



University of Novi Sad

D A N U B E R E C T O R S ' C O N F E R E N C E



Mobility as an Important Factor of Quality in Teaching and Research

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Quality culture

Quality as excellence

Development and embedding of systematic and coherent quality culture in universities – a general goal of Bologna process



Increased transparency and attractiveness of European higher education

Increased awareness within the universities for the need to develop an internal quality culture and to promote the introduction of internal quality management

- In academic settings quality culture is much more than a technocratic and top – down approach
- ISO...s are not adequate for evaluating quality culture: quality at universities is much more than being good and systematic in everyday procedures – universities must have longer vision than companies...
- Quality as a shared value and a collective responsibility for all members of an university, including academics, students and administrative staff.
- EUA projects:
 - Quality culture
 - Creativity at universities

Academic mobility

Academic mobility refers to students and teachers in higher education moving to another institution inside or outside their own country to study or teach for a limited time.

In 2004, 2.5 million students were studying in a country other than their own, their number had grown by 41% between 1999 and 2004.

Who is involved?

Teaching staff involved in student mobility, researchers in higher/international education, graduate/postgraduate students, international educators, administrators in charge of mobility programmes, policy makers, directors and staff in international offices, Erasmus/Socrates offices.

Student and staff mobility creates complex international groups who become a unique and temporary social group which has an impact on the host university.

They return to their place of origin, changed in various ways, and bringing change to their own university. Changes of both kinds are both hidden and evident, some easy to measure and document but many also impossible to capture in their complexity.

People benefit from the experience they gain abroad, not only in terms of language knowledge, but also in intercultural know-how.

The experience of mobility changes individuals and institutions in some fundamental ways.

The effects of mobility:

- on host universities;
- on the university community of staff and students;
- on the ways in which staff and students understand the nature of university study;
- on the ways they may or may not integrate with a local community of students or the inhabitants of the university town.

Experiencing something different —
for institutions - an influx of students with different ideas
about academic study,
for students - an interaction with 'locals' and with other
'internationals'—

They both see themselves in a new light and sometimes
forced to change.

When number of outgoing students grow — they put
pressure on teaching staff to innovate curricula and
teaching /learning methods.

Incoming/outgoing students influence university
performance — greater a number greater influence

Mobility as an important ingredient of Bologna process

- Core definition:

The Bologna Process is an ongoing process of integration and harmonisation of higher education systems within Europe.

- The purpose of the **Bologna process** is to create the European higher education area (EHEA) by harmonising academic degree standards and quality assurance standards throughout Europe
- It is added later – the goal is also to develop European research area (ERA)
- To be able to move from one to another European university for students and staff it is necessary that programmes and degrees become recognized among European universities.
- This is necessary for mobility but also mobility contributes to recognition practice...

- Make periods of learning abroad a rule, rather than exception
- By 2020 at least 50% of all young people aged 16-29 should be offered the opportunity to engage in some form of cross-border mobility at some point
 - Financial aspects – this is not for elite only...
 - Effective language teaching
 - Brain drain vs. brain gain

Universities must engage with ‘internationalisation’, against an economic background of ‘globalisation’.

Mobile students gain advantages in employment, motivations include financial gain, and the value of mobility can be estimated.

- Students all over Europe are expected to gain competences comparable internationally. For that academic staff must be able to implement innovation and best practice of the leading universities
- There are different pathways leading to comparable results
- It is necessary to compare and learn from others in the process of teaching and learning - as a condition for fair recognition of exams and diplomas
- If competences are to be developed than concrete programme or a particular textbook aren't of the most importance
- Teachers who never experienced international mobility are usually rigid, have a high level of appreciation of their own programme and teaching and expect students to follow their own textbooks and approaches – what is very conservative approach and not at all academic....

- *Tunning programme* – served as a platform to develop reference points which are based on learning outcomes expressed in terms of competences.
- There are different pathways leading to comparable results in measuring learning results
- Competences of teachers in teaching and learning processes have to be developed as well and they enable provision for fair recognition of joint degrees
- Mobility of administrative staff also necessary in order to improve quality assurance procedures and practices
- When evaluating universities – among other data – numbers of teachers who taught at least one semester at foreign university, number of students studied at least one semester at foreign university, and number of researchers involved in the top European projects (FP7 and similar...) will be relevant.

Thank you.

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