



Istanbul
19 - 21 February 2020

Is it possible *“to catch the drift”* in international student mobility?



Why it is important to allocate resources to facilitate international mobility for students?

It can be seen as an important part of a collective effort to work for a more sustainable future - and world peace.

And because approx. 75% of all European students find it important!



What do we know about
the *positive impact* of
international student
mobility?

The 2019 Erasmus+ Higher Education Impact Study shows:

1st finding:

Erasmus+ students discover what they want to do in life while abroad.

They are exposed to new teaching and learning methods and aim to progress to higher levels of education more than non-mobile students.



2nd finding:

*Erasmus+ students improve
competences for employment
and social cohesion.*



3rd finding:

Former Erasmus+ participants find a job more quickly than non-mobile students.

One in four Erasmus+ students go abroad for a traineeship that leads to job opportunities.



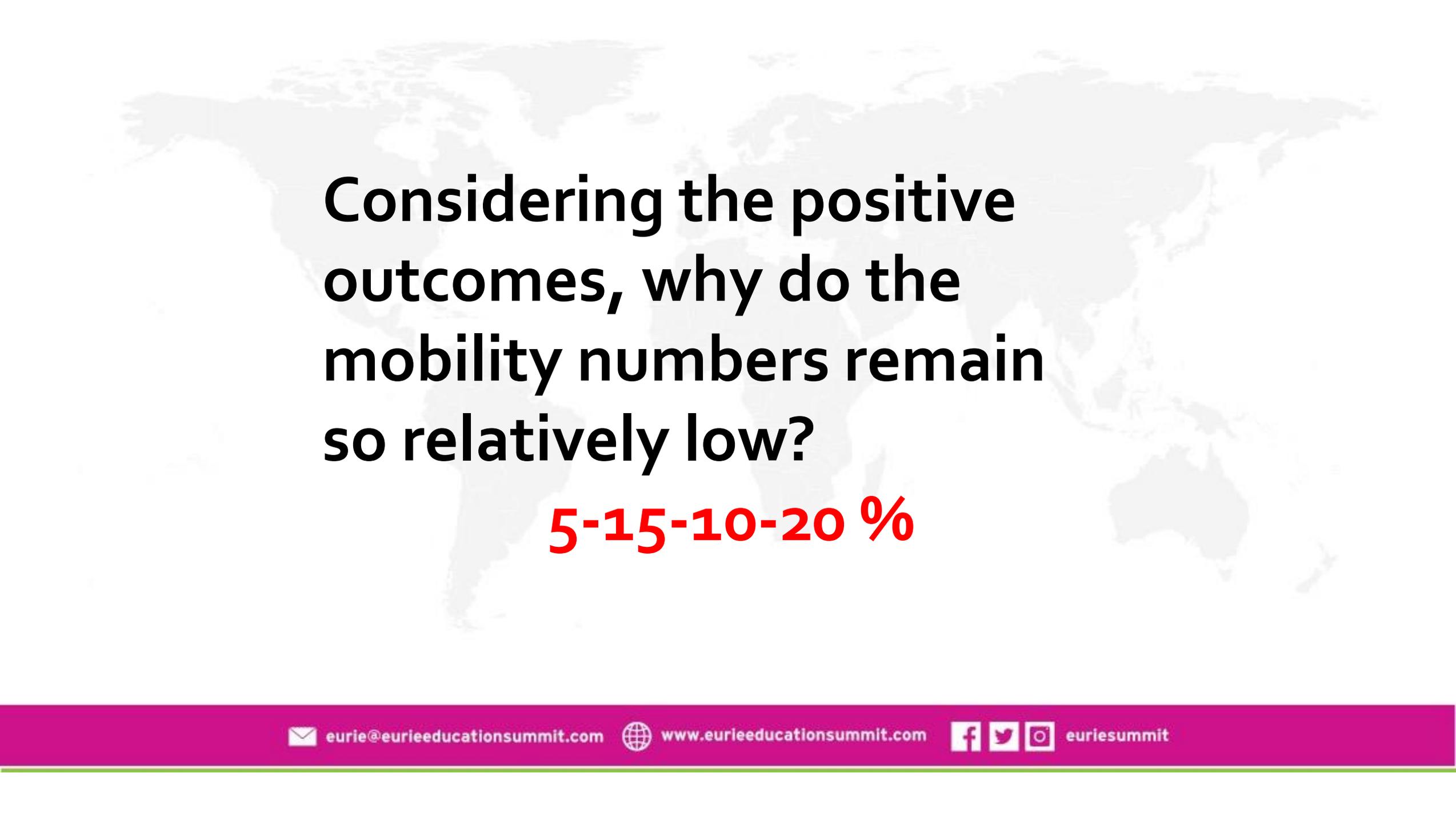
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**Considering the positive
outcomes, why do the
mobility numbers remain
so relatively low?**

5-15-10-20 %





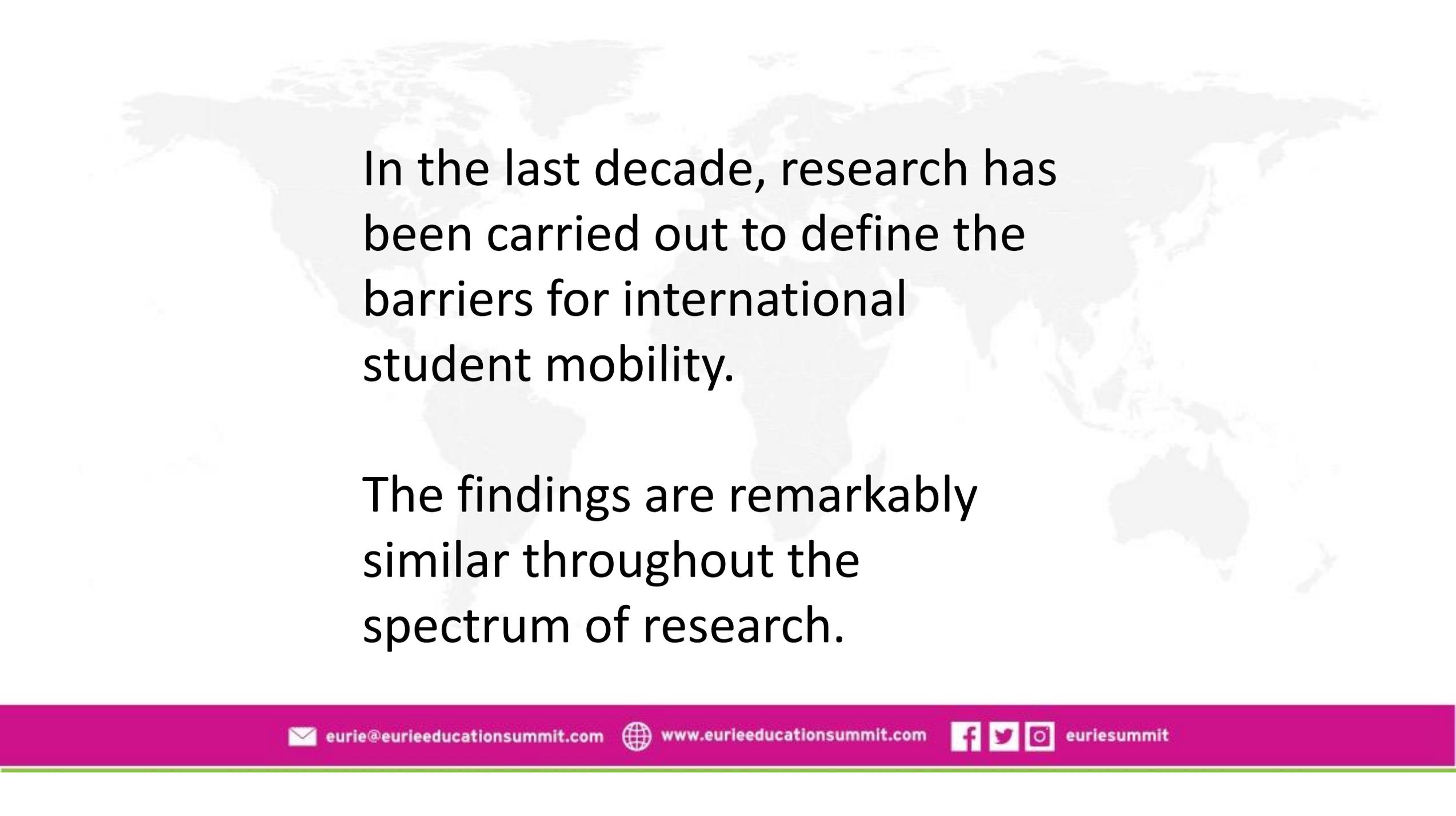
Political will is deteriorating

**– and other obstacles
and factors:**

institutional and personal







In the last decade, research has been carried out to define the barriers for international student mobility.

The findings are remarkably similar throughout the spectrum of research.



Well acknowledged barriers!



- **Additional financial burden**
- **Separation from partner / children**
- **Difficult integration into structure of home study program.**
- **Lack of sufficient mobility windows**
- **Finding suitable English-language courses at partner institution can be a challenge**



Are there certain types of students who more willing to do mobility?

According to a qualitatively research-based Ph.D. project from 2013 carried out by Head of Mobility Mette Skovgaard Ernlund at University College Syd, Denmark, students' motivations for studying or doing their internships abroad are based **on four Ideal Types / Archetypes or mindsets** and some **“pull and push factors”**.





Seventy percent & fifty percent



The adventurous mindset:

"I am drawn by the unknown, I want to experience new contexts, enjoy my freedom, get new experiences and meet new people".





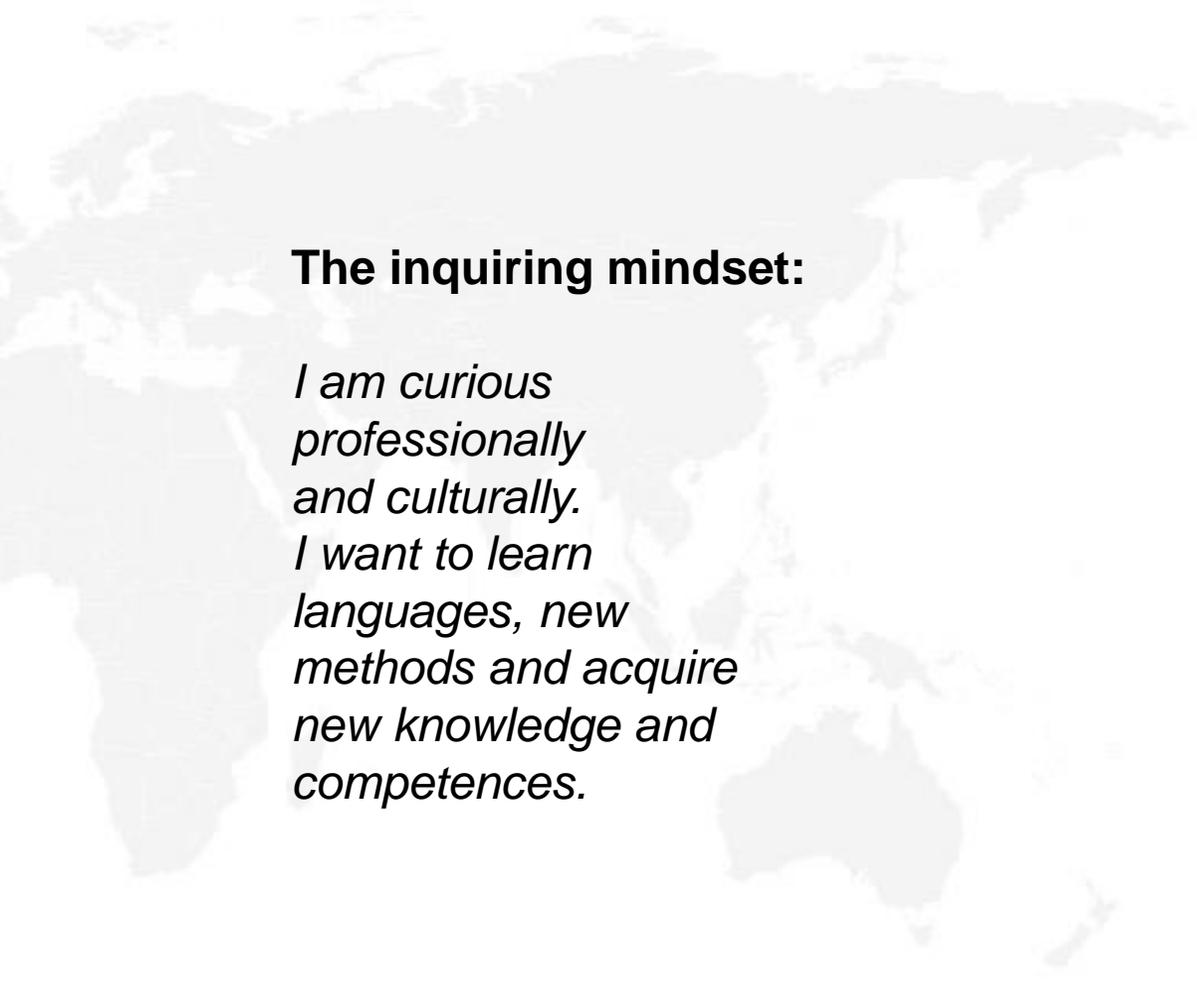
The adventurer's motivation is based on the "narratives of adventures" which are defined by:

- **change,**
- **social networks,**
- **freedom**
- **responsibility.**





**THIRST
FOR
KNOWLEDGE**



The inquiring mindset:

*I am curious
professionally
and culturally.
I want to learn
languages, new
methods and acquire
new knowledge and
competences.*





**THIRST
FOR
KNOWLEDGE**

The inquirer is motivated by narratives of professional and personal development.

Focus is on career, language and culture.

The personal characteristics are:

- self-confidence
- courage
- eagerness to learn

The inquirer's identity development builds onto a solid base through:

- reflection
- and new experiences.



The Escapist Mindset:

*"I seek an identity and
want to move on with my
life.*

*I am being pushed away
from finding myself.*

I need a break.

I need a fresh start.



The escapist mindset is motivated by narrative of "suffering".

The Escapist is focused on being able to find a new identity and a fresh start in life.

The personal characteristics are:

- a lack of self-confidence, anxiety,
- a certain amount of courage
- eagerness to learn.

The identity development can be described as follows: they seek to build personal foundation by making an active attempt to understand the social world and their own position with that world.

Special factors:

It is important to be aware of that fact that the Escapists need the right type of accommodation as a prerequisite for the acquisition of new social and professional experiences. The Escapist has a great need for establishing comfort zones and close relationships.





The reluctant mindset:

I am being nudged to do mobility in order to learn something new.

It was not my own idea, nor my original wish”.





The reluctant mindset is motivated by the narrative of anti-heroes.

The reluctant student finds motivation in knowledge of:

- the profession (studies)
- intercultural understanding

The personal characteristics are:

- lack of self-confidence
- lack of motivation to go
- lack of courage

Their identity development can be described as follows: they seek to build personal and professional foundation.

Special factors: it is important that the institutional framework supports exchange students or internship students in terms of accommodation, studies and an introduction to activities in the study social environment.

WHICH TYPES OF MOBILITY APPEAL TO STUDENTS?

Local VIA University College survey with a respondent rate of 16 % (371 student teachers) showed the following student mobility preferences:

- (1) **Semester studies** at partner institution (30 ECTS) **66%**
- (2) VIA UC international **6-week elective module** taken abroad or partly abroad. (10 ECTS) **67%**
- (3) **6-week internship** (teaching practice) (10 ECTS) **70%**
- (4) **3-week Cross Professional Element** in Romania or Tanzania (5 ECTS) **38%**
- (5) **2-week study trip** to a partner university with your class and lecturers.
An opportunity to study your subject abroad with students from a partner university. **69%**
- (6) Participate in **an international week** at a partner university with your class and lecturer - with the opportunity to participate in lessons. **51%**



Being aware of the notion that the *students' motivations are embedded in archetypes*, and combined with the knowledge from *research concerning barrierers* and last but not least, knowledge about the *students' mobility preferences*, provides an important foundation for making more qualified attempts to design future student mobility.

References:

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Rowan-Kenyon, H. T. & Niehaus, E. K. *One Year Later: The Influence of Short-Term Study Abroad Experiences on Students*, *Journal of Student Affairs Research and Practice*, 48(2), 213– 228 (2011).

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What are the obstacles to student mobility during the decision and planning phase?

http://ecsta.org/wp-content/uploads/2016/07/EV_IB_mobility_obstacles.pdf

