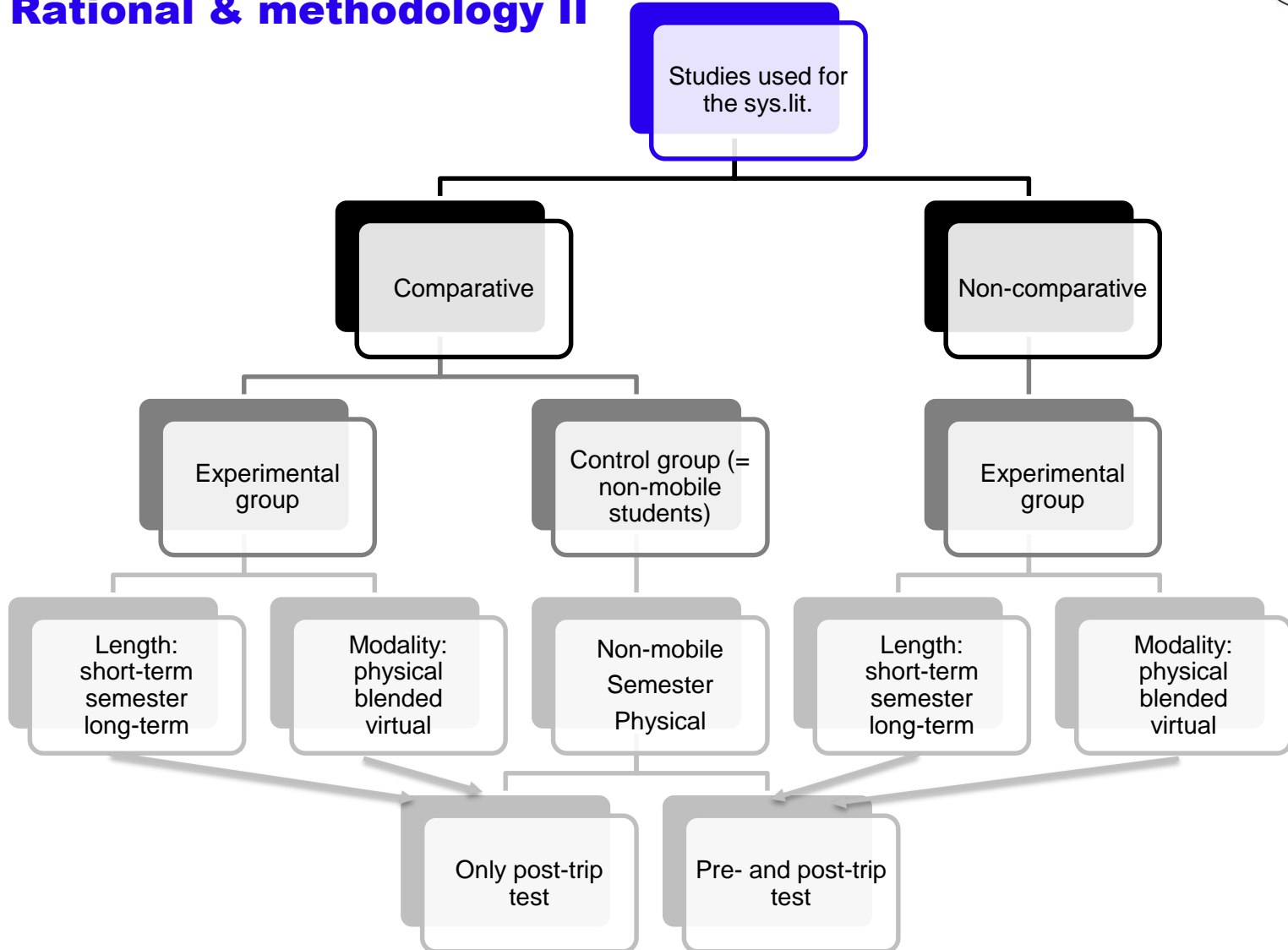
Rational & methodology I

The IO1 desk research will analyse existing studies on the **impact** of different mobility activities (different categories based on **purpose**) on **skills and competences** with respect to the **length** and the **modality** of mobility. It will furthermore analyse existing literature in order to propose a **clear terminology** for the project, and of course the documents produced in IO 5 and IO 6.



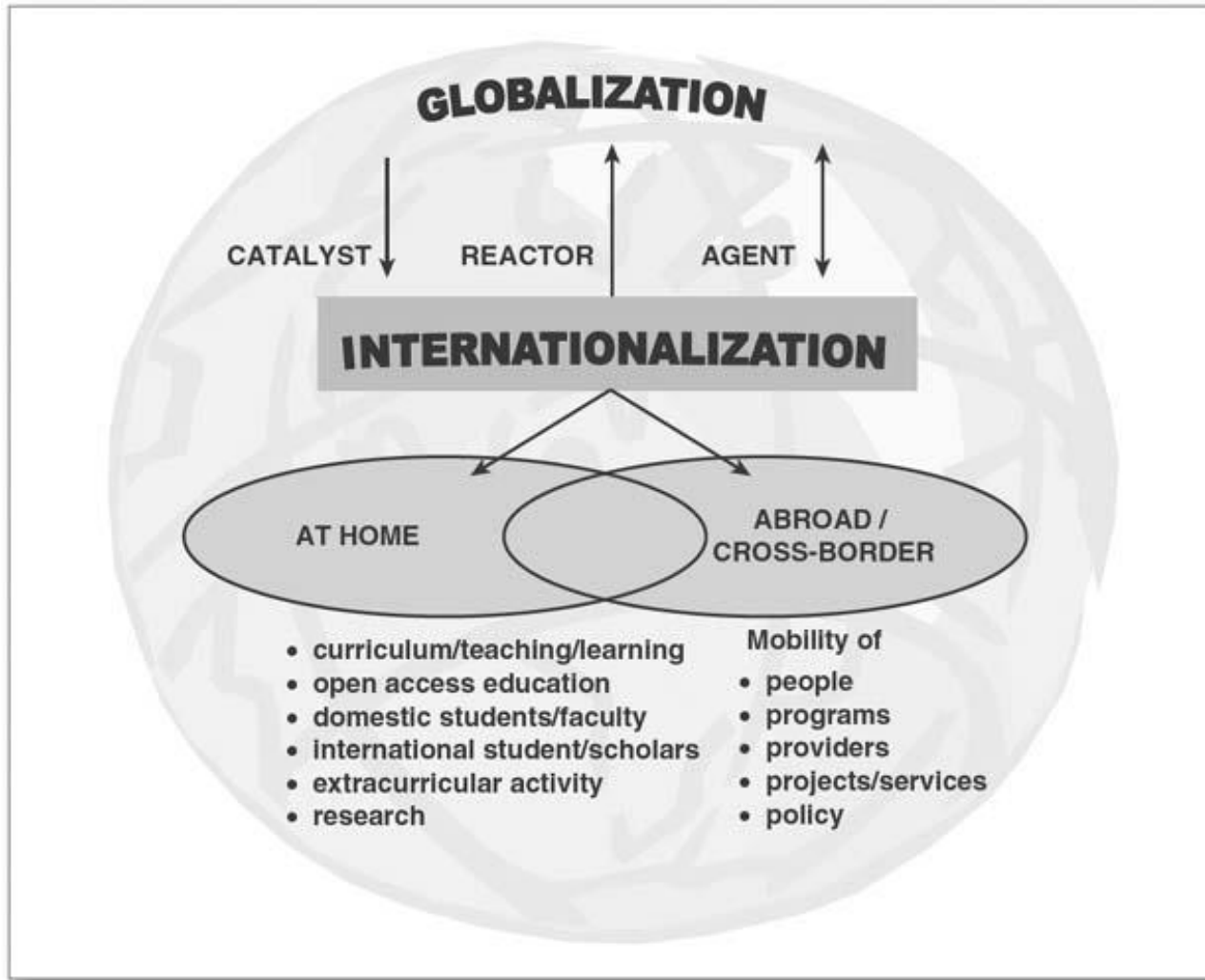


Rational & methodology II

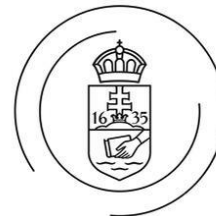




Background I



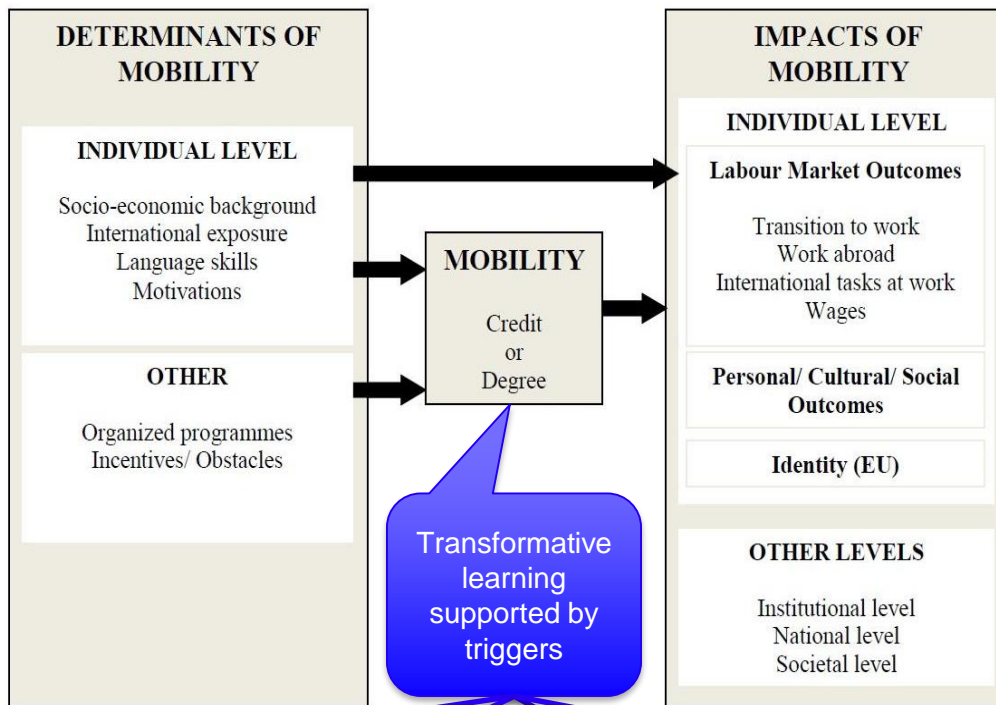
Source: Knight, 2010.



Background II

International student mobility: Smith & Mitry, 2008; Clarke et al., 2009; Nilsson & Ripmeester, 2016; Kumpikaite & Duoba, 2011

Transformative learning theory: Mezirow, 1991; Clapp-Smith & Wernsing, 2014



Rodrigues (2009)

immersing with local customs and people

experiencing the novelty of "normality"

communicating in a new language

finding time for self-reflection



Results I

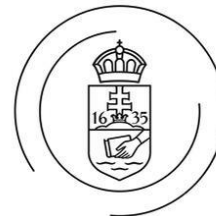


Intercultural competences

Language competences

Personal and social competences

Professional competences



Results I

Intercultural competences

- Global thinking
- Intercultural sensitivity
- Intercultural consciousness
- Intercultural communication competence



- Triggers the will of getting to know other cultures and people

Language competences

- Foreign language skills (written and oral communication skills)



- BUT! it increases the motivation to learn a foreign language and it provides practice

Personal and social competences

- Teamwork, collaboration skills
- Digital literacy



- Considerable impact on the digital skills

Professional competences

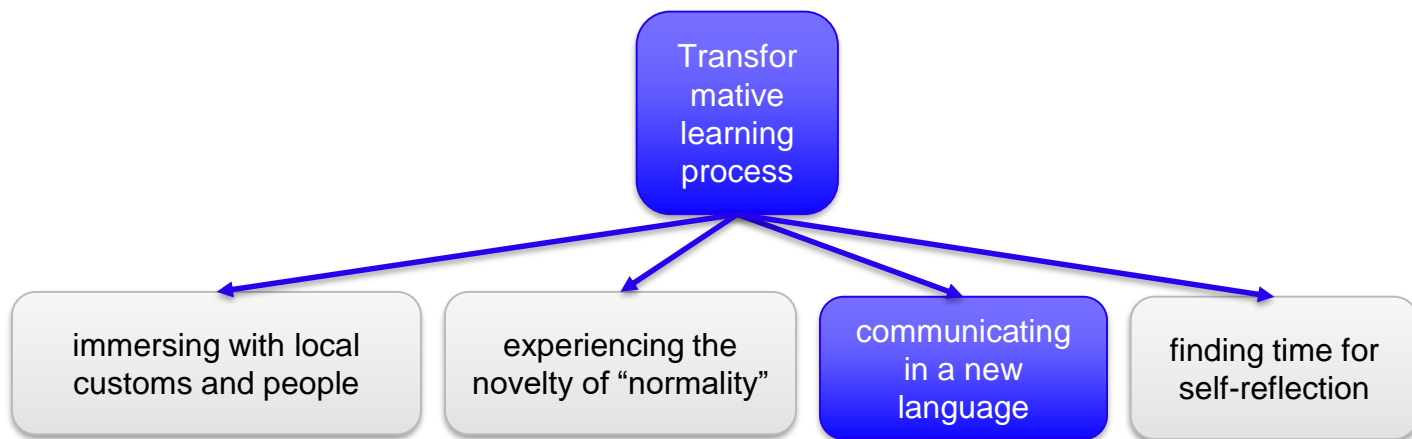
- Interdisciplinary knowledge
- Academic skills
- ICT skills



- It depends on the structure and the curriculum of the programme



Results II



Practical tips:

1. Alignment of the course learning outcomes with virtual exchange activities is needed
2. Active collaboration of faculty is necessary to diminishing the notions of the “sending” and “receiving” institution
3. Learning activity shall start with a „boarding” activity
4. Active, collaborative student (and teacher) learning activities in heterogeneous groups are advised which provide all involved with the possibility to communicate and share their thoughts mutually
5. Use of innovative ICT tools in preferably synchronous way is advised
6. Online or hybrid course delivery is recommended
7. Involvement of the faculty of the “sending” institutions into the course assessment (quality assurance) is needed



Food for thought...

How to promote physical mobility if it has a considerable carbon footprint and raises inclusivity questions?

How to secure the achievement of the same LOs / development of transversal skills if students are not mobile?

Sustainability

Internationalisation

Inclusiveness

Digitalisation

How to include all university citizen into mobility and take into consideration all respective agendas at the same time?

How to support the digital agendas without losing the cultural immersion experience?



Overarching recommendations

- Integration of all mobility actions and virtual exchanges into the curriculum (on the level of learning outcomes)
- Introduction of blended solutions
 - Virtual exchange as a preparatory and/or follow-up activity
 - Short-term physical mobility
- ...and reading more on this topic in the IO1 report

<http://www.hliti-project-eu.uvsq.fr>

