

The HIBLend project



Approaches to Blended Student Mobility

This report provides an overview of current and emerging practices and approaches to blended student mobility.



Quality Perceptions and QA Approaches to Blended Student Mobility

This report summarises the findings on quality considerations and quality assurance (QA) approaches to blended student mobility from a multi-actor perspective.



HIBLend Framework Model

The final version of the framework model offering guidance on the design and delivery of quality blended student mobility is validated by the sector.



HIBLend Community of Practitioners

A multidisciplinary community of practitioners (CoP) involving higher education actors interested in blended student mobility will be built through a LinkedIn group.



HIBLend Digital Toolbox

The HIBLend project findings, including the framework and a heatmap of good practices, will be implemented as a digital toolbox on the HIBLend website.

HIBLend Partners



ACA
ACADEMIC
COOPERATION
ASSOCIATION



EU
F EUROPEAN
UNIVERSITY
FOUNDATION

MASARYK
UNIVERSITY



Tampere University
of Applied Sciences

HIBLend survey

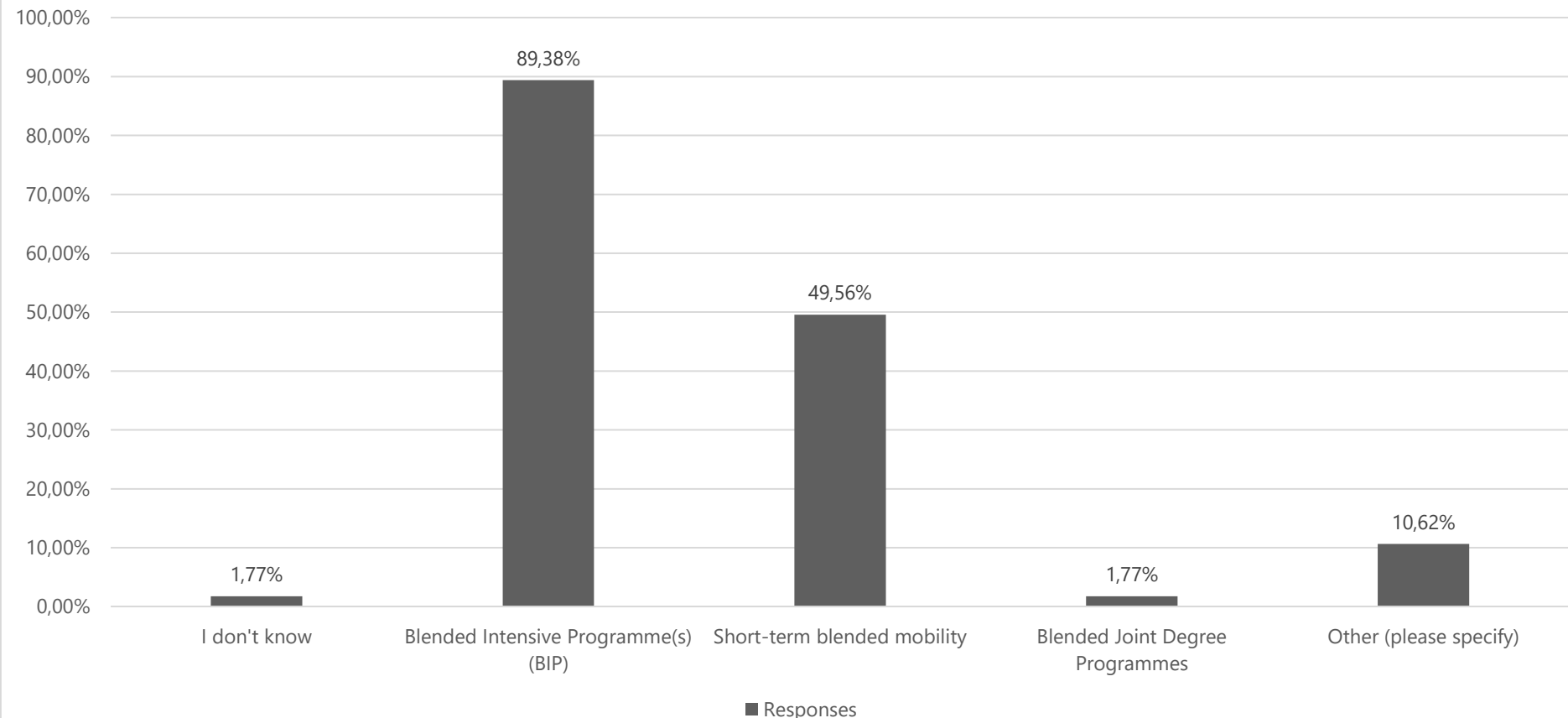


- Understanding and mapping the evolution of blended student mobility in the post-Covid context.
- Initiative under Erasmus+ funded HIBLend project.
- Four main sections: Background, Motivation, Delivery & Challenges.
- 200+ responses

Types of SBM



What type(s) of student blended mobility is/are offered at your institution?



Other:

Part of summer schools

Blended courses in the framework of alliances

Blended double degrees

Online Coaching for physical mobility (pre departure preparation)

Blended traineeships

The roles behind SBM



International
Relations
Coordinators/Officers

Study Programme
Coordinators

Teachers/Professors

Instructional
Designers / E-learning
Consultants

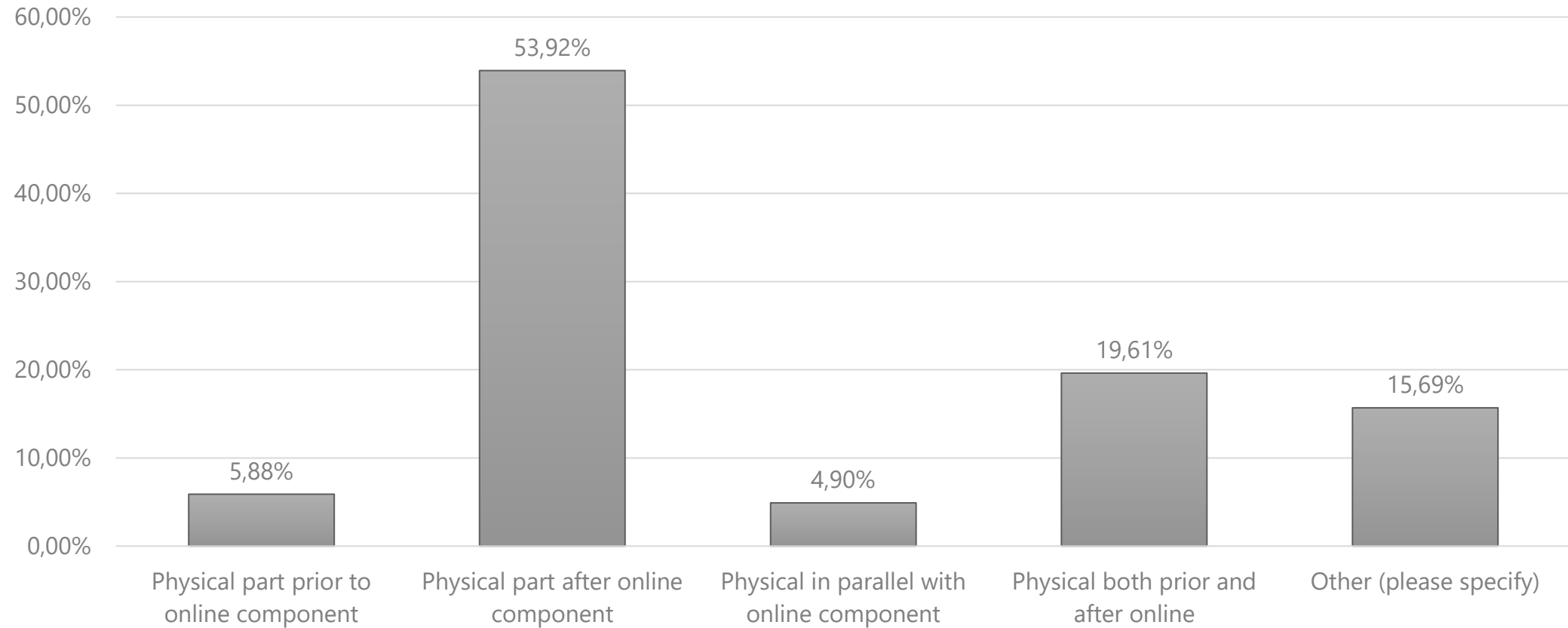
IT Officers

Quality Assurance
Officers:

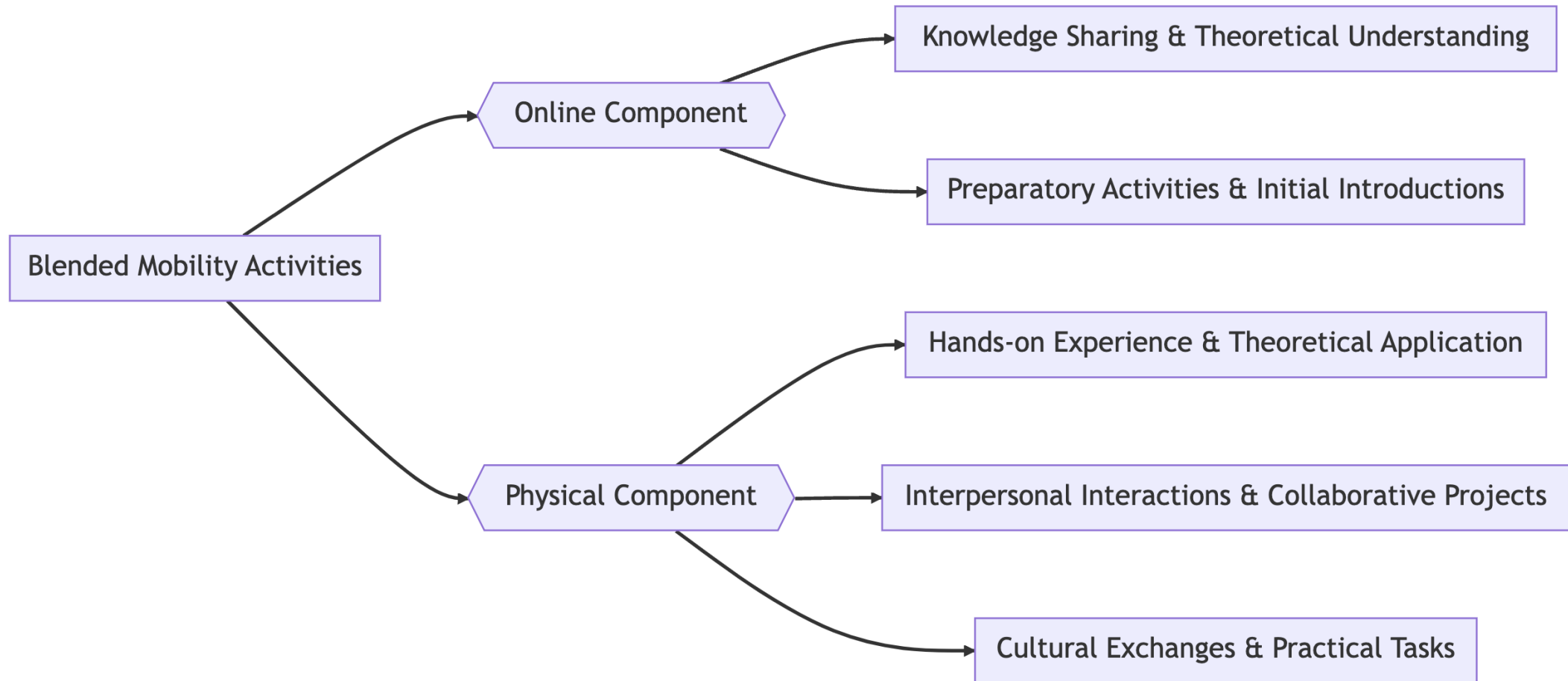
Order of SBM components



What is the typical order of online and physical components in blended mobility activities at your institution?



Purpose of SBM components



Key success factors (1)

- Preparation and Planning: Advanced & early planning, Integration in curriculum, Clear communication & partner commitment.
- Engagement and Motivation: Motivated staff & students, Time for networking & cultural activities, Ice-breaker sessions for interaction.
- Communication and Collaboration: Strong partnership communication, Cooperation between staff, Share best practices & promote benefits.



Key success factors (2)

- Support and Resources: Tangible support & shared practices, Sufficient funding & guidelines, Dedicated staff for guidance.
- Pedagogy and Assignments: Curriculum-embedded programs, Clear outcomes with intercultural focus, Engaging content & interactive pedagogy.
- Partnerships and Networks: Diverse internationalization options, Quality lectures & topics, Established & working partner networks.



How it all started



New Erasmus program brought new challenges



BIP – how does it fit with what we know, what we have



Many questions:

What is virtual component?

How will it be financed?

BIP as a partner



Adjust the administrative system of VSB-TUO connected to EWP



Sign the multilateral agreement by all partners (March 2022)



Find students – who, how will they be registered in our system, will the LAs be signed in time?

BIP as a coordinator



The good points:

- **Partners from the previous BIP and a few new ones**
- **Eager and extremely motivated staff**
 - Tereza Majstríková - Faculty of Civil Engineering
 - Barbara Vojvodíková, IURS – Institute of Sustainable Development of Settlements
- **Helpful Faculty International Office**

BIP as a coordinator



The
challenges
of BIP

IIA (multilateral or bilateral)

Will we have enough students?

Which virtual platform

What is the best time

BIP as a coordinator



The challenges at VSB-TUO

- Being the first
- Virtual component
- IS Edison
- Credits vs hours taught
- How do we keep to budget

BIP as a coordinator



The
challenges
in BM

Will the different calls connect?

Information for BM

How do I ensure enough students
in BM?

„Common Regeneration How can urban commons transform an industrial and mining region? Case study: Ostrava“



Virtual comp. 15.3.+13.4.2023



Physical comp. in Ostrava 23.4.-28.4.2023



6 partners:

Metropolia University of Applied Sciences
Amsterdam University of Applied Sciences
Frankfurt University of Applied Sciences
VSB – Technical University of Ostrava
Kaunas University of Technology
University of Ljubljana

Physical comp. in Ostrava 23.4.-28.4.2023



- Networking activities for students
- The independent work



Physical comp. in Ostrava

23.4.-28.4.2023



- Three localities with different social and technical problems:
 - Czech House in Ostrava Vítkovice
 - Jílová Street in the Moravská Ostrava and Přívoz district
 - Palackého Street in the Moravská Ostrava and Přívoz district



