

Wednesday, November 22
Ballroom
14:00 – 14:40

Can a Mobility Window Increase the Number of Student Mobilities? An Example of the UO Faculty of Education

Kamila Danihelková, University of Ostrava

Jan Plešek, University of Ostrava

Content

- **Background, context (from the point of view of the institutional coordinator)**
- **Example of MW implementation (from the perspective of the academic coordinator)**
- **Short-term mobilities/BIPs**
- **Conclusions, lessons learned**
- **Questions, discussion**



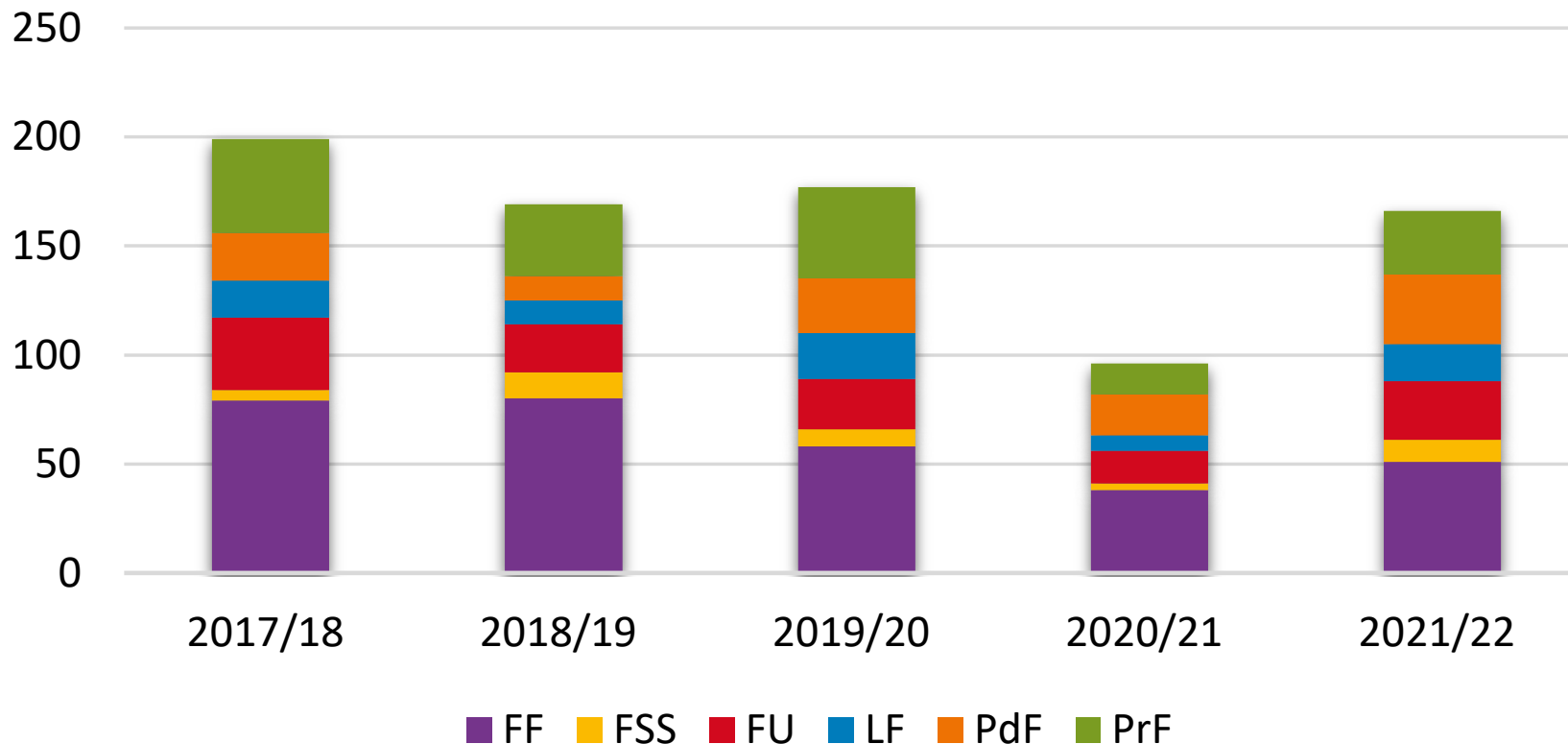
Background, context (from the point of view of the institutional coordinator)

Background, context

Are mobilities really available to everyone?



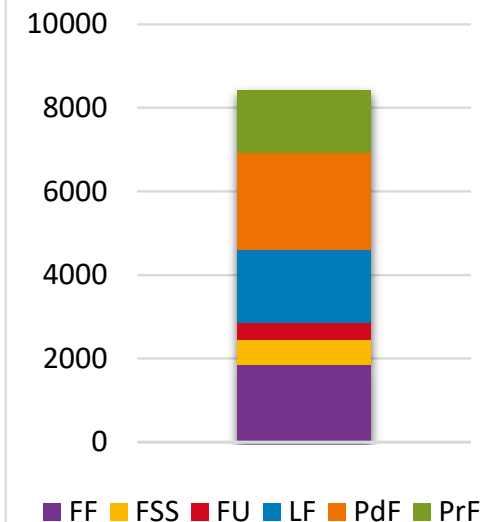
Outbound mobility of students by faculty
(Erasmus+ only)



Faculty of Education (PdF)
in 2018/19

28% of students
7% of mobilities

Total number of
students (2018)

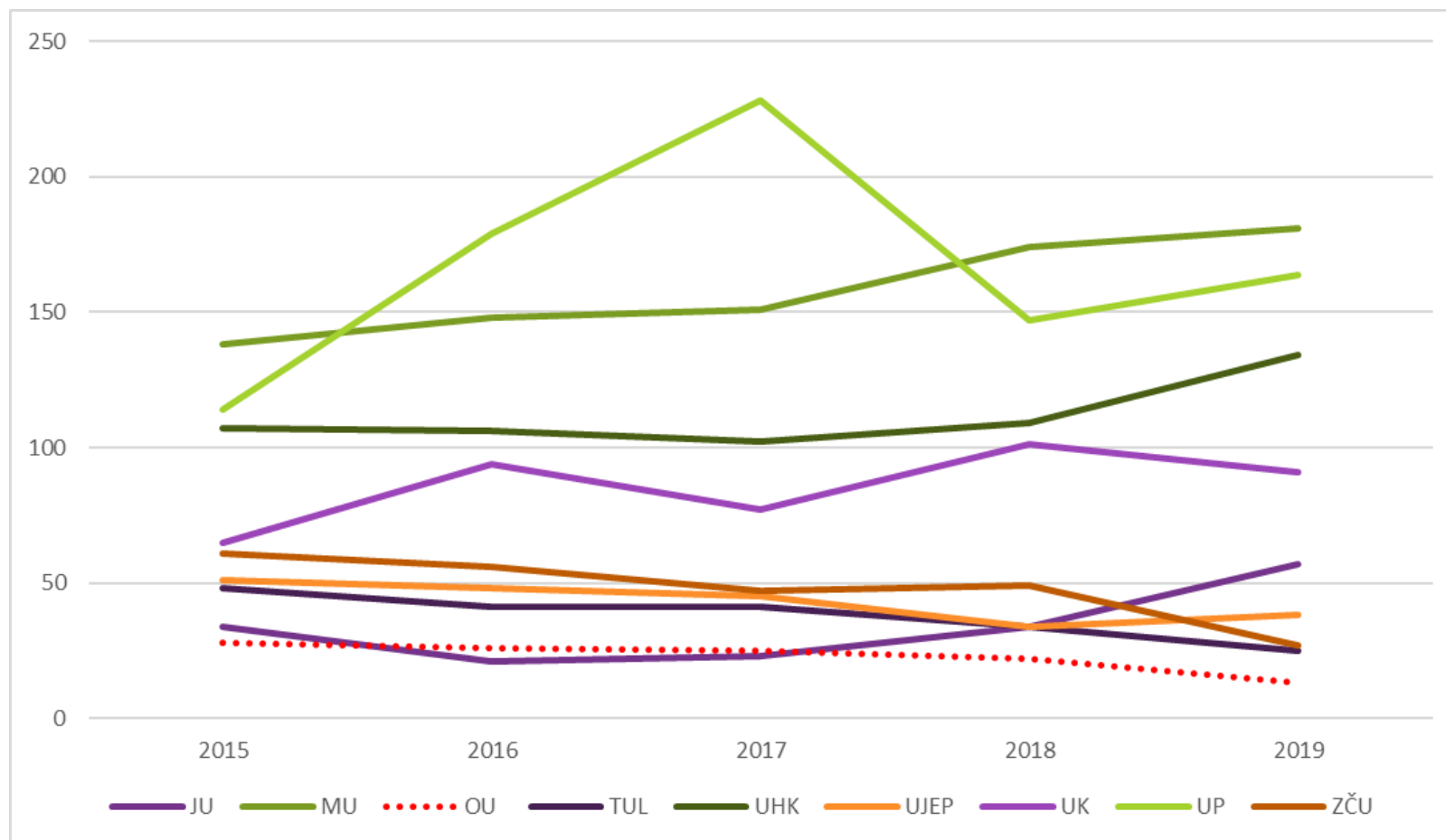


Pedagogical faculties of the Czech universities - the number of outgoing students by year



Total number of students,
2018:

JU - 2154
MU - 4634
OU - 2302
TUL - 1888
UHK - 2801
UJEP - 2756
UK - 4906
UP - 4502
ZČU - 1819



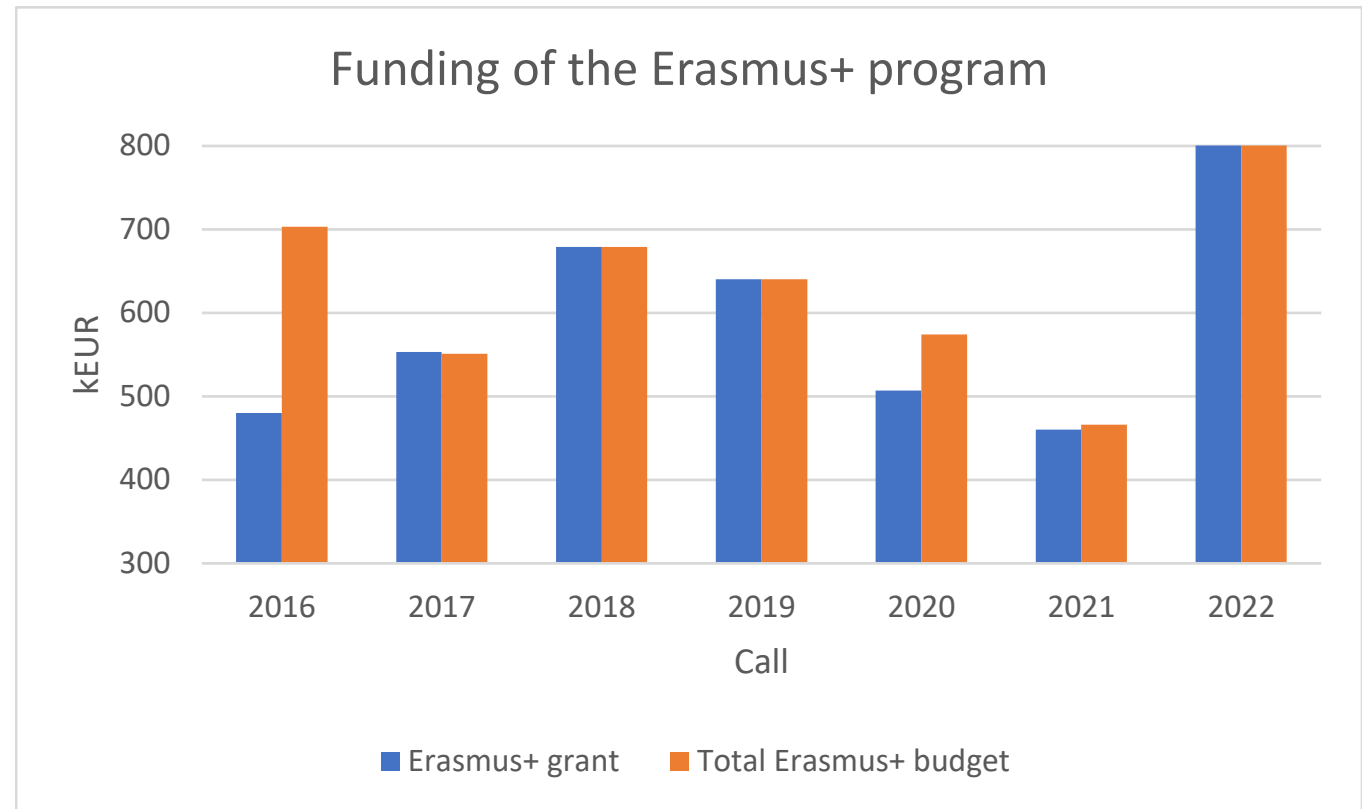
Background, context – trends in 2017 - 2018



Decreasing number of outbound student mobility

Increasing budget / Available funding resources

Goal: To increase the number of student mobilities





Example of MW implementation (from the perspective of the academic coordinator)

Faculty of Education/Department of Human Movement Studies - Introduction



Bachelor's Studies

Two full-time bachelor's degrees:

Physical Education with Focus on Teaching/Education (302 students)

Physical education and sport (109 students)

- Coaching and Sports Performance (58 students)
- Physical Activity, Recreation and Health (51 students)

One combined bachelor's degree:

Physical education and sport (77 students)

- Coaching and Sports Performance (42 students)
- Physical Activity, Recreation and Health (35 students)

Total = 558 full-time students

Master's Studies

Three full-time master's degrees:

Physical Education (Teacher Training for Secondary Schools) (103 students)

Human Movement Sciences (39 students)

- Sport Sciences (18 students)
- Behavioral Health (21 students)

Behavioral Health, Sport and Technology (5 students)

Doctoral Studies:

One full-time doctoral degree programme:

Human Movement Sciences (16 students)



History of students' mobilities at the Department of Human Movement Studies

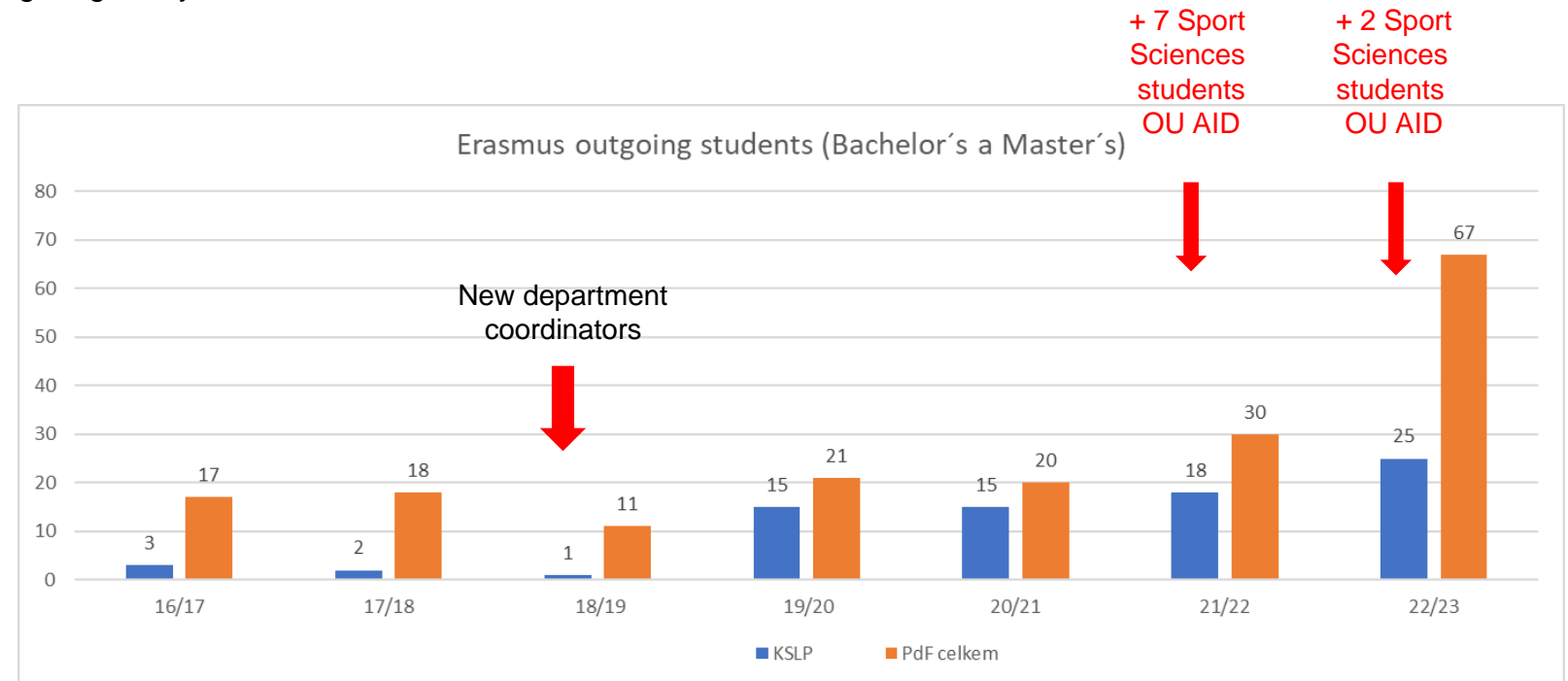


Bachelor and Master students traveled within:

- Erasmus +
- OU AID programme (Volunteering - e.g. Kenya, Indonesia etc.)

The goal was to increase the number of outgoing students' mobilities.

October 2018 – new institutional accreditation in the field of PE, Sport and Movement Sciences (Kinanthropology).



Evidence-based approach:

Barriers to International Student Mobility: Evidence From the Erasmus Program

Manuel Souto-Otero¹, Jeroen Huisman¹, Maarja Beerkens², Hans de Wit³, and Sunčica Vujic⁴

In this article, we look at the barriers to international student mobility, with particular reference to the European Erasmus program. Much is known about factors that support or limit student mobility, but very few studies have made comparisons between participants and nonparticipants. Making use of a large data set on Erasmus and non-Erasmus students in seven European countries, we look at the barriers for participation. Results reveal the overall impact of financial barriers but suggest that it is personal barriers that help us to better differentiate between Erasmus and non-Erasmus students. The analysis suggests a two-pronged approach to increase participation: one focusing on better information and communication and the other stressing the benefits of Erasmus mobility.

Keywords: decision making; higher education; international education; international studies; regression analyses

It has become commonplace to believe that international student mobility, defined as “students who cross national borders for the purpose or in the context of their studies” (Kelo, Teichler, & Wächter, 2006, p. 5), has a wide range of benefits at different levels. For individual students, there are presumed

More than 4,000 higher education institutions from more than 30 countries take part in the program. The program requires universities to have signed a European charter, which implies the institutions promise to meet certain conditions regarding student exchanges taking place within the program—for instance, tuition

Souto-Otero M, Huisman J, Beerkens M, de Wit H, Vujic SC. Barriers to International Student Mobility: Evidence From the Erasmus Program. *Educational Researcher*. 2013;42(2):70–7.

Potential Barriers to Participation in Erasmus (Erasmus and Non-Erasmus Students)



- Uncertainty about the benefits of the Erasmus period abroad
- Lack of information about Erasmus program and how it works
- Difficulties with any other administrative requirements (in home institution or abroad)
- High competition to obtain an Erasmus grant
- Uncertainty about the costs of the study abroad
- Uncertainty about the Erasmus grant level
- Erasmus grant levels are low
- Lack of other financial resources needed to study abroad (e.g., because I needed to leave a job, difference in costs between city where I was living and abroad, need take-up accommodation outside parental home, etc.)
- I could not select a higher education institution of my choosing to study abroad (only one with which my higher education had an Erasmus agreement)
- Was not offered my preferred institution abroad
- Difficulties to find appropriate institution and/or study program abroad
- Uncertainty about education quality abroad
- Uncertainty about education system abroad (e.g., examinations)
- The study period abroad was too long
- The study period abroad was too short
- Expected difficulties with the recognition of credits in my home institution
- Lack of integration/continuity between study subjects at home and abroad
- Incompatibility of academic calendar year between my home country of study and abroad
- Need to delay studies because of the study period abroad
- Insufficient knowledge of the language of tuition abroad
- Lack of study programs in English in hosting institution (abroad)
- Plan to study for a full qualification abroad in the future anyway
- Lack of support to find accommodation or in other student services abroad
- Decided to study abroad for a full degree at a later date
- Family reasons or personal relationships

Steps to minimise barriers at the department level:



Facebook, Instagram, bulletin boards

Integrating incoming students into the life of the department

Organisation of events for students:

- **International Mobility Day (Department of Human Movement Studies)**
- **Erasmus+ Coffee**

Implementation of a "mobility window" in the curriculum (study plan of each program).

List of universities with priority for outbound travel.

Creation of a mobility window manual for students.



Mobility window may help eliminate/diminish the barriers listed below:



- Difficulties with course recognition at the home institution (credits).
- Lack of compatibility/integration/continuity between study subjects at home and abroad.
- Risk of prolongation/delay of studies at the home institution (because of study period abroad).

Semester only with elective courses



Students of PE or Sport study programmes have a tailored study plan.

Each study programme includes one semester without mandatory subjects.
Student elects between mobility or elective courses at home institution.

Therefore, the students can go on a study abroad placement under Erasmus+, VIA Exchange (out of EU) or another mobility programme.

- **Bachelor's degree programmes - summer semester 2nd year.**
- **Master's degree programmes - winter semester 2nd year.**

However, students who **do not undertake a study abroad** placement **must compulsorily take elective courses in a foreign language (English)** in the same semester according to the study plan of their field of study **at home.**

Example 1 (Bachelor's degree programmes):



The student has to gain 10 credits.

Student chooses between **studying abroad (10 credits)** or completing **4 elective courses** in EN from the list below:

- Basics Sports Training (2 credits)
- Basics of Sports Biomechanics (3 credits)
- Sports Gymnastics (2 credits)
- Methodology of Thesis (3 credits)
- English Language - Sport Specific (3 credits)

Example 2 (Master's degree programmes):



The student has to gain 4 credits.

Student chooses between **mobility abroad (10 credits)** or completing **2 elective courses** in EN from the list below:

- Exercise Physiology (2 credits)
- Diagnostic of Cardiorespiratory Function (2 credits)
- Antropometry and Applied Statistitcs (2 credits)
- Psychology of Physical Activity and Human Movement (2 credits)
- Human Movement Analysis (2 credits)

Student's Erasmus mobility: IN and OUT of Mobility Window (MW)



Start of study programmes with MW in 2019/2020

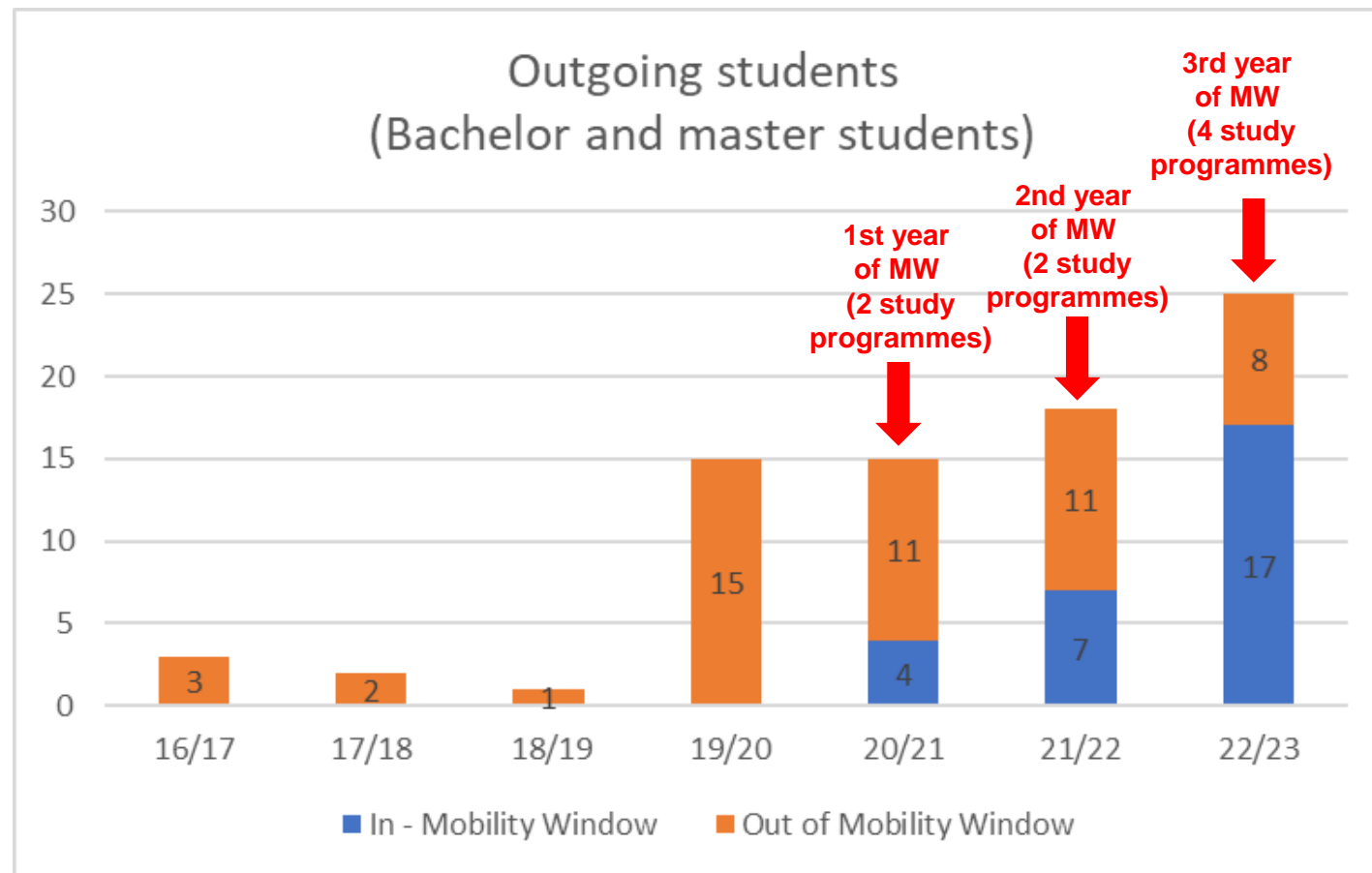
- Bachelor PE Teacher: (MW in 20/21; 21/22; 22/23)
- Master PE Teacher: (MW in 20/21; 21/22; 22/23)

Start of study programmes with MW in 2021/2022

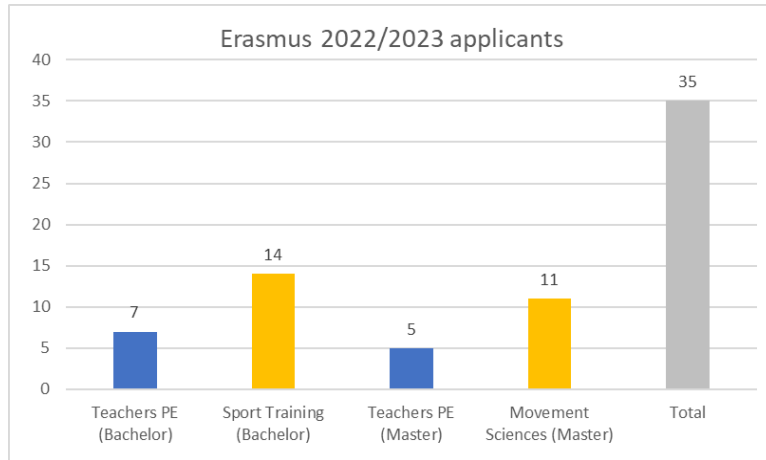
- Bachelor Sport and Physical Activity Sciences (MW 22/23)
- Master Human Movement Sciences (MW 22/23)

Start of study programmes with MW in 2022/2023

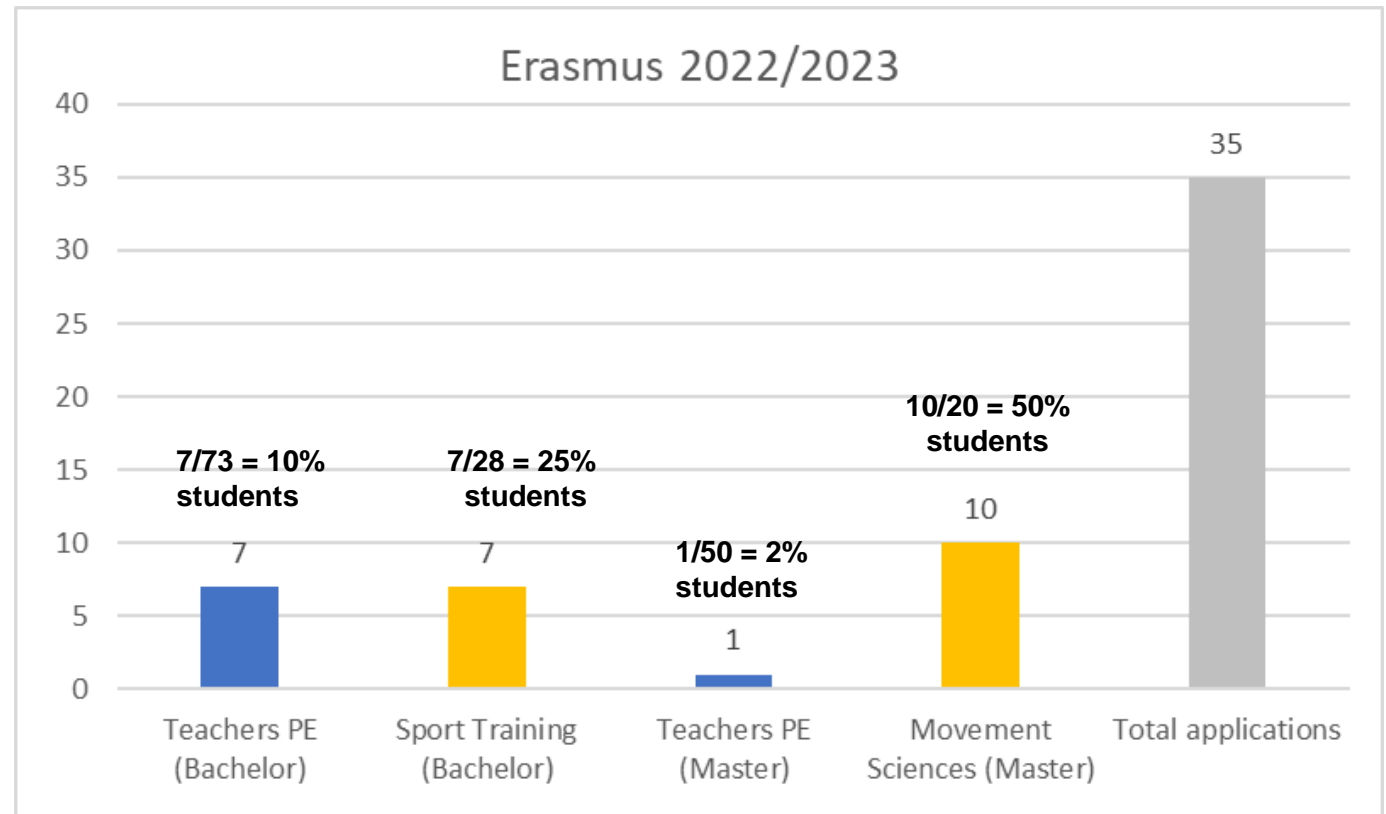
- Behavioral Health, Sport and Technology (not applicable)



Double-discipline (Teachers PE +) vs. Single-discipline study programme (Sport Coaching; Movement Sciences)



Is Mobility Window attractive for students of PE Teacher Training?



The mobility window is not efficient enough for PE teachers at the Faculty of Education, not yet.

Side effects of Mobility Window:



Growth of incoming students

Higher offer of theoretical courses (8 courses) in English language

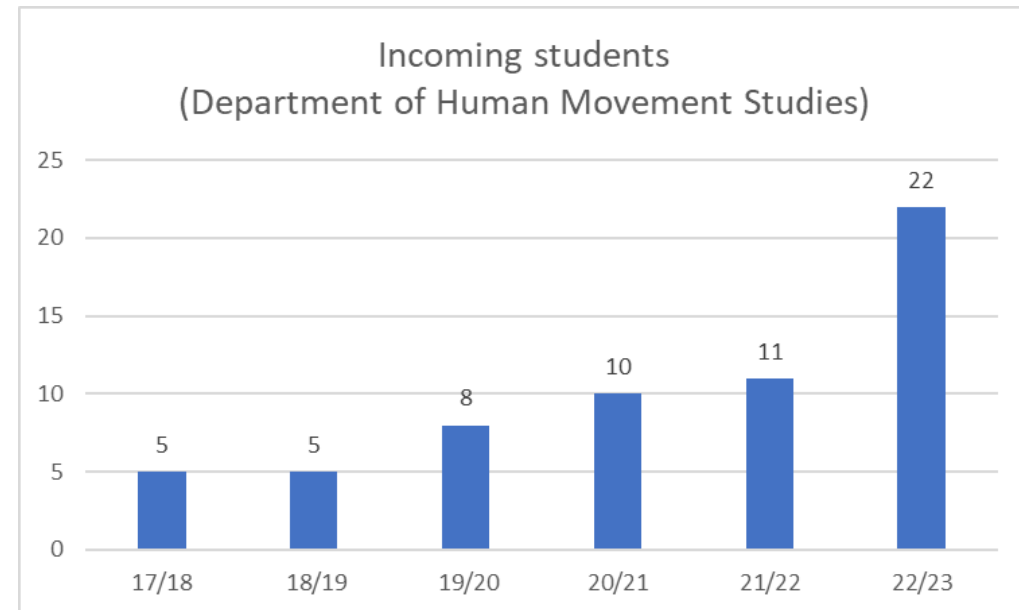
(before MW only 2 courses: Biomechanics and Sports Training)



More partner universities with Sport Sciences study programmes

New practical intensive courses:

- Skiing, Snowboarding, Course of summer activities (Outdoor sports)



Inspire, Encourage, Motivate and Help to overcome the barriers!!!



The key thing is to inspire and inform students about the evidence that international experience (Erasmus) will help them in their future lives and to show them real data (statistics) based on research evidence.

The Professional Value of ERASMUS Mobility

By Oliver Bracht, Constanze Engel,
Kerstin Janson, Albert Over, Harald Schomburg and
Ulrich Teichler

International Centre for Higher Education Research (INCHER-Kassel)
University of Kassel, Kassel, Germany



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Procedia - Social and Behavioral Sciences 176 (2015) 633 – 641

Procedia

Social and Behavioral Sciences

IETC 2014

The impact of international student mobility
on subsequent employment and professional career:
a large-scale survey among polish former erasmus students

Paweł Bryła*

University of Lodz, Faculty of International and Political Studies, Narutowicza 59a, 90-131 Lodz, Poland

Bryła P. The Impact of International Student Mobility on Subsequent Employment and Professional Career: A Large-scale Survey among Polish Former Erasmus Students. *Procedia - Soc Behav Sci.* 2015;176:633–41.

Bracht, O. & Engel, C., Janson, K., Over, A., Schomburg, H., Teichler, U. *The professional value of Erasmus mobility. Final report presented to the European Commission – DG Education and Culture.* 2006.



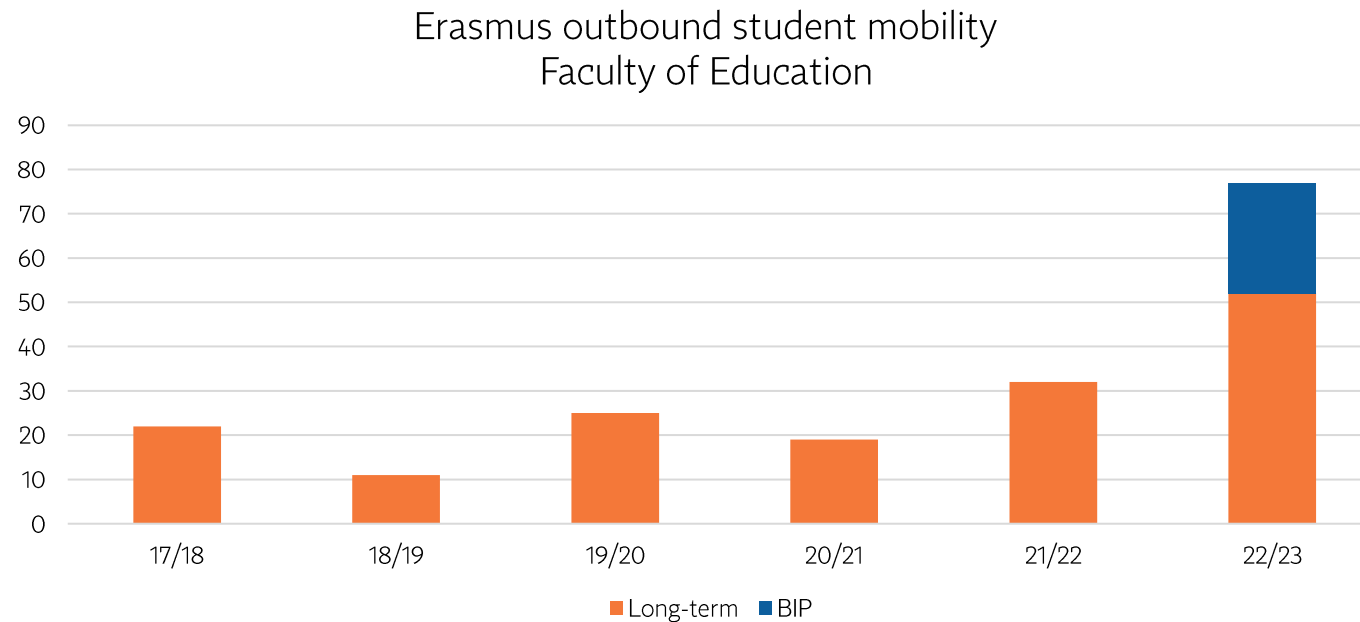
Short-term mobilities/BIPs

Other possibilities - short-term mobilities/BIPs



76 outgoing students for BIPs

33% from the Faculty of Education (e.g. pre-primary or special pedagogy)





Conclusions, lessons learned

Conclusions, lessons learned



Facilitates access to mobility

Is not a stand-alone activity

Long time run

Funding available

Support of the faculty
management

Motivated academics

Serve as good practice example

Quantity vs. quality





Questions, discussion?

Kamila Danihelková, e-mail:
kamila.danihelkova@osu.cz

Jan Plešek, e-mail: jan.plesesek@osu.cz

Thank you for your attention!