Impact of Mobility

What works and why and how can this be assessed?

Dr Jeanine Gregersen – Hermans

Vice Principal and Pro Vice Chancellor

Student mobility

Outward flow of domestic students or an inward flow of international students

For a temporary study period or placement abroad

As part of a higher education programme

Trends in student mobility

Country/Regional Organisation	Undergraduates Studying Abroad 2012	Outbound Mobility Target
EHEA	268,143 (5%)	20% by 2020
US	250,388 (9.4%)	600,000 by 2019
Australia	24,763 (13.1%)	Most able; Asia prioritised
UK	14,485 (6%)	20% by 2020
Germany	33%	50% by 2020 Low income; most able
Canada	25,000 (3%)	Proposed: 50,000 by 2022
ASEAN	Numbers not available	Cross-border student mobility and academic integration
Russia	Numbers not available	3000 post-graduate students between 2014 and 2017
Brazil	Numbers not available	101,000 by 2014/15; STEM disciplines prioritised

2015 Yerevan Ministerial Communiqué

Mobility is the most important tool to

"promote intercultural understanding, critical thinking, political and religious tolerance, gender equality, and democratic and civic values, in order to strengthen European and global citizenship and lay the foundations for inclusive societies"

(EHEA, 2015, p. 2).

International Association of Universities

IAU 4th Global Survey (2014)

29% student mobility most important

75% provided short term or long term mobility

To

provide an international experience

and

enhance intercultural awareness and understanding

Student outcomes of mobility

Enhanced intercultural competence

Open mindedness, curiosity and tolerance

Increased adaptability

Enhanced self confidence

Understanding of the own culture

European citizenship

Global citizenship

Asian competences

Employability on a globalised labour market

Labour market mobility

Language skills

Academic enhancement

Critique: the Erasmus Impact Study

- Memo©, a psychometric instrument that measures personality traits associated with employability

- Memo© factors: curiosity, serenity, confidence, tolerance of ambiguity, decisiveness and vigour.

<u>Their conclusion</u>

- Mobility is the most effective way to increase employability and the intercultural skills associated with the Memo© factors

Memo©: Monitoring Exchange Mobility Outcomes.   For more details see http://www.memo-tool.net/

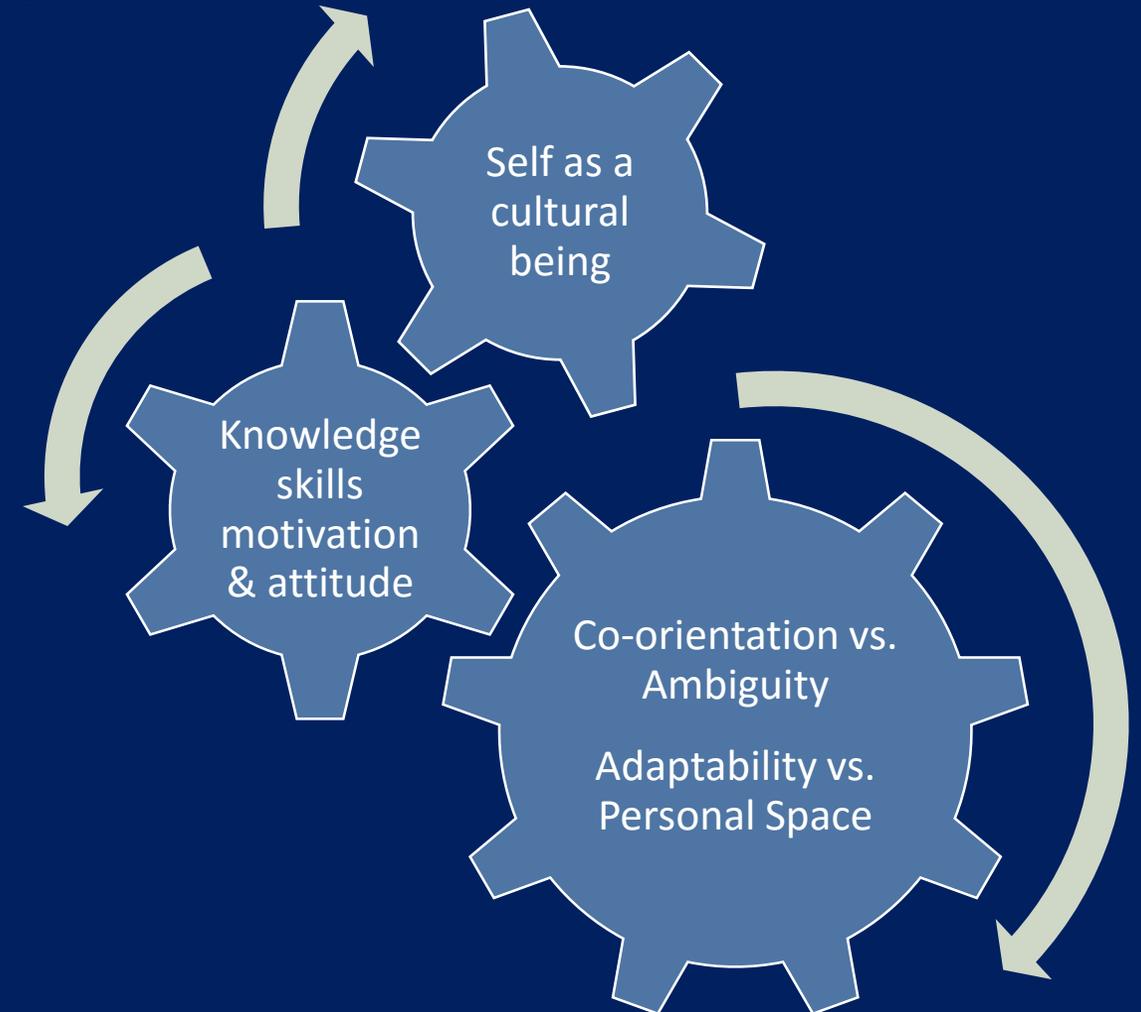# Focus: Intercultural Competence

Working definition

`Behaving appropriately and effectively across cultures to achieve ones goals to some degree' *(Deardorff, 2009)*

Developmental

Associated with Memo© factors

- Curiosity and openness to new experiences
- Tolerance for ambiguity

Key elements:

Self as a cultural being

Knowledge skills motivation & attitude

Co-orientation vs. Ambiguity

Adaptability vs. Personal Space

However ……..

Participants in the EIS study

- scored lower than expected based on their self-reports for the Memo$^{©}$ factors: openness and curiosity.

- For the factor 'tolerance for ambiguity', the EIS found no difference between mobile and non-mobile students.

Whatever personality changes the EIS study found, it is not clear how they relate to the development of intercultural competence, as this has not been directly measured by the EIS.

Further insights from the literature

- Exposure to diversity does not automatically lead to ICC (VandenBerg et.al., 2012)

- Most research depends on self reports of students (Brandeburg et.al., 2015).

- Propensity of mobility is related to socio-economic factors and gender (several authors).

- Where valid and reliable psychometric instruments are used the evidence is inconclusive (Hammer, 2011).

Students may have had a transformative international experience.

Did this lead to transformative intercultural learning?

How to enhance development of ICC?

- Associated with personality characteristics (KOZAI group 2012; EIS, 2014)

- Associated with existing levels of ICC and biography (Gregersen-Hermans, 2016)

- Contact conditions (Pettigrew, Tropp, Wagner & Christ, 2011)

- Intentional reflective pedagogical setting (Vanden Berg, Paige & Hemming Lou, 2012)

- Embedding intercultural competence development into the curriculum (Leask, 2015)

- Intended International Learning Outcomes (Aerden, 2014)

- Inclusive internationalised university environment (Gregersen-Hermans, 2016)

Determinants in the learning environment

Opportunities for engagement	• Wide spread of cultural diversity • In the student population • In the domestic environment
Conditions for the contact	• Cooperation • Equal status • Common goals • Authority support
Social aspects	• Time / long term • Friendships
Pedagogy	• Intentional • Reflective • Practice new and unfamiliar behaviour • Practice reconciliation and mediation
Inclusive environment	• High levels of intercultural competence the norm at all levels • Visible and recognised interculturally competent role models

Some insights for assessment

- Developmental challenges (Gregersen-Hermans & Pusch, 2012; Hammer, 2015)

- Developmental assessment through portfolio approach (Deardorff, 2017; Weber-Bosly, 2015)

- Inclusive of behavioural elements (Gregersen-Hermans, 2016)

- Assessment instruments aligned to purpose and learning outcomes (Gregersen-Hermans, under review)

Area	How to connect to the academic discipline?
Leadership & governance **How to reach all students?**	• Lead by example • Commit time and resources • Create opportunities for sharing and joint learning within the institution • Follow up on activities and celebrate success
Curriculum review **What type of graduates does our future society need?**	• Reflect on the tacit assumptions on the nature of the discipline and how this 'should' be taught and assessed • Use students as a resource • Use diversity in the domestic environment as a resource • Use employers and alumni as a resource • Include intercultural and global perspectives in the content of the curriculum • Reflect on international benchmarks and effective practise elsewhere • Include intercultural competence development in annual student surveys
HR **How can staff be supported?**	• Continuing professional development for teaching in an international classroom • Opportunities to develop the own level of intercultural competence • International teaching mobility • Include intercultural competence in job profiles • Include intercultural competence development in annual staff appraisals