Conference on peculiarities of student-supervisor interaction

21-23 of May 2018

Co-funded by the
Erasmus+ Programme
of the European Union

University of Novi Sad (UNS)

Teichler's "Mobility of the Mind" Challenges to the University of Niš

Vesna Lopičić
Vice-rector for international relations
University of Niš

Björn Þorsteinsson, *Internationalisation in higher education* **2010:**
Internationalisation of higher education is one of the ways a country responds to the impact of globalisation yet, at the same time, respects the individuality of the nation.
Thus globalisation can be seen as the catalyst but internationalisation as a response.

Four approaches to internationalization:
    1. Activity: curriculum,
                            student / faculty exchange,
                            technical assistance,
                            international students
    2. Competency
    3. Ethos
    4. Process

(Knight, 1996)

Mobility of academic staff and students

- Mobility flows and statistics,
- Impact of mobility on careers,
- Recognition of study abroad,
- Vertical and horizontal mobility,
- Recruitment and selection of international students

- Support structures for international students
- Organization and funding of study abroad,
- **"Virtual mobility" with the help of ICT**

(Björn Þorsteinsson, *Internationalisation in higher education* 2010)

Estela Dauksiene, Virtual mobility in higher education 2013

VM is the "possibility to **attend classes** and other events held in a place located anywhere in the world; VM is the "possibility to **access reference materials** and contents at a distance, by using ITC-based solutions; VM is "the possibility to **communicate** with other people located anywhere"

"Virtual Erasmus student" (Spot+ projct team, 2001)

VM is "the collaborative communication between a faculty member and her counterpart(s) **mediated by a computer**"   (S. Van de Bunt-Kokhuis's, 1996)

VM is "the **use of information and communication technologies** (ICT) to obtain the same benefits as one would have with physical mobility but without the need to travel"   (Elearningeurope.info, 2009)

"VM is a form of **learning** which consists of **virtual components** through an **ICT** supported learning environment that includes cross-border **collaboration** with people from different backgrounds and cultures working and studying together, having as its main prupose the enhancement of **intercultural understanding** and the **exchange of knowledge**."   (Home and Away, Eds. Op de Beeck, Bijenens, and Van Petegem, 2008)

Ulrich Teichler, Beyond Academics' Physical Mobility: The Many Ways of Internationalisation 2016

Keynote Speech at the Forum: Flanders Knowledge Area "Staff Mobility – Mobility of the Mind"

"Mobility of the Mind" – Both a Reminder of Dominant Theme and an Effort of Moving Away from Dominant Theme of Internationalisation, i.e. Physical Mobility. This is a valuable approach to broaden our perspectives on **internationality** of higher education.

Hans de Wit et al. Internationalisation of Higher Education. Brussels: European Parliament, 2015, (p. 38).

Activities analyzed which are addressed in national policies of internationalisation of higher education: mobility, **internationalisation at home:**

     curriculum

     teaching and learning

     learning outcome

     joint and double degrees

     digital learning/virtual mobility

     research

     funding

     services

- Internationalisation at home: "The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic environments"

  (Beelen and Jones, 2015).

- Defining, developing and assessing intercultural and international competences.

- Internationalisation of the curriculum: "a means of preparing … graduates to live and work in a globalised world"

  (de Wit et al., 2015, p. 50)

- "incorporation of international, intercultural and/or global dimensions into the content of the curriculum"

  (Leask, 2015)

Futao Huang, Martin Finkelstein and Michele Rostan (Eds.). The Internationalization of the Academy. Dordrecht: Springer, 2014.

One of ten recommendations: "Pay more attention to the importance of 'Internationalisation at home', integrating international and intercultural learning outcomes into the curriculum for all students". (p. 30)

J. K. Hudzik. Comprehensive Internationalization. New York: Routledge, 2015.

"Comprehensive internationalisation: a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values …" (p. 44)

"Mobility of the mind" is part of substantive internationality of learning, knowledge, competence, understanding etc. (e.g. "internationalisation at home", "international education", foreign language proficiency, "intercultural understanding", etc.)

Physical mobility might be embedded as small components in larger "non-mobile" elements of internationality, e.g. temporary mobility within an "international study programme".

Major goals:
- Increase of the quality of education and research,
- Increasing "international knowledge" (languages, knowledge of other countries),
- Intercultural understanding, comparative reasoning, etc.

"Mobility of the Mind can be defined as a mindset similar to the 21st century skills and competences such as world citizenship, creativity, entrepreneurial spirit, self-reflection, language skills, intercultural skills, etc."

Virtual knowledge transfer ("digital learning", "open education", "MOOCs", international distance education, etc.) unlike traditional modes of knowledge transfer (e.g. books).

"Looking across borders" is viewed as valuable. This can be reinforced in many ways, whereby physical mobility is only one of the means:
- Outbound mobility,
- Contacts with inbound mobile students and staff,
- International collaboration (multiple modes),
- Designing and implementation of "international study programmes",
- Inquiry and reflection.

Virtual Mobility: advantages

- from home, university or work place / no physical stay abroad
- no restrictions in length of time spent studying
- time and cost effective

- no face-to-face activities
- access to courses and study schemes in a foreign country
- communication with teachers and fellow students abroad via ICT

- educational and intercultural competences

Barriers to development of VM, applicable to the University of Nis

- legislation and public perception (often: no official recognition of distance learning qualifications, regarded as inferior qualifications)
- ECTS is not universally adopted, and is not yet implemented as an accumulation system
- Diploma Supplement is not universally adopted
- Higher fees charged for non-resident students (no Erasmus-scheme-like subsidy available for VM)
- foreign language skills needed in reading, writing and speaking as prerequisite

Herman vanden Bosch, Virtual mobility. New steps towards increasing student's mobility, Open UniverseitetNederland

Type of VM Main barriers	International learning experience	Courses from foreign institution	Joint courses, programmes, degrees	Continuing professional training
Recognition/ Accreditation	Integration at university	Agreement by faculties	University and national rules	Relevance for job/career
ECTS	ECTS course catalogue	Helps creditation	Quantification; not condition	ECATS EuroPass
Diploma Supplement	Might be included	Contains description	Demonstrating international qualification	Improve acceptance & employability
Fees	No specific fees	Charging per course	Same price for students	Market prices
Language	- Most likely English – different levels of competence needed - Examinations: mother language, materials: different languages - Multi-lingual and hence intercultural communication systems			

Thank you for your attention!