

Student Mobility in a Digital World - the rationale for the VICTORIOUS Project



Erasmus students: moving between universities in a digital world

Findings & challenges emerging from the Coimbra Group
VICTORIOUS Project



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Changes in the nature of higher education

- ❖ More diverse students
- ❖ Flexible studies – “work work-arounds”
- ❖ More technology (e-learning + e-admin)
- ❖ Changes to the degree structures & curricula
- ❖ New subjects



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The digital student world

The typical modern (European) student

Uses:

- Laptop/PC/internet frequently & from a variety of locations
- Lots of digital information sources, possibly preferentially to physical
- Chat, email, sms, social network software (friendster, myspace)

Likes/expects:

- Fast & seamless services
- Universities to be online & reliably accessible



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European Developments in Higher Education

Education & Training 2010

Bologna Process

European Higher Education Area / Research Area

ECTS

Diploma Supplement

Erasmus Programme etc



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“Nevertheless, the numbers of persons in education and training systems participating in mobility are still very limited. In EU Member States the average share of students with foreign citizenship in tertiary education is 6.2%.

The percentage of tertiary education students coming from other EU/EEA countries as a percentage of all students is slightly above 2%.

Differences between countries are important, but in only three countries is this share above 5%.”



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“Equally varied are the actions taken in order to **integrate students into the host education system** (Measure 2.f)....

The simplification of procedures for incoming students is more rarely mentioned.”



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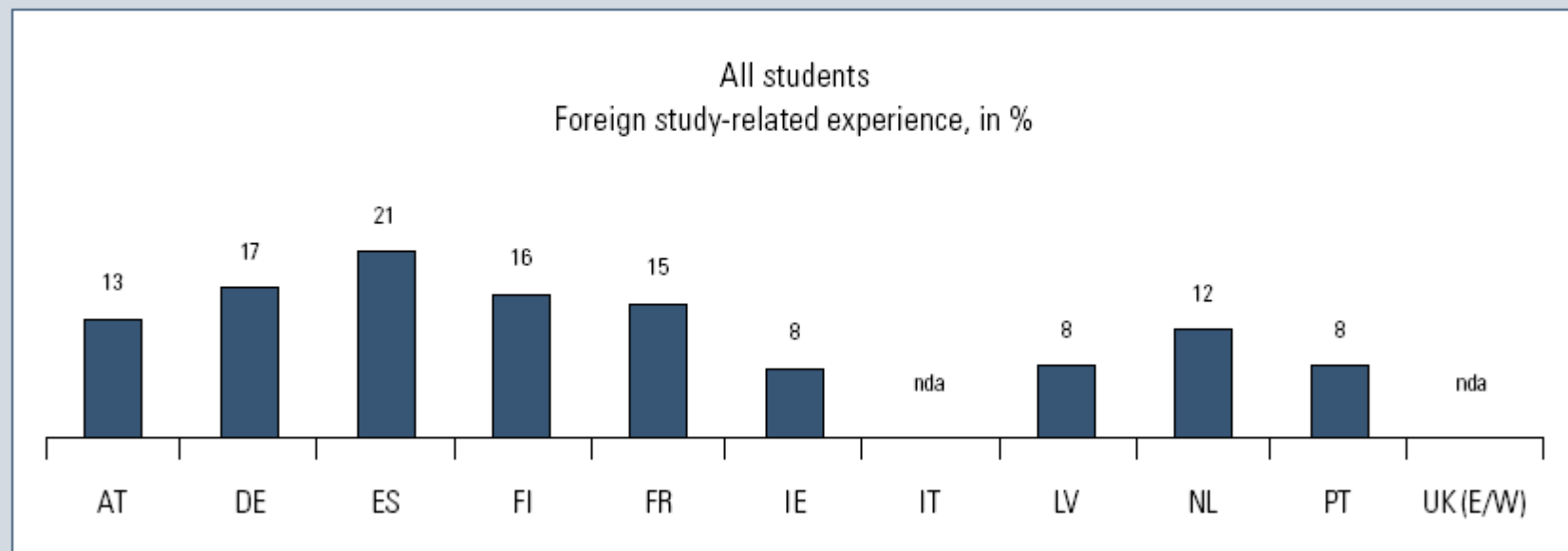
32 Coimbra Group HEIs versus Socrates countries	2002 - 03			2003 - 04		
	Socrates countries (*)	Coimbra Group	Coimbra Group over Socrates countries	Socrates countries (*)	Coimbra Group	Coimbra Group over Socrates countries
student population	18,048,511	954,868	5.3%	18,048,511	973,468	5.4%
Socrates mobility	123,957	11,436	9.2%	131,795	11,954	9.1%
mobility rate	0.69%	1.20%	1.74	0.73%	1.23%	1.68



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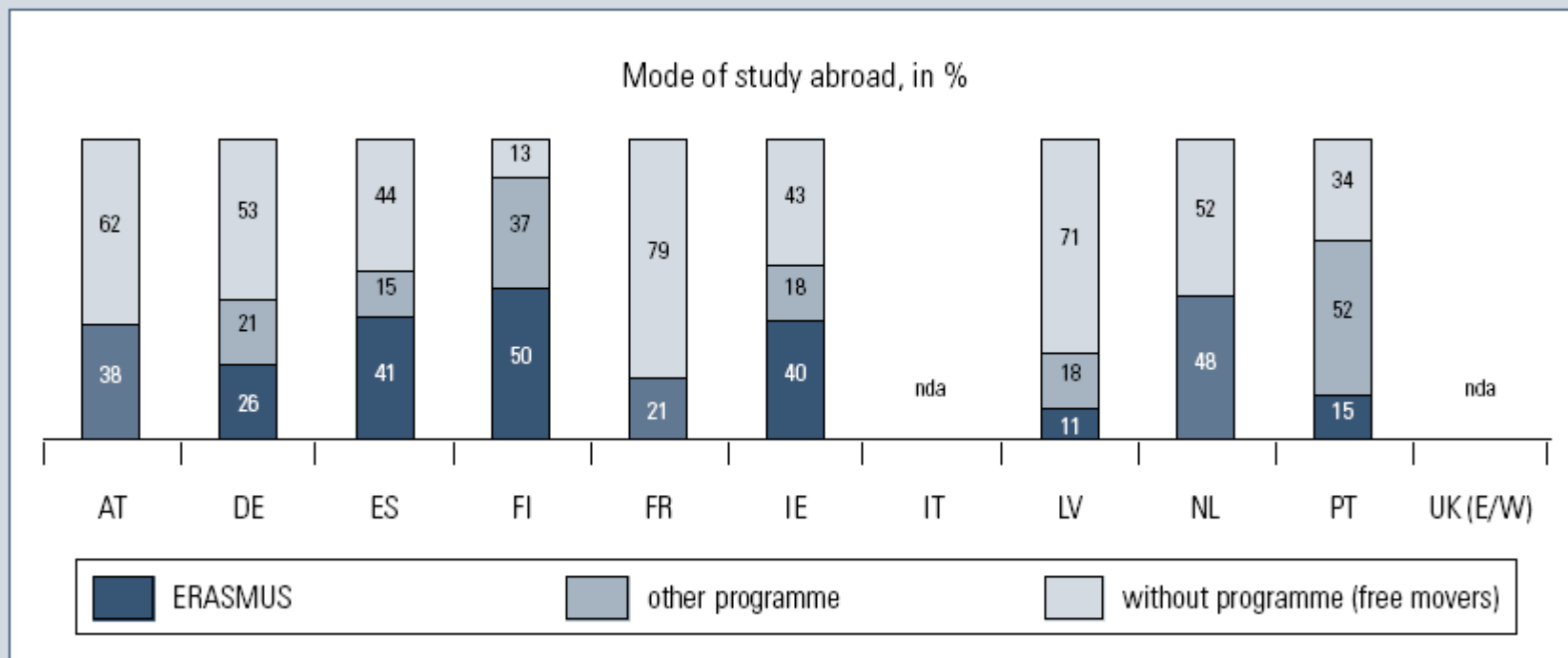
EUROSTUDENT Report 2005

Fig. 43: International student mobility



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Fig. 50: Organisation of study abroad



Data source: EUROSTUDENT 2005 - National Profiles



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There is now also an increasing emphasis on **virtual mobility in education** (*ie taking courses from another university (country) by distance learning methods, esp digital – e-learning*)

eLearning Programme

“Development of existing instruments in particular those concerning virtual mobility as a complement and reinforcement for physical mobility (virtual Erasmus); recognition and validation schemes (based on ECTS); information and guidance services, and any other synergies between virtual and traditional models.”



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VICTORIOUS Using physical mobility as a proxy for virtual mobility

- ❖ Little virtual mobility at present in European traditional universities and so special cases = special efforts
- ❖ Digital identities, access, facilities, services all affect most on-campus (traditional) students
- ❖ Transfer between universities raises challenges to universities to give visiting students fast & automatic digital rights/routes/support
- ❖ If we do not (cannot) automate & simplify our services to traditional visiting students, virtual mobility will be difficult to implement



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Knowing what is in place and what isn't - 1

For the students we might ask:

- ❖ How will systems at other universities compare to the ones in my own?
- ❖ What training and support will I get at the host university?
- ❖ What university library collections and materials will I be able to access at a distance for my studies?
- ❖ Do libraries provide help working with the remote materials?
- ❖ How much can I find out about courses before I go?
- ❖ Will my accesses remain at home whilst I am away?
- ❖ How do I connect my laptop to the host university networks?



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Knowing what is in place and what isn't - 2

For the universities we might ask:

- ❖ How do we compare the quality or level of provision of eLearning at other institutions?
- ❖ Can we share eLearning materials between our courses?
- ❖ What copyright and IPR rules apply to the materials we wish to offer to students from other universities?
- ❖ Can we transfer credits automatically electronically?
- ❖ What should we do to make sure visiting students know what facilities and services they will receive (and not receive)?



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How can we

Survey of European universities which has been undertaken extensively

Each of the VICTORIOUS Project partners is reporting on the status in their own university in this area

of university systems?

Pilots in several areas – testing the feasibility of making changes that will help mobile students

subjects

- ❖ Understand what universities say they are doing
- ❖ Create detailed case studies in a sample of universities
- ❖ Devise & act on some key 'tests' for feasibility
- ❖ Synthesise and report with recommendations

Review reports – quality in e-learning, digital

Survey of European universities to

This seminar to gather reactions to our work – another at the end of the project in Berlin Dec 2006



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