



Expanding Access

The Role of Short-Term Mobility
in Internationalising Higher
Education

Tomáš Varga & Lenka Tóthová – 19. 11. 2024



Teiresias centre at Masaryk university



- founded in 2000
- about 40 in-house staff members
- 800 registered students
- over 2500 students who received the Centre's support since 2000
- educational centre with a variety of instruction
- counselling and methodological support
- a wide range of services





Students with disabilities and international mobility: a few facts

- internationalisation at HEI in full swing
- students with disabilities & students with chronic health problems, severe illnesses, or psychiatric conditions are underrepresented in mobility stats (*Erasmus+ Programme Guide, European Commission, 2019, Erasmus Student Network AISBL 2021*)
- E+ special needs grant available – a huge benefit
- missing national stats



Students with disabilities and international mobility at MU

- 2022 (MU: out. 1286/inc. 1003)
 - **Outgoing – 19**
 - **Incoming – 14**
- 2023 (MU: out. 1286/inc. 1023)
 - **Outgoing – 29**
 - **Incoming – 12**
- students who wish x do not wish to disclose their disability



DHH students at MU



- how many: 29 (HH) + 1 (D)
- study fields and programmes:
 - **HH** - wide range,
 - **D** - usually special education
- low mobility participation rate:
- just **1** in 2022

- **WHY?**





Mobility challenges in DHH participants I

- Influence of the milieu: demotivating, low expectations, bias x highly motivated individuals
- Communication barriers:
 - **SL user participants:** Czech SL is no use abroad, then what SL should be used? International Sign? Are students trained in it/competent enough in it? Local SL specifics?
 - **HH participants:** Lipreading in foreign languages is very difficult
 - **Communication outside of classes:** difficulty to connect with people ⇒ isolation



Mobility challenges in DHH participants II

- Availability of quality services
 - **financial requirements** (v. costly STTR, SL interpreting services)
 - 700 USD/500 Euro per six (6) hour day of International Sign interpreting (*WASLI Guidelines, 2015*)
 - services students are used to x services available abroad
- Academic challenges: language command, slow reading pace, difficulty navigating texts, smaller vocabulary bank

Study accommodations and services to support DHH students



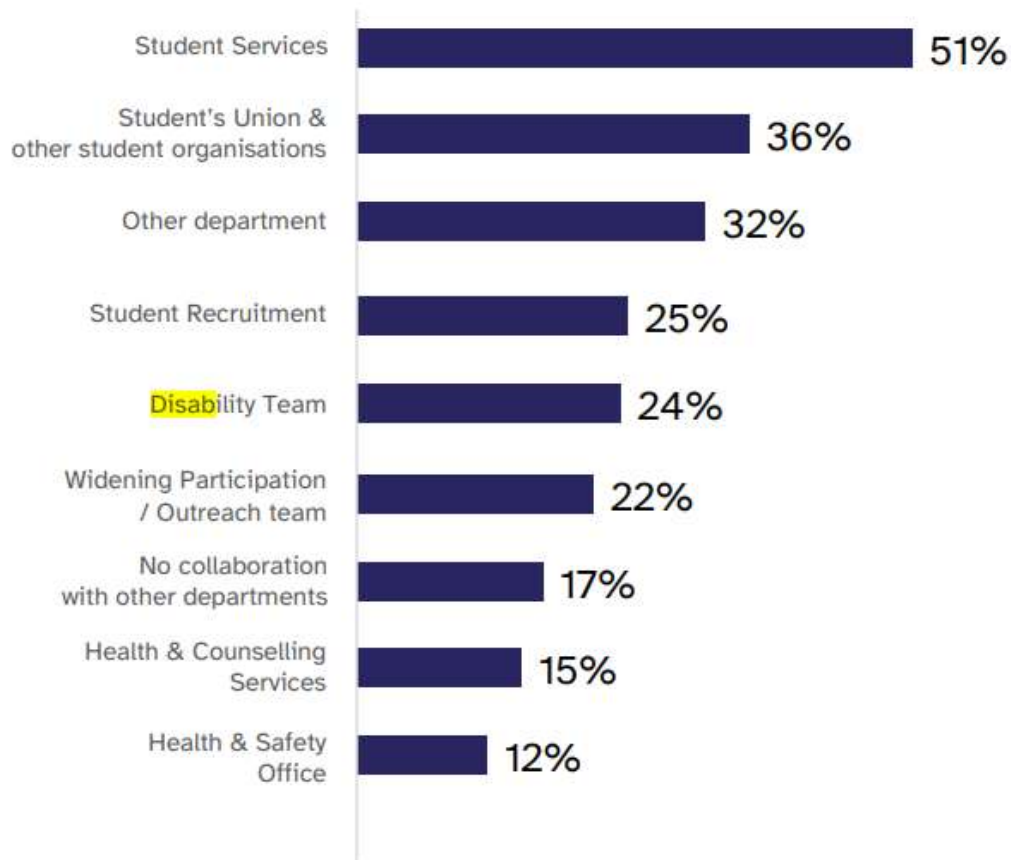
- speech to text reporting (speech to text interpreting, CART services, ...), induction loops, FM systems,...
- note taking services
- sign language interpreting
- extra testing time
- no listening activities
- support language classes
- study guidance





Inclusive mobility challenges in institutions

- lack of unified system for services, lack of guidelines
 - Who's responsible for what?
- contact person issues
- time-consuming negotiations to administer the mobility
- financial requirements
- low numbers of DHH students in general population
 - little experience with adequate mobility measures
- finding the service provider
 - HEI
 - NGO
 - External providers (fees apply)
- cooperation with the university's disability unit?

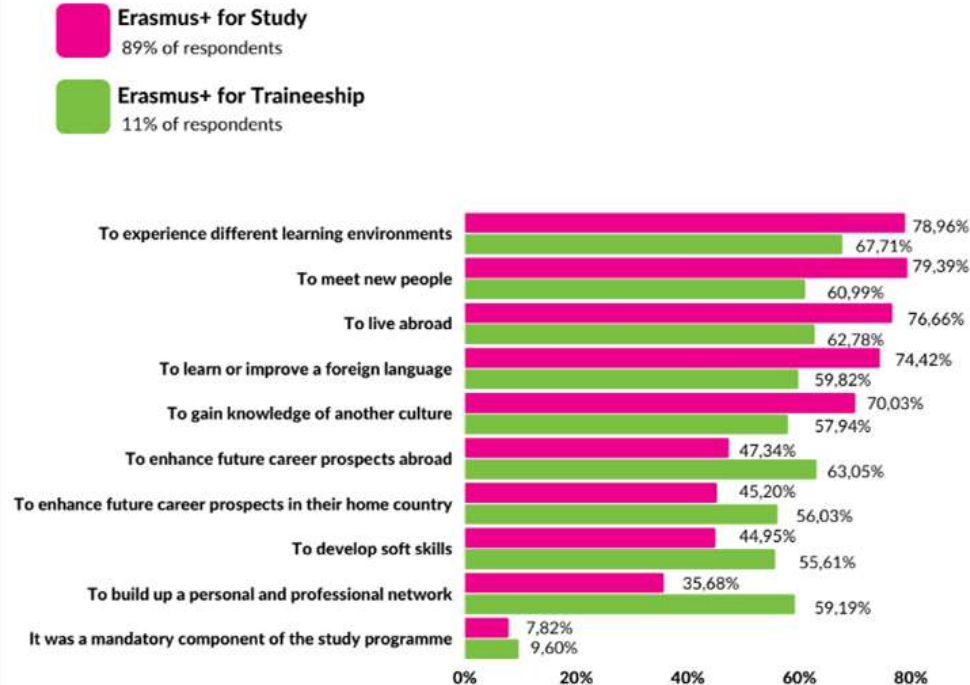


Source: Title: "Maybe it will be different abroad." Subtitle: Student and Staff Perspectives on Diversity and Inclusion in student exchanges. Erasmus Student Network AISBL 2021.

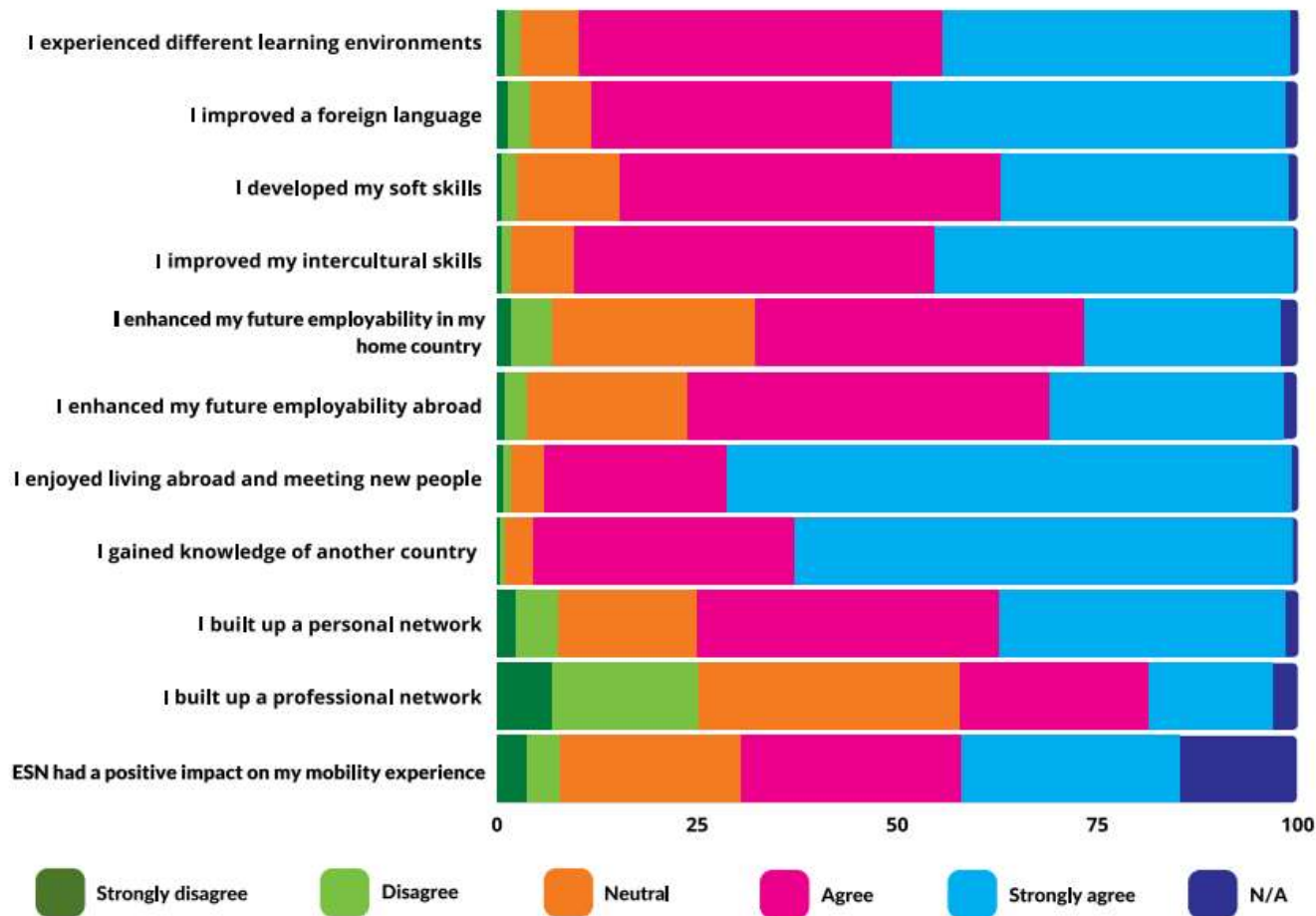
Figure 33: Collaboration with other departments

Q. Does the Outgoing Mobility team collaborate with any other departments when delivering mobility programmes? (n = 765)

Motivations to Go on Mobility



Source: ESN Survey 2021, p. 5)



Source: ESN Survey 2021, p. 5)

Figure 42 - The impact of exchange in developing student's skills and knowledge (general sample, n = 8,883)



LangSkills II project

2021-1-CZ01-KA220-HED-000023473

- **Aim:** To improve the foreign language learning experience for DHH learners with a focus on learning styles and learning strategies to make the learning process more effective, and thus promote autonomy.
- **How:** provide a set of resources and short-term mobility opportunities
- **Target audience:** DHH university students, recent graduates or university applicants (18+ to 35 yo), teachers of DHH learners from all education sectors



LangSkills summer schools

- 3 week-long summer camps in partner countries (CZ 2022, PL 2023, IT 2024)
- Objective: provide meaningful opportunity
 - for DHH learners to meet their peers and communicate using different means (International Sign, written and spoken English) but also in daily life while interacting with the locals: using both every day English/SL + academic English/SL
 - for their English teachers to meet their colleagues and discuss their approaches to teaching DHH learners
 - a chance to look for role models





LangSkills summer schools

- 45 student places, 24 teacher places (14 students + 9 teachers each edition) + additional KA1 participants: unique achievement, exceptional to have both learners and teachers
- **Services:** professional STTR and IS interpreting teams
- **Technical arrangement:** induction loops, FM systems, STTR display
- Programme led by hearing and DHH workshop leaders
- Unique opportunity to meet international peers with similar disability but possibly different approaches and attitudes to it, in an academic context



Benefits for participants

- Meaningful, purposeful foreign language practise using all the communications means at their disposal
- Learning to accept different personal preferences (one needs to look at the interpreter only, other to look at both STTR and interpreter, and then someone at the STTR only; someone is disturbed by noises while other can't hear them at all, someone prefers a lot of mounthing, other believe it is not properly aligned with deaf culture, ...)
- Enhancing the ability to own and accept one's needs and being able to ask for what one needs respectfully
- Communication with a multilingual, multimodal group of people with different language learning histories, academic backgrounds, aspirations, fears, attitudes to identity and disability



Benefits for institutions

- New transferrable experience for partner institutions: MU, KUL, Siena School of Arts
 - Service provision and technical arrangements for signers + where to look for it, room requirements
 - Service provision and technical arrangements for HH students + where to look for it, room requirements
 - Building teams of people who know what to do and where to look for help (not just one individual at each institution)
 - Enhancing teachers' and organisers skills and ability to engage mixed, multimodal, multilingual student groups



Short-term mobility

- Similar student motivation
- Similar benefits
- Attainable for both institution and student

Thank you!

Teiresias Centre, Masaryk University

teiresias@muni.cz

mobility@teiresias.muni.cz

