



# **ERACON 2013**

## **Proceedings**

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# **ERACON 2013**

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## **ERACON 2013**

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## PREFACE

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The **ERASMUS** name has become a trade mark, so whenever we want to explain a mobility activity we could simply use the work Erasmus. The European Association of Erasmus Coordinators (EAEC), realizing the future of Erasmus, has devoted its aims to the development of Erasmus activities and moreover to mobility activities. If one takes the seven words below, which are important factors of mobility and then takes the first letter of each word will receive the word **ERASMUS**,  
**ERACON**

**Recognition**

**Adaptation**

**Smart**

**Mobility**

**Unforgettable**

**Sustainability**

The statistics continue to show that the number of students mobilized for studies or for placements with EU support through the Erasmus programme is still growing. Many other programmes funded by the EC provide opportunity to study both within and outside EU, including EU outgoing and EU incoming students and researchers.

In ERACON Congress 2013 there are several very useful Sessions and Workshops. There are new and innovative ideas to improve ERASMUS, topics on quality issues and a very interesting collection of good practices from all over Europe and beyond.

A networking between EU institutions and between EU and non-EU institutions is promoted and is supported by the Go-Exchange Fair. Without the devoted and believers ERASMUS Coordinators the ERASMUS programme and other related mobility actions would not be so successful.

The Management Board of EAEC would like to thank the ADAM MICKIEWICZ University for hosting the ERACON 2013, the European Commission and the Executive Agency for their continuous support and cooperation, the ERASMUS student network, the European Association of Career Guidance and the project INENTER.

Dr Gregory Makrides  
President of EAEC  
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## TURNING EUROPEAN PLACEMENTS INTO A LEARNING ENVIRONMENT FOR ENTREPRENEURIAL SKILLS

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### ABSTRACT

*A multitude of studies have demonstrated that entrepreneurial competence is not only required to start an enterprise but it is a key lifelong learning competence relevant for the labour market. The recent communication of the European Commission however underlines the need for more entrepreneurship education in Europe. The following paper describes a novel approach to training of entrepreneurial skills, which has been developed by the European funded project Uni-Key ([www.uni-key.eu](http://www.uni-key.eu)). The Uni-Key project team, which consists of Universities, Chambers, Associations and Enterprises, has identified key situations each student undergoes when staying abroad and turns those situations into learning modules, which train entrepreneurial (soft) skills such as creative thinking, problem solving, financial management, seizing opportunities etc. The resulting on-line course takes advantage of the fact that students (often unconsciously) go out of their comfort zone, when going abroad. The course shall provide the students an insight to strategic career planning and make them aware of the unique learning potential they have abroad.*

### **ROLE OF ENTREPRENEURSHIP COMPETENCE FOR EMPLOYABILITY**

European as well as national policies and strategies, e.g. EU 2020 New Skills new Jobs flagship initiative (European Commission 2010), the Oslo Agenda for Entrepreneurship Education (European Commission 2006), the Expert Group Report on Entrepreneurship in Higher Education 2008 (European Commission 2008) underline the need for more efforts in university-enterprise cooperation and the development of a culture of entrepreneurship and innovation.

The potential of practical training and study phases abroad (e.g. Erasmus and Leonardo placements) for the development of both entrepreneurial and intercultural skills for strategic career planning has however not yet been fully exploited. Entrepreneurial skills are addressed here as a “European key competence for lifelong learning” (European Parliament and Council 2006). If we take a look at number seven out of eight key competences it says: the “sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work

and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance” (European Parliament and Council 2006). Placements abroad have specific qualities, which can turn them into an environment for the attainment of entrepreneurial skills. In terms of the online course which is presented in the following this would mean:

- Mobile students go out of their comfort-zone and undergo a number of “key entrepreneurial and intercultural learning situations”, which most of the students are not fully aware of. For example students have to manage their finances, have to plan their stay, have to show flexibility, creativity and initiative at the workplace as well as outside the work environment, when seeking accommodation and dealing with unfamiliar daily challenges. All those situations require and train almost the complete range of skills mentioned in the definition of entrepreneurial competence
- Mobile students have a certain distance from their usual peer group, social and academic environment – this distance is valuable to deal with the own personality, lifestyle, values, dispositions and expectations) and strategic career issues, i.e. it makes it easier to experiment with new roles and behaviours
- Mobile students cross boundaries – both sectorial and cultural boundaries, which implies a potential for knowledge transfer and innovation in both directions from the university to the enterprise and from the enterprise to the university, when the student returns home
- Mobile students undertaking placements in small companies have a greatly increased chance to interact directly with the owner, i.e. experience entrepreneurs as potential role models for their own career

Placements abroad thus provide a multitude of opportunities for informal and self-determined learning by students – however all parties involved have to seize those entrepreneurial learning opportunities.

The points mentioned above and the definition of the term ‘entrepreneurship’ by the European Commission are also revealed and underlined by certain newer studies and surveys, e.g. the report called “Culture at work – The value of intercultural skill at the workplace” by IPSOS Public Affairs and the British Council (2013) and the COMPETT survey related to the topic on transversal skills most valued by companies (2013). Both research works show that employers highly value strong leadership, language and communication skills, analytical and creative thinking abilities and the factor of being open to new ideas or ways of thinking. All these skills along with intercultural competences, thus the ability to understand different cultural contexts and viewpoints, are trained during a stay abroad and shall be reflected by the learning modules of the Uni-Key online course.

### THE “BOTTOM-UP APPROACH” OF UNLEASHING THE ENTREPRENEURIAL MINDSET OF MOBILE STUDENTS.

Although Universities have implemented incubators, start-up and business innovation centres, business plan competitions and courses which train business plan writing, there is still a wide gap between the potential of development of entrepreneurial skills and the number of students and graduates indeed taking advantage of those opportunities to date, because of a lack of the relevant mindset and awareness. Uni-Key turns students/graduates into latent entrepreneurs first.

For this reasons the top-down strategy, i.e. measures at top-management and governance level need to be complemented with a more bottom-up approach. The “Bottom up approach” of Uni-Key means that students are “collected” when they come out of their “comfort zone”, i.e. when they undertake a University-Enterprise mobility period, e.g. an Erasmus placement. Preparatory or accompanying (online) courses are offered for this target group so far are focused on linguistic and intercultural skills or on organisational aspects of the stay abroad only.

The Uni-Key approach however results in the identification of key situations during a placement period to turn them into key entrepreneurial learning situations, i.e. the entrepreneurial skill training is situated in practical situations each student (and to some extent his or her host) experiences before, during and after being abroad. This situated learning approach ensures that students recognize the learning content as relevant for them – especially when they do not have a business related study background. This is also a major difference from existing generic entrepreneurial training and assessment schemes.

The role of students in placements abroad is so far limited to a trainee, who applies theory to practice and provides a new socio-cultural background to the foreign workplace. The Uni-Key approach aims to valorise placement periods for university-enterprise knowledge transfer, research and innovation. Uni-Key turns students into “transfer agents”. The role of a transfer agent implies the following:

- Encourage students to become ambassadors of their home university/region/country and also of their EU-programme, when they go abroad, thus they turn from beneficiaries of EU-funding programmes to into promoters of transnational cooperation
- Encourage students to become ambassadors of their host organisation/region/country, when they return home
- Turn learning tasks into door openers, i.e. provide students with a reason to contact e.g. the regional Enterprise Europe network office, when they are abroad (or when applicable also back home)

The underlying assumption of the Uni-Key “bottom-up approach” is that if students develop more awareness of the need for entrepreneurial skills in starting a company as well as in regular jobs in a knowledge based and globalised working environment they will take more advantage of the variety of entrepreneurship

courses and support schemes at many universities (which often do not reach students outside of business studies).

### KEY ENTREPRENEURIAL LEARNING OPPORTUNITIES TURNED INTO LEARNING MODULES

Following the methodology described above the following key learning situations were selected and turned into on-line learning modules:

1. Situation: Planning an internship abroad -> turned into a career development exercise
2. Situation: Self-organisation during internship, including financial issues -> turned into a problem solving and financial management exercise
3. Situation: Confidentiality and ethical challenges -> turned into a good governance exercise
4. Situation: Interim evaluation -> turned into an opportunity seizing and intercultural networking exercise (“home ambassador exercise”)
5. Situation: Under-challenged and overstressed -> turned into a self-organisation and goal setting exercise
6. Situation: Reluctance and related conflicts -> turned into a strategic self-development and creative thinking exercise
7. Situation: Reporting on internship activities -> turned into a valorisation and effective communication exercise (“host ambassador exercise”)

After the seven on-line course modules are accompanied by an introductory (“Welcome”) and follow-up (“Feedback”) module. The seven modules follow the process of practical learning mobility and run under the course title “Discover your business potential”. Each module is offered over a period of 10 days. Pilot course 1 ran from September 2012 until January 2013 and after an evaluation phase, pilot course 2 started in March 2013 and will end in July 2013. The course is in English and moderated by trainers. Figure 1 illustrates the structure of the On-line course (as it is communicated to students).



Figure 1. Uni-Key online course outline

For the target group of supervisors of students at host organisation the situation of hosting an international intern is turned into a human resource and cultural diversity management exercise which will be explained below.

A common thread running through all the modules is the building of a Personal Development Plan (see figure 2) which is based on the Osterwalder Business Model Generation canvas (2010) and which was adapted to apply to career planning as Business Model You by Clark (2012). The canvas, which invites participants to think about the resources at their disposal, their networks, their skills and so on, is revealed later in the course to be analogous to the Osterwalder Business Canvas (2010) approach. The aim is that graduates of the course finish with a clear development plan whose links to business they have recognised. The project partners were mindful of the danger of over-emphasising the link between career development and business planning especially for those interns placed in voluntary organisations or social enterprises who may not appreciate the analogy as much.

Figure 2 shows the Personal Development Analysis completed by a student during the pilot course 2. The analysis was done at the very beginning of the course and is being completed and/or amended by the students throughout the course. At the end of the online coaching students shall compare their analyses from the beginning with their competences achieved during the stay abroad and will receive a feedback by the coach (hereinafter referred to as ‘personal development plan’).

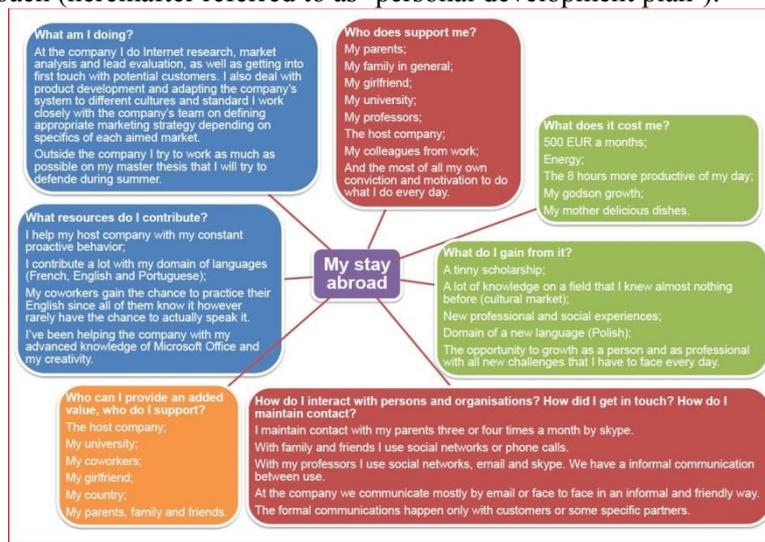


Figure 2. The Personal Development Plan (modeled on the Osterwalder Business Canvas) that participants build up over the course

A learning module follows a standard structure, consisting of an introductory text and video, a “warm-up-task”, one or two main tasks (including references and material for further reading), a self-evaluation task based on attainment levels (learning outcomes formulated from the perspective of students as “can do” statements connected to the personal development plan) and an expert forum connected to a video recording of entrepreneurs and experts, who share experiences related to module topics (the forum allows interaction with the expert/entrepreneur).

The following screenshot (figure 3) provides an impression of the design of Uni-Key learning modules.

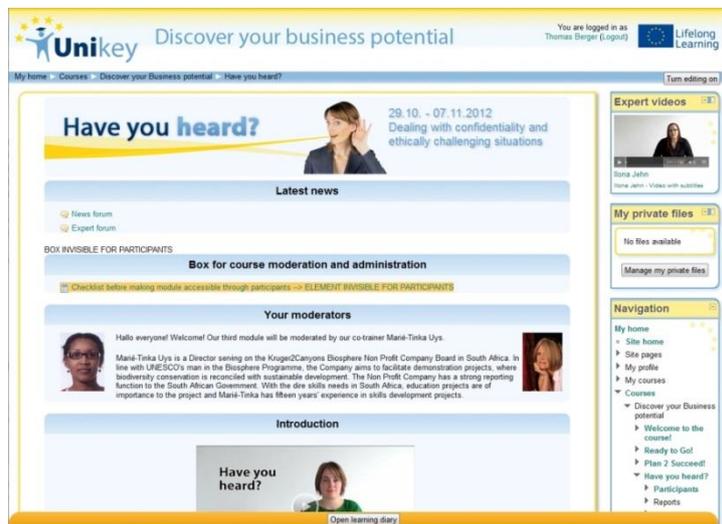


Figure 3. Screenshot of a Uni-Key on-line course module

Along with the online course additionally the “Uni-Key X-Challenge” is being offered not only for the participants but also to anybody else who wants to unleash their Business Potential. There are 5 extra challenges any by completing it, one will have the chance to win a trip to Brussels. One example for the x-challenges would be: “Find and document a gesture (nonverbal communication signal) used in a foreign country, which is new to you (your culture). If possible use your mobile phone or a camera and either take pictures of someone else showing the gesture or yourself and upload it with a small description of what the gesture or nonverbal communication signal is.”

#### UNI-KEY PILOT COURSE 2 – SAMPLE TASK (MODULE 4)

Module 4 is called *I have an idea...! Identification of cooperation opportunities between home and host environment*. This module refers to the ambassador role the students fulfil while being abroad and trains the following skills:

- identify and reflect on stereotypes and prejudices in intercultural encounters
- explain and reflect on home ambassador roles when being abroad
- seize opportunities for networking and further learning (career planning)
- to present/pitch in English
- to communicate in an on-line forum and work in English

In the first task they are asked to identify one prejudice about their home country/region one expects or one has already been faced with in their host environment. After that the participants shall think about their role as a home ambassador by putting themselves into the position as representatives of the home

country, the university, the local region and of the EU programme (e.g. ERASMUS). In the last task they produce ideas for partnerships between their home university and intern host regions as an exercise in generating new synergies through knowledge transfer. This uncovers the course participants' latent role as transfer agents and the issues raised in the personal development plan might be reflected here again. Further the students become aware of their role as an ambassador. Figure 4 shows one idea developed by a student in terms of a cooperation idea between the home organisation (university) and the host organisation (company).

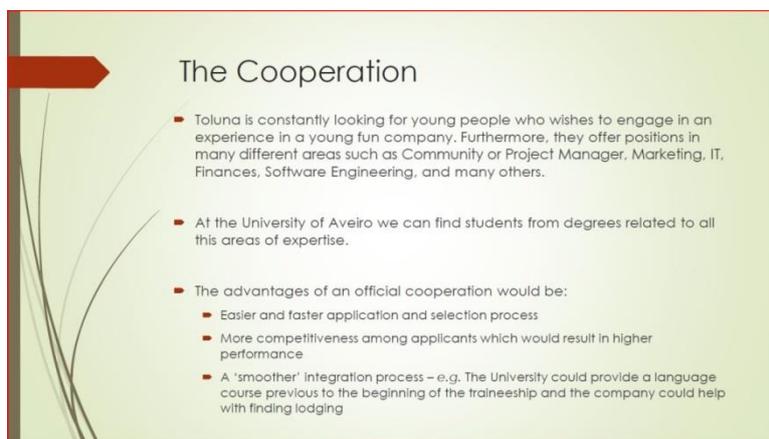


Figure 4. Student example from module 4 of the online course

### UNI-KEY PILOT COURSE 2 FOR EMPLOYERS/SUPERVISORS

In this pilot there was also a module designed for employers and/or supervisors in order to train various skills that address the issues of how to identify strategies of motivation of international employees/interns, how to organize an internship and the different ways of (intercultural) communication, for example. Apart from that the employers/supervisors shall gain an insight in the following topics respectively train the following skills:

- reflect on application of motivation tools and methods
- provide effective feedback, apply mentoring techniques
- evaluate potential of knowledge transfer by an international intern/staff
- describe potential of interns and develop strategies to turn them into an ambassador of the host environment/of one's own company
- communicate (contribute and comment) in an on-line forum in English and work in English language

The module is being offered simultaneously with module 4 so that the employers and/or supervisors are able to comment on the cooperation ideas the students are producing. Technically a cooperation forum is created in the platform so that

everybody is able to read each other's ideas and the comments by the employers/supervisors.

### **OUTLOOK AND FUTURE WORK**

In summer 2013 the Uni-Key consortium will evaluate pilot 2 of the online course "Discover your Business Potential". The results of the evaluation and the project in general will also be published at the same web address. After that the course will be offered regularly to students and graduates who are undertaking traineeships abroad from October 2013. This course will be mandatory for all students and graduates who are receiving an ERASMUS or Leonardo scholarship by the Regional Contact Point for EU-placements located in Fulda, Germany.

European funding has allowed the project consortium to trial the idea of an online course to raise awareness of entrepreneurial attitudes. Offering two pilots has enabled us to improve the design, navigation and clarity of the course so that it is ready to be offered to students obtaining their internships through large university consortia. There will be possibilities to develop further modules covering specific industries such as food science or to further strengthen the European civic skill development during a stay abroad. The details on the implementation of another challenge game, modules for mentors or host organisations still depend on the conditions of the new generation of EU mobility programmes.

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### UNIVERSITY AND INDUSTRY- STRANGE BEDFELLOWS OR BIRDS OF A FEATHER?

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#### ABSTRACT

*Expressions like “more and better jobs” are blooming during one of the most difficult economic times that Europe has endured. A quick analysis of how industry, (HEI) cope with the subject, leads us to different visions. The big question is whether universities should be giving emphasis to knowledge management or to knowledge acquisition. A plain employability discourse conditions the entrepreneurial university and overlooks several important issues such as the overall crisis, decision-making, resources, capabilities, internal management structures, and local communities.*

*The authors’ goal is twofold: to manage this university / industry relationship and to point out the importance of consortia as a driving force for the economic growth and the competitiveness. Consortia are growing in almost all of Europe but what are they?*

#### INTRODUCTION

*“In this world, there is no absolute good, no absolute evil,” the man said. “Good and evil are not fixed, stable entities, but are continually trading places. A good may be transformed into an evil in the next second. And vice versa. Such was the way of the world that Dostoevsky depicted in *The Brothers Karamazov*. The most important thing is to maintain the balance between the constantly moving good and evil. If you lean too much in either direction, it becomes difficult to maintain actual morals. Indeed, balance itself is the good.” (Haruki Murakami, 1Q84)*

We have to admit that one of the paradigms of the second half of the 20th century and the first years of the 21<sup>st</sup> is without no doubt globalization. This key concept arose sometimes as a threat and sometimes as inevitability or even a good consequence of the information technology.

It can take many forms depending on the way we look at the overall society – economical, political, migration and geographical aspects, but actually this paper intends to focus the social hierarchies, domination relations between institutions that are consequence of globalization and the ever changing world.

After examining the convergence thesis in what relates to the two separate institutions, Higher Education Institution (HEI) and Industry, we intend to establish some common features between them and what changed in the last years.

In the second chapter we are going to focus on the crisis in Europe and the strategy 2020, specially focusing on the key action 2- cooperation for innovation with the crown jewels – strategic partnerships and knowledge alliances.

The third chapter will emphasize the pros and cons of consortia and the case study of the Consortium Erasmus Centro.

### **THE FUTURE AIN'T WHAT IT USED TO BE- THE BIG AND CONFUSING PICTURE!**

Theorizing about globalization is something that occurred even before it happened. Aldous Huxley with “Brave New World” and George Orwell with “1984” and recently Murakami’s 1Q84, are specifically grounded in historical contexts of dramatic changes in a dystopian world but with different messages - Orwell feared those who would deprive us from information, Huxley feared those who would give us so much that we will be reduce to passivity and egotism and Murakami in a future world where one can hear “little people” and the individual and collective memory is so important.

Giddens and Rosenau describe our society as being more aware, more empowered by the information society and this increasing ability to be aware of events that shape our life, but strangely the way future appears in partly is only partially what Orwell thought, because even with information the late crisis offers not a future of passivity and egotism but of conscious hard work being us the “little people”.

Information in the other hand give us the possibility to think clearly, to be less compliant and more demanding and ironically that “knowledge society” arose in crisis time, when we have shorter budgets and less financial aid from the state. A direct consequence it is of course a competition between those who think that the state should support and protect the institutions and the ones who see as benefice in the freedom of state intervention. In the other hand individualist cultures like the Anglo-Saxon tend to believe in universal values shared by all and collectivist cultures - like the Asian ones- tend to think that different groups have different values. The people of late modernity are cultured to expect mass consumption but are increasingly sufficiently well informed to develop doubts about its benefits. (Spybey, 1996: 153). In fact globalization seeks to homogenize but also increases the awareness of social heterogeneity.

Schmitter refers to another paradigm that appeared with globalization - regionalization.

A region refers to a spatial entity that shares specific characteristics. Regionalization, as it is often discussed under the heading of globalization, refers to a spatial entity that shares specific characteristics. Even though regionalization is based in several common elements like history, geography, religion and culture in the past decades we have been emphatically invaded by regionalization around economic issues, especially as the creation of free trade areas.

Schmitter suggests several forms of political and economic integration using the Latin terms: *Federatio*, *Confederatio*, *Condominio*. Schmitter analyses the EU presence and future in different situations as: *Condominio*, *Consortio*, *Confederatio* and *stato/federatio* (Schmitter, 1992, Schmitter/Torreblanca, 2001). The *stato/federatio* seems to be the system at European level or at least what was intended to the EU—a standardization of political.

The *Confederatio* is based in the elimination of political barriers, the members agree to give up to one structure the harmonization of practices but they maintain a certain degree of freedom in all matters regarding the territorial diversity. The *Consortio* is a form of collective action practiced more by consenting organizations than polities. The *Condominio* multiple regional institutions acting autonomously

It is in regard to corporate and economic power that the term "globalization" is most frequently used and invoked and the more skeptical emphasize specially the importance of culture and corporations. Corporations and capital have acquired the means to move and operate on a much broader scale and nation-state cannot cope effectively with these new developments, and finds its own priorities and policies heavily influenced, if not dictated, by them. Within the generic technology's life cycle, major technological opportunities decline over time as upon arrival of new developments. Competition to incremental product improvements tied to shorter times to commercialization and to process innovations as the basis of competition. Therefore, it's easy to understand that technology drives the connection and complementary role of industry and HEI, and its impact on economic growth is necessary, but is it as much necessary to HEI as it is to industry? Partly de economic development strategies and partly crisis is important to understand that HEI have lesser and lesser support from the State and need to find the support in private stakeholders especially from industry, depending funding in there R&D capability.

There is a central conflict between competitiveness and economic catching up, especially in times of 0 economic growth in some EU less develop countries. A rather significant overlap exists between the stability and convergence programs and the national action programs that serve the implementation of the Lisbon Strategy in terms of the timeline and substance alike.

Taking a closer look to the objectives of the Europe 2020 the importance given to research and development it's somewhat different of the one of investigation. The goals of the 2020 strategy are mainly focused in employment rate and the improvement of the educational and training level. Nevertheless, investments on innovation and productivity is missing in the 2020 strategy. It strikes our attention the huge importance research and development expenditures and comparably the much lesser role if innovation. Competitiveness it's geometrically proportional to innovation but not the same as R&D. The role of universities in the globalized world changed mainly from the 80s on, by evolving perspectives of R&D and the new concept of knowledge society new words for a new and changing societal

paradigm that forced HEI to adapt and leave their “ivory tower” disconnected from society and accept the knowledge driven economy.

European higher education reveals a system where multiple levels are in action and interaction, mapping the nature of governance of European integration in its complicated and complex but much more when we link it with national governments and industry. “supra national developments in combination with the trans-national forces, and trends towards delegation and institutional autonomy, a changing balance between market and hierarchy in higher education, and the strengthening of the regional authority level (Gornitzka et al. 2005). Slowly and steadily the relationship between economy, production, R&D and HEI changed and created an hybrid organization business-entrepreneurial HEI. Economically it functions but risks to change students in customers and put economical advantage before the main function of HEI, education and knowledge not only for the sake of economy but also for the sake of pure knowledge.

### THINK GLOBAL - ACT LOCAL

Regionalization from below’ versus ‘top-down regionalization’. A region refers to a spatial entity that shares specific characteristics, we can speak of “regionalization from below” versus “top-down regionalization”. Terms as glocalization, europeization, denationalization, regionalization, are often used referring to integration or globalization. Although regional blocks are often based on common cultural back ground, the past decades show however an increased regionalization around economic issues. The homogenization or convergence thesis, which is often used in globalization, can refer to many aspects of higher education: the management, leadership, higher education the structure, teaching methodology, etc.

According to Simon Marginson (2002: 413-414) what we are experiencing is a complex relationship of the national dimension and with the global dimension:

*“In some industries, global corporations may detach themselves from their founding national context and operate in the same manner anywhere. (On the other hand,) universities are too context dependent for this. Even when partly globalised, they remain grounded in ‘thick’ and complex relations within the local societies they serve”.*

Recently attention has shifted to innovative regions high-tech areas, science and technology parks, clusters of knowledge based industries and knowledge spillovers. There are regions per country more industrialized concentrated in particular locations, linked through networks. This is really a new policy model and regional policy, eclectically capitalize on the best ideas, stressing several aspects-high-tech, knowledge based or “creative” industries; building up of research excellence; attraction of global companies; and stimulation of spin-offs.

Regions have of course very specific strengths and weaknesses in terms of their industries, R&D and innovation potential and so far there is as enormous lack of studies of the impact in the regions and they are dealt with in an isolated manner or using an undifferentiated one for all regions. Specific problems are not taken into account like the relationships with other regions and the national and international

are left outside the picture when this is an interactive process requiring networking, communication between different actors trust based which are facilitated by geographical proximity.

Clearly regions differ with respect to their industrial pattern and their innovation performance, knowledge spillovers, which play a key role in the innovation process, are regionally bounded. It becomes notorious that regional, national and European policy actors, using a systems of multi-level governance can shape the development and dynamics of regional innovation systems. Regarding the distribution of concrete competencies at the regional level we can often identify competencies for the lower and medium levels of education, incubation and innovation centres, transfer agencies and, more recently, cluster policies. A central issue within the “knowledge distribution power” perspective of an innovation system, are therefore, the links between industry and science.

### **SOME MUST OF THE NEW GENERATION OF PROGRAMS**

To understand the necessity of some of the must-dos for the next generation of higher education programs we have to go back a few years to the launch of the Lisbon strategy in 2000 with the “modest” goal of becoming “the most dynamic and competitive knowledge-based economy in the world by 2010”. The failure of the strategy was based not only in its ambition but also by the fact that it was something that could not be reached by the EU alone it should involve all EU countries. EU countries however have different levels of integration, some are new democracies some are old, some new comers some belong to the first countries to enter in the European project, so competencies at national level vary. Of course long before the lifespan of 2010 the strategy showed its failure, through the lack of governance and complex structure with so many goals and actions that it was disturbing and confused.

So what really changed for the strategy 2020? Did Europe learn with its errors? Partly yes – the big problem was governance and the European Council is now clearly in charge to put in action the proposals of the European Commission (EC). The EC has also new tools to issue policy warnings but actually what made the big difference was to settle different goals to different countries depending on the different characteristics the stability and Growth Pact, legally binds the Member States. We know that the strategy will be at the center of EU action, and that it will strongly influence almost all upcoming EU policies and initiatives in this economic strategy, without reducing the importance of arts and culture to a solely economic argument.

The 2020 strategy has specific deadlines for the 3 goals, being the 3 of them connected with education – smart, sustainable and inclusive growth. EU was in the good path until 2008 when the international crisis burst. In times of crisis obviously those countries with feeble structures or new democracies or new incoming in the EU showed more difficulty to even approach the general “bidding” targets.

New political situation leads to new changes- to react and adapt in a quite disturbing time when what it is real today might not be tomorrow. Better coordination between EU countries is needed, especially in economic terms to achieve the main issue “more and better jobs”, unfortunately besides the economic coordination we need to have social cohesion and already started out there a wave of social instability that will pay it’s dos in this final achievement.

Nevertheless the main targets of smart growth are focused in mobility – helping students and trainees to study/work in a foreign country (key action 1- learning mobility), prepare the youth for the labor market and increase de attractiveness of European University (Key action 2- cooperation for innovation) and finally (Key action 3 –Policy reform).

We intend to focus our attention in two sub-areas of cooperation – strategic partnerships and knowledge alliances. The green paper was adopted in 2011 and proposed the concept of the Common Strategic Framework to bring research and innovation closer together through Strategic Partnerships joining together education organizations/youth organizations and others putting together activities for both mobility and cooperation with institutions and other stakeholders to implement activities in order to achieve the objectives of the Modernisation Agenda. These activities can be supported by experts – a separate work programme with clearly defined activities and clear measures for monitoring impact – but countries will not be required to put such a team in place. Knowledge alliances refers to transnational projects between universities/corporate in order to promote creativity, innovation and entrepreneurial activities.

When strategic partnerships work well they manage to merge the research driven culture of the HEI with the innovation driven culture of the industry. Most of all gives universities the autonomy to operate in a win-win situation, and form partnerships. Who better than the HEI board and faculty heads to know the best strategy to its own institution? Without freedom we cannot fly, be creative and operate – with appropriate checks and balances – to achieve effective partnerships and strive for our main goals-excellence and job-creating partnerships.

The benefits of this marriage between HEI and Industry in the present picture seems to be an option needed for both parts to survive in hard times- Comprehensive activities that stimulate 2-way knowledge exchange between HEIs and enterprises and foster excellence and innovation + bridge the gap between HEI and world of work. Simplification, openness and flexibility, closer market activities, bottom-up initiatives. This would reflect in more lump sum and flat rates and simplified cost-reimbursement. Knowledge actors are varied and they invest to pursue material interests shaped by resources dependencies and problem perceptions. Organizational bases include scientific associations, think-tanks, HEI, autonomous investigation centres, professional associations and consultancy firms as well as non-governmental organizations (NGOs). With the advances in

technology and communications of the last century knowledge have become global.

The cultural divide between University/Industry could be overcome with strong university leadership, a developed strategy and a shared vision promoting a multidisciplinary approach to research and learning. HEI who understands market, and different incentives and structures for academics provided for the best outcomes to bridge the gap by developing a pool of academics who have worked in industry which is easiest to a Polytechnic more professional driven than the Universities.

Strategic management theorists explore efficiency and effectiveness from the perspective of the firm, given product, firm, and industry characteristics. HEI on the contrary seek to obtain and retain a competitive advantage over their competitors. The analysis of competitive advantage focused on the study of the external environment's influence on a firm's strategy. Firms operating in the same industry receive identical inputs and are forced to adopt identical strategies. All the firms operating in the same industry have the same opportunities and obtain the same results. Diversity is possible only in the short term, just the inverse of HEI who are focused in differentiation. What we've been noticing it's an increasing embeddedness which expresses the idea that the economy is not autonomous, but subordinated to politics, culture and social relations.

### **BUSINESS AS USUAL**

A first categorization of international arrangements comes from Neave (1992) who divides the different forms of cooperation in five stages in network development:

- 1- monodisciplinary linkages,
- 2- exchange partnerships,
- 3- network partnerships,
- 4- multidisciplinary networks
- 5- consortia

The final stage, the *Consortio*, is characterized by the existence of a coordinating unit common to all partner institutions with its own financial competencies, which mean that the coordination will not be performed by each unit but it constitutes a new layer in the chain. According to De Wit “*suchlike consortia will continue to be the most common form of international organization in higher education, and increasingly as part of academic associations or institutional networks*”.

A *Consortio* can be defined as a group of higher education institutions and possibly other organizations (enterprises, associations, chambers of commerce etc.) working together in facilitating Erasmus placement mobility. What is going to change from now on is that consortium as an option will be almost compulsory even for studies if the strategy of one HEI is expanding outside Europe. A new and fruitful area of cooperation between Industry and HEI, enabling them to better understand what is going on in the professional world, and helping the corporation world to evaluate and

attract candidates and small and medium sized industry to be in touch with technological evolutions.

It is clear for us the benefits of creating a *Consortio* in Europe today:

1. We are cleared fulfilling some the main goals of the 2020 Strategy, focusing in strategic partnership University/Industry;
2. Stronger involvement between Higher Education institution - knowledge alliance
3. Partnerships sustainability
4. Fighting the lack of leadership through the coordination of one institution at a time
5. Keep peer-to-peer approach
6. Cope with the budget cutbacks, sharing resources.

The *Consortio Erasmus Centro* started to be regional even though some of the Polytechnics involved are located in different regions of Portugal. The idea further to join together a group of polytechnics and corporations in the centre of Portugal was to establish a quality net that could provide excellent working experience to our students. Definitely the idea was to cover one of the regions in Portugal more industrialized and that's why one can confirm the number of 125 corporations involved. Some elements were raised and tackled like the size, partnership, roles, coordination, funding, paper-work, application preparation and communication.

A well-organized management model with a clear division of roles and responsibilities makes the basis of the *Consortio*. Good relationship between members, defined leadership with a rotation system, quality and transparency of the services that are provided for the students and solid steering group.

The steering group of the *Consortio Erasmus Centro* has several meetings per year to decide the distribution of budget between members, events and common exhibits, communication and management, marketing activities monitoring and others. The group has besides the Coordination in a rotating system, one contact technical staff and one Vice-President of each one of the institutions involved. Working in a *Consortium* enables you to communicate through one channel and under one clear marketing image and promotion materials. Focused on internal and external communications and an well planned action is the key of our success.

### **IN TWO YEARS SO MUCH ACCOMPLISHED**

8 Polytechnics in the centre of Portugal
46.000 students universe
41 business corporate associations
40.000 companies universe
26 business associations
15 city halls
5 business incubators

*Quadro 1-membros e potencialidades regionais*

Consortio Erasmus Centro	2011-2012	2012-2013
<b>Placement</b>	230	300
<b>Months</b>	868	1200
<b>Grants</b>	324.461,00€	420.000,00€
<b>Mobility Organization</b>	18.430€	23.050€
<b>Total Budget</b>	342.891€	443.050€
<b>Execution</b>	95%	Final data not available yet

*Quadro 2 - apuramento*

The students benefit due to a larger EU-wide labor market offer further to normal benefits of a placement abroad that has to do with improving language skills, knowing other markets and cultures, work experience. Mainly it is clear that they return more prepared, more open minded and more qualified. Tailor-made placements, constant tutoring, Common definition, regulatory frameworks, selection criteria, supervision and evaluation mechanisms/recognition

### CONCLUSION

Even though a Consortio also has its weaknesses, it is a fact that the benefits are bigger. Shared resources and jointly planned activities enable member to provide more and better services, more effectively.

The costs in several actions like marketing, guides, events, exhibits are lower if one thinks in each institution *per se*. Particular strengths for administration procedures, collaboration and synergies, horizontal integration, acquisition of common methods shared responsibilities, common promotion actions among students that would not be available individually, one only placement system avoiding confusion, less financial and resource support, investment in documentation mainly on the first year, potential attraction for corporations, a good international channel.

*Consortia* helps members to speak in one voice, reduce costs and maximize resources, creates opportunity to better negotiate favorable terms. An interesting paradox is that *Consortia* alliances or networks are based on compatibility as well as complementarity. Compatibility implies an institutional fit between the partners.

HE *Consortia* are involved in a multitude of activities. Cooperating on intended rationality and thus aimed at the utilization and exploitation of common features but it is complicated by the different backgrounds of partners. The resource base of universities will obviously not always be optimal. In order to gain access to important sources of competitive advantage, universities can try to buy or internalize these resources (e.g. through the market or through acquisition).

Universities, unlike multinational firms, are still mainly national institutions operating in a governmentally regulated system. The individual context has its dynamics and beliefs, but is also embedded in the wider organizational or national context. Individuals therefore have multiple institutional affiliations on different

levels. All have developed routines, and the routines, norms, and patterns can create obstacles when collaborative arrangements are established with nations, organizations and groups that are not compatible with these institutionalized practices and ideas.

Coping with cooperation in some areas and competition in others, seems to be the great problem to overcome, mentalities are changing so one as the notion that sooner or later and compromise situation will be normal. We have still though a surplus of paper-work that it is for the moment difficult to overlap.

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### **DEVELOPMENT OF THE EUROPEAN BACHELOR PHYSICAL ACTIVITY AND LIFESTYLE COUNSELING PROGRAMME (PALC) (510029-LLP-1-2010-1-NL-ERASMUS-ECDSF)**

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#### **ABSTRACT**

*Lifestyle related health problems are a tremendous burden for European societies that demands a shift towards prevention and a professional to guide this process. Therefore a new bachelor program PALC was developed. A consortium of seven universities from the Netherlands, Denmark, Portugal, Italy, Lithuania and Great Britain developed a competence-based curriculum. Six semesters were developed: 1) Basic Program, 2) Health Enhancing Physical Activity (HEPA), 3) Changing Behaviour, 4) Nutrition, 5) Policy & Entrepreneurship and 6) the Final Project. From 2012-2013, Changing Behaviour, HEPA and Nutrition were tested. Meanwhile, Portugal received full accreditation and Lithuania started the accreditation process. From September 2013, the program will start in Groningen/NL, Rio Maior/POR and Kaunas/LIT.*

#### **INTRODUCTION**

Lifestyle related health problems like obesity, diabetes mellitus type 2, several forms of cancer, heart disease and other adverse conditions are increasing public health problems which cause an enormous burden for the EU society (European Health Report, 2009). From the lifestyle factors of smoking, alcohol consumption, unhealthy nutrition, stress and physical inactivity, the last one causes 9% (range 5.1-12.5%) of premature mortality or more than 5.3 million of the 57 million deaths that occurred worldwide in 2008 (Lee, Shiroma, Lobelo, Puska, Blair & Katmarzyk, 2012). If physical inactivity decreased by 10% or 25%, more than 533 000 and more than 1.3 million deaths, respectively, could be averted every year. Blair (2009) even described physical inactivity as the biggest public health problem of the 21<sup>st</sup> century. Despite the negative sides of physical inactivity, a positive point of view is that it is preventable.

There is increasing evidence that for effectively battling lifestyle related health problems combined lifestyle interventions show the best results (Loef & Walach, 2012). However, stimulating physical activity and a healthy lifestyle at individual, group and community level is a complex task and a process that should be guided,

coached, stimulated by trained and qualified professionals who are trained in applying combined lifestyle interventions. In Europe, as far as we know, no specific education program on the bachelor level that is available to educate and train these ‘new’ professionals that are very urgently needed for the battle against physical inactivity and other unhealthy behaviours. Therefore a proposal for the development of a new European bachelor program entitled ‘Physical Activity and Lifestyle Counselling’ was developed and submitted by the Hanze University of Applied Sciences Groningen to the Lifelong Learning Programme, part of the Erasmus and accepted in 2010 (510029-LLP-1-2010-1-NL-ERASMUS-ECDSP). Aim of this multinational project was to develop a new 3-yr competence-based European bachelor program consisting of 6 semesters. The short-term impact of this project will be the deliverance of new professionals specialized in physical activity and lifestyle counselling. The long-term impact of this project is a decrease of physical inactivity and an increase in health related outcomes and quality of life of European citizens.

### **MANAGEMENT**

The management of the project had three levels: 1) a project coordinator from the Hanze University of Applied Sciences Groningen; 2) a steering group consisting of one representative per participating University (Hanze University Groningen/the Netherlands; Inholland University of Applied Sciences Haarlem/the Netherlands; University of Southern Denmark/Denmark; University Worcester/United Kingdom; Escola Superior de Desporto de Rio Maior/Portugal; University Rome Foro Italico/Italy; Lithuanian Academy of Physical Education/Lithuania); 3) external advisory board of experts in the field together with a representative from the European Network of Sport Science Education & Employment (ENSSEE). From October 2010 to October 2013 6 meetings were held. The first two meetings (October 2010 and May 2011) were used to install the steering group, advisory board, development teams and make preparations for the conceptual guidelines.

### **DESCRIPTION OF THE OCCUPATION OF PALC**

The whole development of PALC was based on the document ‘description of the occupation and educational conditions’ (Dikkeboer & De Jong, 2010). From the description of the new occupation and professional, key tasks, professional roles competences and learning outcomes were defined. The Physical Activity and Lifestyle Counsellor possesses competencies to deliver professional products aimed at improving the client’s health. The professional PALC operates in the areas of primary, secondary and tertiary prevention. The main forms of interventions applied are sport, physical activity and behavioural change. These interventions take place within the settings: recreation/sport, the work setting, and care setting. The physical Activity and Lifestyle Counsellor has the required competences to develop, deliver and evaluate professional products and interventions aimed at improving a client’s health across a wide range of lifestyle factors (nutrition, smoking, alcohol consumption, stress) with an emphasis on

physical activity and sport.

### **KEY TASKS OF PALC**

Key tasks describe the essence of what the professional does. They are distinctive and meaningful parts of the profession. Each key task in PALC is described in terms of process, roles and responsibilities, complexity, stakeholders, tools, quality of process and results, choices and dilemmas. These descriptions serve as tool for formulating the (professional) competences of PALC.

Key tasks of PALC are that he/she:

1. Changes the behaviour of clients within the domain of sport, physical activity, and other lifestyle factors;
2. Develops and advises on the basis of research about strategy and policy in sport, physical activity and other lifestyle components;
3. Develops positions and supervises sport, physical activity and other lifestyle programs;
4. Gathers, develops and disseminates knowledge of sport, physical activity and lifestyle programs, organizations and services;
5. Manages the daily business of an organization related to sport, physical activity and lifestyle;
6. Creates opportunities and generates resources for sports, physical activity and other lifestyle programs.

### **PROFESSIONAL ROLES OF PALC**

These key tasks lead to the following professional roles of PALC he/she is:

- Instructor/personal coach;
- Advisor/educator/counsellor;
- Developer/researcher;
- Initiator/organizer/entrepreneur/manager.

For being able to fulfil the above-mentioned professional roles, the PALC professional needs to have acquired certain personal & interpersonal competences and instrumental competencies. In the development of PALC we used the definition of Parry (1996) that described a competence as “a cluster or related knowledge, skills, and attitudes that reflects a major portion of one's job (a role or responsibility), that correlates with performance on the job, that can be measured with well-accepted standards, and that can be improved with training and development.” Table 1 describes the 8 PALC competencies. A thorough description of each competence was available and per competence learning outcomes were defined. These educational guidelines were used by each development team when developing their semester.

		Competence		Description
A (inter)personal (30%)		PALC-1	Reflection	Self-management, self-awareness, individual learning
		PALC-2	Professional orientation	Cooperation
				Communication/presentation
				Leadership
				Networking
	International orientation			
B Instrumental (70%)	Operational	PALC-3	Assessing	Test, measure, interview
		PALC-4	Changing behaviour	Advise, Instruct, stimulate, motivate
				Health education, coaching Counselling
	Content related	PALC-5	Research	Evaluate, use qualitative and quantitative methods, writing skills, presentation
		PALC-6	Develop & Innovate	Design, develop, innovate
	Strategic level	PALC-7	Entrepreneur- ship	Project management
				Business development
		PALC-8	Policy making	Policy development and implementation

*Table 1. The PALC competences per level and dimension.*

### THE PALC PROGRAM

The total bachelor program (180 credits) consists of 6 semesters. The semesters cover 30 credits each of which 28 credits are structured and 2 are so called elective credits. These electives provide students the opportunity to follow certain study units of free choice at the bachelor level. Each credit represents 25-28 hours of study load including lectures, workshops, internships, tests and self-study time. The whole PALC curriculum is designed in a modular way except for the integrated longitudinal learning lines of (applied) research, personal development, physical activity & teaching didactics and project management. These themes are integrated in a concentric way throughout the whole bachelor program. Per semester study units of 3-5 (or a combination of this amount of credits) are described with a total of 30 credits.

For a description of all PALC semesters see below.

1. Basic program: In the basic program, the PALC student will be introduced in the total PALC program. Basic competences, necessary for the following semesters, will be offered. During this semester introductions in teaching didactics & physical activity, public health, applied basic health sciences, behavioural change models, presentation & communication and project management are offered in a theoretical and practical way. The following study units will be offered: Teaching didactics & physical activity (5 credits); Introduction in public health (5 credits); Applied basic health sciences (biology/biochemistry/exercise physiology) (5 credits); Behavioural change models (3 credits); Presentation & communication (5 credits); Project management (5 credits); Electives (2 credits).

2. **Health enhancing physical activity:** The steady growth of exercise and physical activity for health industry is continuing as the governments strive to combat the increasing health costs related to an aging population demographic, obesity and hypokinetic diseases such as coronary heart disease and diabetes. This industry requires health professionals with an understanding of safe practice in the assessment and prescription of exercise to work in both health and fitness centres and clinical exercise settings. In this semester the focus will be on the role of physical activity in promoting health. The following study units will be offered: Exercise testing and prescription (5 credits); Exercise for clinical prescription (3 credits); Intervention Mapping (5 credits); Leading Physical Activity I (5 credits); Leading Physical Activity II (10 credits); Electives (2 credits).
3. **Behavioural change:** Physical symptoms are related to life style. Physical activity has profound effects on physical and psychosocial complaints and disability. Transformation from a sedentary state to a more active lifestyle could pay large dividends to the individual and to society. Despite of increasing knowledge concerning benefits of physical activity, an increasing number of people are finding it difficult to meet the amount of health beneficial physical activity. Behavioural change is therefore needed. Students in this curriculum will be introduced to theories of behavioural change, psychology of change and are taught ways of advising, coaching and counselling to support changing. Changing behaviour is educated by a combination of conceptual courses (theories and models) and practical courses (application). Students will enlarge their knowledge, attitude and skills by a traineeship. The following study units will be offered: Psychology (5 credits); Counselling (6 credits); Behaviour (6 credits); Physical activity (3 credits); Traineeship (8 credits); Electives (2 credits).
4. **Nutrition:** During this semester the student will be taught about nutrition, biochemistry and physical activity, nutrition across lifespan and nutrition and chronic diseases. The student will be practicing how to advise and consult an individual client from a nutrition perspective. Also the student will make a group intervention to promote healthy food and lifestyle. The following study units will be offered: Nutrition 1: Nutrition, biochemistry and Physical Activity; Nutrition across lifespan (5 credits); Individual consultation (10 credits); Nutrition 2: European Nutrition Policy; Nutrition and chronic disease (3 credits); Nutrition Intervention Plan (10 credits); Electives (2 credits).
5. **Entrepreneurship & policy:** The PALC is a professional focusing on enhancing health by counselling and delivering interventions across a wide range of lifestyle factors. For implementing new ways of working within a company, understanding of policy and politics is important, but also for starting up local, regional or national projects and networks. Understanding

how organizations function, analysing the organization, getting things done within the organization and with various stakeholders and changing the organization are important learning outcomes. An entrepreneurial PALC professional will be confronted with strategy, finance, marketing, communication, human resources management, operations and events. Changing these aspects not only requires knowledge on how organizations function but also leadership and an entrepreneurial attitude. The following study units will be offered: Strategy and policy game (3 credits); Business planning and advice (5 credits); Sport and health policy and governance (3 credits); Small business and entrepreneurship (3 credits); Policy implementation (5 credits); Leadership in sport and health (3 credits); Integrated business case and organizational development (3 credits); Final project preparation (3 credits); Electives (credits 2).

6. Final project: The PALC bachelor program is completed by carrying out an independent innovative (final) project for an appropriate client in the field of the physical activity and lifestyle counsellor. The results of this project consist of one or more desired professional products and a research report. Examples of a professional product might be an exercise program, a review, a policy plan, an evidence based intervention, a health protocol, a website and other products wanted by the stakeholders. In the research report the student shows that he/she is able to manage applied research to develop this professional product. The following study units will be offered: Final project (27 credits); Final interview (3 credits).

Some important aspects of the development and implementation of PALC were employability and intercultural exchange. Therefore the semester nutrition and policy & entrepreneurship were labelled as exchange semesters indicating that during this phase of the bachelor student had the opportunity to go abroad. In the long-term the consortium is looking for more possibilities for students to exchange but this will largely depend on the amount of new partner university that are also willing to implement PALC.

### IMPLEMENTATION

After finishing the development phase of the PALC program in December 2011, several steps were made to prepare the implementation phase. In February 2012 the concept consortium agreement was discussed thoroughly. From broad experiences from the European master in Health and Physical Activity and the fact that national rules and legislations for bachelor programs and degrees are very strict, the steering group decided to start the implementation phase of PALC on the basis of the principles of a joint program. When students follow and pass the PALC program they will receive a national diploma and a consortium certificate. For the long-term perspective the consortium will further explore the possibilities of working towards a joint degree.

Furthermore, agreements were made crucial for the quality assurance of the European bachelor like English language skills of teachers and students, competences, credits distribution etc.

Parallel with the process of working on this consortium agreement, three semesters were pilot tested. From September 2012 to February, the semester changing behaviour was offered by the Hanze University of Applied Sciences Groningen/Groningen. Subsequently, from January 2013 to July 2013 the semesters “Nutrition” and “Health Enhancing Physical Activity” were offered by the University of Inholland/Haarlem and Escola Superior de Desporto de Rio Maior/Rio Maior, respectively. During these pilots exchange of lecturers and students took place. At the moment of writing this paper, the results of the evaluations of these pilots are analysed. The lessons learned from these pilots will be followed by adjustments of the study units and the way of offering these study units if necessary.

### **FUTURE OF THE EUROPEAN BACHELOR PAL (PHYSICAL ACTIVITY & LIFESTYLE)**

In January 2013, one of the necessary decisions of the steering group meeting was to decide on the name of the European bachelor for the implementation phase. Since in many European countries, “counsellor” is a protected name and function that in many cases has a strong connection with the medical field, the steering group decided to change the name from PALC into PAL for the implementation phase from September 2013.

In October 2013 the official project period will end and the steering group becomes a PAL board. Important tasks for the new PAL board will be: further dissemination of the program, recruit new consortium partners, ensure the quality of the PAL program and develop a vision and perspective on further short- and long-term goals related to PAL.

For the future, three Universities have planned to start with the implementation of the PAL program. The first university that received a full recognition and accreditation for PAL was the Escola Superior de Desporto de Rio Maior/Rio Maior in Portugal. They will start with the implementation of the new European bachelor program in September 2013. The Lithuanian Academy of Physical Education /Kaunas in Lithuania is in the middle of the accreditation process and expects to start with the full program in 2014. The Hanze University of Applied Sciences Groningen/Groningen, the Netherlands, start with the implementation of the full PAL program as an international stream of the already existing Dutch bachelor Sport, Health and Management in September 2013. The other consortium partners will fulfil a role of exchange partner meaning they will send and receive students and lecturers on the basis of one semester or parts of one or more semesters.

### ACKNOWLEDGEMENTS

Firstly we want to thank the EU/ERASMUS program for supporting this unique project. Furthermore we are very grateful to all PALC developers, steering group members and advisory group members from the Hanze University of Applied Sciences Groningen/the Netherlands, Inholland University of Applied Sciences Haarlem/the Netherlands; University of Southern Denmark/Denmark; University Worcester/United Kingdom; Escola Superior de Desporto de Rio Maior/Portugal; University Rome Foro Italico/Italy; Lithuanian Academy of Physical Education/Lithuania) and the European Network of Sport Science Education & Employment (ENSSEE) for working together on the development and implementation of this new European bachelor program.

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### **WAYS OF OPTIMIZING STUDENTS' BENEFIT FROM THEIR PLACEMENT STAYS ABROAD – GOOD PRACTICE EXAMPLE OF THE ERASMUS PLACEMENTS PROGRAMME AT JUSTUS LIEBIG UNIVERSITY GIESSEN, GERMANY**

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#### **ABSTRACT**

*In 2007 Justus Liebig University Giessen successfully implemented the ERASMUS placements programme and each year a rising number of students has been sent abroad for a practical period since. This session will give a best practice example for processing the placements programme, in providing support to the student before, during and after their stay abroad. Moreover, the presentation will analyze the learning outcomes, take a closer look at the role of quality and quality assurance in placements and leads to the question of how a placement will turn into a success for the student.*

*In order to ensure the quality of a placement, the ERASMUS coordinators need to give the best possible advice to students looking for a placement to make their stay abroad a successful and useful experience. But what are the crucial points for a successful placement? Is it the quality of the placement itself, thus the tasks of the trainee? Is it the company? Or are there other factors which have been neglected so far in order to achieve the learning outcomes? The paper will describe the example of JLU Giessen's approach to make the best out of a student's training period starting with the challenge of finding a placement, turning to the preparation and supervision, to finally providing students with a useful and beneficial follow-up after their stay abroad.*

#### **RESPONSIBILITY OF AN INTERNATIONAL OFFICE**

As we can learn from the statistics, a traineeship abroad has become increasingly popular within the last few years. Since the implementation of the ERASMUS student mobility for placements in 2007/08, the number of German students going abroad for a work placement has risen by 47%. In the academic year 2011/12 almost 5,800 students from Germany completed a traineeship in a foreign country (ERASMUS Annual Report 2012). For the upcoming academic year the German Academic Exchange Service (DAAD) recommends to enhance the number of student participants by respecting the quality of the advisory services by the placements coordinators. This would mean that the International Offices will have to deal with the responsibility of supervising the students before, during and after

their internship in order to ensure the quality of the advisory services and of placements itself. But what exactly is meant by supervision and how can the quality of advising the students be assured or even improved? Before we take a closer look at the issues raised, we will have a look at the general process of the ERASMUS placements programme at JLU Giessen.

### **ERASMUS PLACEMENTS – GENERAL PROCESS AT JLU GIESSEN**

Since 2007/08 JLU Giessen has been managing the funds for the ERASMUS placements programme. Here the university can benefit from a two-way funding. On one hand JLU Giessen raises funds by applying directly at the responsible national agency, and on the other hand, JLU Giessen is member of a regional consortium. Thus, the demand for more funding through ERASMUS placements can be met so far. One may raise the question if this procedure might not be transparent enough for the students. A confusion for the students is being avoided by the fact that all applicants (as well as the administrative process like checking the documents) are being managed by the coordinator at JLU Giessen who acts as the leading contact person. In doing so an equal treatment of all students is guaranteed.

In terms of the administrative process it is important to mention that there are no fixed deadlines. Students may apply for funding throughout the year and are only asked to hand in their applications at least one month before the internship starts which helps to ensure a payment in due time. In general also applications from all faculties are accepted. In the academic year 2012/13 JLU Giessen especially tried to encourage students from the faculty of humanities to go abroad for a work placement as the number had been decreasing for the past two years. Regarding cooperation agreements JLU Giessen is not especially asking for it. Within the past years, some cooperations with universities as well with companies have been developed and there are a few organisations who have been hosting a student from JLU Giessen more than once. Also due to the consortium membership, students benefit from placement offers respectively cooperations with former host institutions.

The following documents have to be handed in by the students in order to receive a scholarship:

- Curriculum Vitae
- Letter of Motivation
- Language certificate
- Recognition statement (if necessary) issued by the faculty
- Training Agreement and Placement Contract
- Interim evaluation (after the first half of the internship)
- Final report
- Certificate issued by the host organisation (or detailed questionnaire provided by JLU Giessen)

The selection process at JLU Giessen is mainly being determined by the selection process agreed upon by all partners of the consortium. In general all applications are accepted but the coordinator carefully evaluates the documents by taking into account:

- if the **letter of motivation** clearly points out why he/she is planning an internship in the respective institution, why he/she chose the host organisation, how he/she prepared for the stay abroad, how his/her future career plans look like etc. JLU Giessen provides a guideline indicating which subjects shall be addressed. The letter of motivation is the key document in terms of the successful admission to the programme. If the letter is insufficient the coordinator will inform the student and give advice on how to improve it
- if the **language skills** are sufficient (a language certificate of the working language is required and should not be older than 2 years). If the student has no possibility to present a current language certificate, the coordinator (or his/her colleagues who are aware of the language to be tested) will try to check the language skills by a short interview. Alternatively, the coordinator will get in contact with the guest organisation in order to clarify which language skills are relevant and if the student will meet the organisations' requirements
- if the intended traineeship is **relevant for applicant's studies and/or future career plans**
- if the **host organisation** is able to **fulfil the quality commitment** as indicated in the training agreement. Further the coordinator checks if there is a balanced number of permanent employees and trainees working in the receiving institution. Additionally a contract drawn between the host company and the student could be respected.

### ADVISORY SERVICES AT JUSTUS LIEBIG UNIVERSITY GIESSEN

As the number of outgoing students rises, one may easily fall back to a mere administrative processing of the programme and all the points mentioned above are not respected any longer or only to a certain extent. Although it is the university's desire to increase the number of outgoing placements students we should not run the risk to forget to look after the students while they are abroad, and probably even more important, to interview and take care of the students after their return to the home country. Apart from a support by the coordinator in finding suitable placements for the applicants, the supervision is one major factor in order to meet the quality requirements.

Before students depart or even think about going abroad for a traineeship, JLU Giessen provides support in finding a placement. Students take advantage of the office hours or visit a workshop that is being offered once per semester. They also benefit from final reports, concrete placement offers selected by JLU Giessen and

published on the website and other information material prepared by the coordinator. Another well-established event is the ERASMUS Placements forum where former and prospective outgoing students meet and share their experiences. Additionally JLU Giessen is trying to offer intercultural trainings including the topic on how to apply for internships.

During their stay abroad a continuous supervision is being realised. The coordinator regularly contacts the students in order to make sure that everything is going well. Here students often complain of being under challenged and the coordinator will have to assess the situation together with the student and try to find a solution and how the working atmosphere could be improved. In doing so one will avoid the number of students who cancel their work placement.

Moreover an interim evaluation is sent to the student's mentor of the host organisation. The results of this evaluation also show if the interns are being integrated into the company and if the latter also fulfils the quality commitment. Together with the consortium an intercultural online training is being offered. This online course is mandatory for all participants from JLU Giessen (no matter if they are funded through the university or the consortium). One major advantage of the course is that the students get in contact with their fellows and can share their experiences. It is not only referred to topics like how to deal with a (re)culture shock but also to the students' ambassador roles and the added values the students bring to the company or the organisations. These different issues will let the students be able to reflect their placement period abroad and prepare them for their professional career as well as improve their employability.

After their stay abroad the students are asked to hand in their final report and the final evaluation or certificate during the office hours. This guarantees that the coordinator will receive a feedback by the student about his/her experiences in detail. Thereby the coordinator receives valuable information about the placement and related issues that might be necessary for advising future outgoing students. During the personal interview the coordinator can inform the student about the opportunity to take part in a re-entry workshop and to make use of a beneficial follow-up of the stay abroad. The concept of this workshop is being presented in the chapter hereafter.

The next steps in order to strengthen all the points mentioned above would be to improve the contact with the host organisations. So far there is no established strategy to get into contact with the receiving companies. One idea would be to invite the host organisations during a staff training week or an international week organised by the International Office. In doing so we could bring together students and prospective employers and facilitate the establishing of contacts between the parties.

### RE-ENTRY WORKSHOP – STRUCTURE

A re-entry workshop has been implemented into the regular semester programme of the International Office in 2011. We realised that the students are quite well prepared before they leave and that they always can refer to our offer and contact us in terms of problems while they are abroad. But as soon as the students ended their traineeship there was no special platform where the returning students could exchange their experiences and reflect about their time abroad. We also had the feeling that only by reading the final reports we are not able to inform prospective outgoing students very well. The re-entry workshop has the benefits for the International Office mentioned below:

- Detailed information about the partner university/work placement
- Opportunity to provide information on other programmes (e.g. Leonardo da Vinci for graduates)
- Recruit students for buddy programmes etc. (returning students become ambassadors for international programmes)
- Present the International Office and related facilities (e.g. how students can maintain their international lifestyle back home)

For the students the benefits are as follows:

- Reflection on one's own culture and how to cope with re-entry shock (students learn that they are not alone with the feeling of being misunderstood when returning home)
- Identify and prove one's intercultural strengths
- Assess career prospects and continue one's international learning
- Planning the next steps in the near future or after graduation

The workshop is being offered once per semester and addresses not only the ERASMUS placements scholars but any student who has been abroad lately and who received any scholarship by JLU Giessen or took part in an exchange programme. It is arranged for three hours and takes place at JLU's international meeting centre. General context and/or objectives of the workshop are that the students get to know each other, some are asked to give a short presentation about their stay abroad, a short theoretical introduction on the topic 'intercultural competence' is included and, of course, the students shall reflect their stay abroad in terms of their personal skills attained and reflect (intercultural) situations in which they analyse what happened and why and which recommendations or suggestions they could provide future outgoing students.

The positive feedback by the students who took part in this workshop shows that there is indeed a need for this type of offer where returning students find one's peers and take advantage to reflect their experiences together with fellow students and colleagues from the International Office (and/or an intercultural trainer, career advisor etc.).

### OUTLOOK AND CHALLENGES

The structure of the workshop can be adapted to one's needs or wishes. Apart from the structure presented above there are further ideas on how to provide the students a platform where they can talk about their time abroad and what they could do to overcome a re-culture shock. So far this workshop is not mandatory for scholars but is rather seen as an informal get-together. Nonetheless certain aspects should be regarded:

- What did the students learn during their time abroad and how can they benefit from the skills gained?
- How to cope with re-culture shock?
- How do I present my experiences and my intercultural competence to future employers?
- How to measure and develop intercultural competence

This would lead us to the challenges that come along with this workshop which include the issue of resources and the students' awareness, for example. To overcome the problem of how to finance the workshop one could use the funds provided for the organisation of ERASMUS mobility. The efforts that are being undertaken at JLU Giessen to make the best out of a student's training period are only possible with sufficient personal resources. If this is not given one could invite cooperating institutions (career advisor, intercultural trainers, student helpers already involved in the field of international mobility) to organise a workshop for returning students.

Another challenge is the number of participants for the workshop. As long as this offer is not mandatory, the attendance cannot be foreseen. In order to avoid that there are only a few participants we try to inform the students before their departure, we send out e-mails with the subject "save the date" and we inform the students during the office hours and, of course, a few days before the workshop we send a reminder to all students. It is recommended to require a binding registration as well. It might also be helpful to promote the workshop as an informal get-together in the evening and asks the students to bring some food etc.

Due to the new ERASMUS programme and the reduction of the minimum internship period to two months, the number of applicants will rise. Thus, the challenge of sufficient personal resources will persist and we would have to think about changes in the application process. But details on how to deal with these challenges still depend on the conditions of the new generation of EU mobility programmes.

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### ERASMUS INTENSIVE LANGUAGE COURSE AT NATIONAL SPORTS ACADEMY ‘VASSIL LEVSKI’, BULGARIA

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#### ABSTRACT

*Erasmus Intensive Language Courses are very useful for all Erasmus students because of the opportunity to gain basic knowledge of less spoken EU languages. They give the students who are going to do Erasmus mobility in these countries the opportunity to study the language in order to be prepared for their mobility period abroad.*

*The aim of this report is to present the National sports academy’s model of organizing EILC courses and to study their effect on the communication skills and the ability to use Bulgarian language in everyday life of the Erasmus students in Bulgaria. We used the inquiry method to examine this influence. It was made one survey at the beginning of the course. We asked the participants to write something in Bulgarian, what they know about the culture the traditions in Bulgaria, what are their expectations from the course, etc. At the end of the course the students had to answer the same questions. The results show that in the end the students could participate in conversations concerning different situations from everyday life – in public transport, in the market, etc. Also they have gained knowledge about Bulgarian history, culture and traditions. What is more after the EILC some of the students were included in different courses taught in Bulgarian during their Erasmus mobility at National sports academy.*

#### INTRODUCTION

The ERASMUS Intensive Language Courses (EILC) are specialized courses in the less widely used and less taught languages organized in the countries where these languages are used as teaching languages at higher education institutions. The Erasmus Intensive Language Courses give Erasmus students visiting these countries for studies and placements the opportunity to study the language with the aim of being prepared for the Erasmus mobility period. In the courses could participate:

- Students registered in a higher education institution holding an ERASMUS University Charter, who have been selected for an ERASMUS study or placement period.
- Students whose main subject of study is the language of the country organizing the EILC are normally not eligible participants.

- Comenius and Grundtvig Assistants may also participate, provided that there is a surplus of places on a course. [5]

National Sports Academy “Vassil Levski” has organized 4 Erasmus Intensive Language Course - two summer and two winter courses. In the courses took part 40 participants form different European countries – Spain, France, Turkey, Greece, Lithuania, Portugal, Belgium, Hungary, Croatia and Latvia.

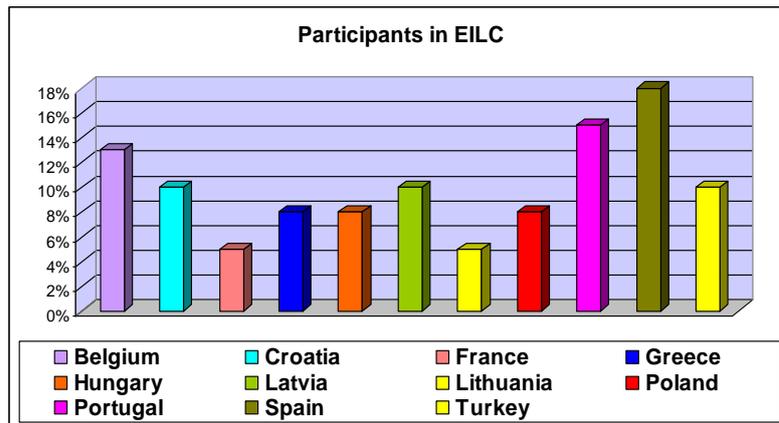


Figure. 1. Participants in the EILC of National Sports Academy by countries.

The people who are responsible for the organization of the EILC have decided to study the opinion of the participants in order to improve the effect of the courses. NSA used the inquiry method to examine this influence of the courses. There were two surveys – one at the beginning and one in the end of the course. The participants were asked to write what they know about Bulgaria, to write something in Bulgarian language, what they know about the Bulgarian traditions, what are their expectations from the EILC, etc. After the course the students answered once again to these questions. The results after comparing the answers from both surveys and the information from the final report for students give the opportunity to the NSA “Vassil Levski” to see where the weak points are and to take correspondent measures to improve the organization and the effect of the EILC.

### ORGANIZING EILC AT NATIONAL SPORTS ACADEMY “VASSIL LEVSKI”

National Sports Academy “Vassil Levski” has a special department for foreign languages. In this department work teachers who have huge experience in teaching languages to the students. Many foreign students are studying at National Sports Academy. One year before their bachelor program starts and during the four year bachelor degree the foreign students are obligated to learn Bulgarian language in order to facilitate the educational process at the Academy. *The teachers* who participate in the EILC work in that Language department and have experience in teaching Bulgarian language to foreign students from countries all over the world.

The people who organize the Erasmus Intensive Language Courses are *international affairs experts* from the Centre for European integration and International Relations at National Sports Academy. They have experience in organizing different international intensive programs, conferences, congresses, etc. They are responsible for the organization and the fulfilment of Erasmus student and staff mobility too.

In the EILCs take part many *Bulgarian students as volunteers*. They help with the organization and the execution of the courses. Usually these are outgoing students who will be Erasmus students abroad or students who have finished their mobility period. Bulgarian students help the participants in the EILC to socialize in the student's community in Bulgaria, especially in Sofia, to adapt to the student's everyday life and to the Bulgarian customs and traditions. What is more this gives the chance to Bulgarian students to meet new people, to learn something about different cultures and to practice their language and communication skills. This is very useful especially for the students who are going to study in foreign country for more than three months.

During the EILC National Sports Academy uses *as volunteers the incoming Erasmus students* whose mobility period has not finished yet. With the experience they have as Erasmus students in Bulgaria they help the participants to resolve easily the problems which an incoming student could meet during the first days in the host country.

At the beginning of the course usually Bulgarian volunteer students organize a tour of the NSA complex showing to the EILC participants the main facilities and a tour of the city centre introducing the main buildings and places in Sofia.

One of the biggest priorities of National Sports Academy is the sport facilities. NSA disposes of 14 indoor sports halls, the majority of which with artificial playground cover, 1 grass football stadium, 1 football pitch with tartan cover and 2 grass football pitches, 3 areas with artificial cover for track and field events with sectors for jumps, tennis courts, indoor area for track and field events, golf course, remedial physical culture gyms, methodological laboratories, etc. This gives the opportunity for the participants in the course to take part in different sport activities. According to Ann Rosewater (2009) "Sports participation helps create a social identity". What is more, "high school youth participating in organized sports activities viewed sports as providing a place to meet other young people 'who had at least one shared interest.'" [2] The participation of the EILC students in different *sport activities* supports the socialization and adaptation process of the Incoming students. The participants have the chance to join classes of aerobics, football basketball, volleyball, beach volleyball, sport climbing, etc.



*Picture.1 Volleyball activities*



*Picture.2 Beach volleyball activities*



*Picture 3. Sport climbing activities*

Besides the sport activities the ***social and cultural program*** of the EILC includes many trips to beautiful historical places in Bulgaria which reveal the Bulgarian culture and traditions – Plovdiv, Veliko Turnvo, Rila Monastery, Vitosha Mountain, etc.



*Picture 4. EILC participants in Plovdiv*



*Picture 5. EILC participants in Veliko Tarnovo*



*Picture.6. EILC Participants in Vitosha Mountain*

The social program includes also organizing different entertaining activities during the evenings. With the help of the Bulgarian volunteer students and all incoming Erasmus students the participants in EILC organize Night of the nations, Night of traditional cuisine, Night of national dances, etc. Activities like this support the socialization and adaptation of the students and enrich the knowledge of different cultures and traditions.



Picture7. Night of National Dances



Picture 8. Night of International Cuisine

National Sport Academy organizes different games for the participants in the EILC as a method of learning Bulgarian language. Sarane, Boocock and Schild (1968) claim that “games serve many functions, but the important one to educators is that they present the student player with a real-life situation allowing him to use his knowledge and abilities while discovering decision-making skills for himself.” What is more, the rationale for the use of games in education is found in examining how social processes can be simulated and what educational objectives can be presented in this way. [3] The aim of the games that NSA organizes for the participants in the EILC is to make students to communicate in Bulgarian language while searching different objects and places, to use in practice everything they have learnt during the classes. The participants are divided in teams and the teams are competing. This gives the opportunity students to practice not only their acknowledgement in Bulgarian language, but their communication skills, their skills to work in a team, decision-making skills, etc. [1]

At the end of the course was organized a photo scavenger hunt. A **scavenger hunt** is a game in which the organizers prepare a list defining specific items, which the participants — individuals or teams — seek to gather all items on the list — usually without purchasing them — or perform tasks or take photographs of the items, as specified. The goal is usually to be the first to complete the list, although in a variation on the game players can also be challenged to complete the tasks on the list in the most creative manner.[4] The participants were divided in two teams and the task was to find different places and objects and to take picture of the team with the object. There were included different tasks as explaining some of the

Bulgarian traditions, dishes, historical dates, etc. The aim of the game is to develop communication skills, skills to work in a team and the main purpose to ask strangers in Bulgarian language to help them in finding the objects and the answers of the questions. At the end the two teams completed successfully the game.

### THE RESEARCH

National Sports Academy has designed two inquiries in order to study the effect and the level of satisfaction of the participants and to improve the organization of the Erasmus Intensive Language Courses. The first inquiry is made before the beginning of the course. The people who took part in the study were 25, all participants in the summer and the winter EILC during the academic 2012/2013.

The first question is “What you know about Bulgaria?” Mainly (60%) the respondents has written on first place that the capital of Bulgaria is Sofia, 18% of them know that the population of Bulgaria are 7 million people. 8% of the respondents wrote that the neighbours of Bulgaria are Serbia, Macedonia, Greece, Turkey and Rumania.

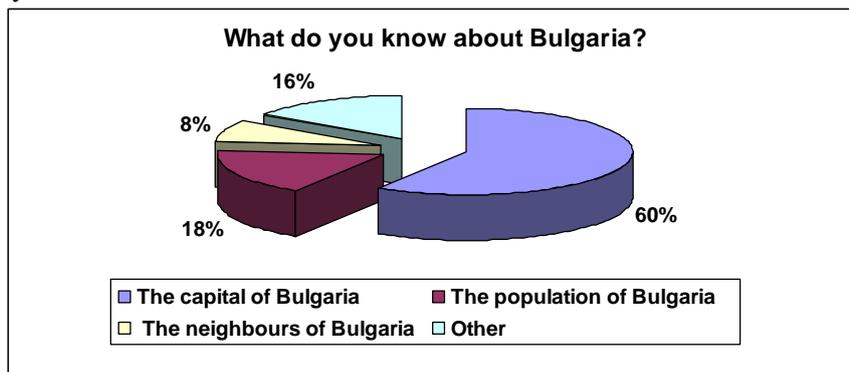


Figure2. Knowledge about Bulgaria before EILC

The **second question** aims to find out if the students could write something in Cyrillic alphabet. Only seven of the participants (28%) could do this because they have learnt or they are speaking a language which is a part form Slavic language group. They could write some basics sentences like “my name is”, “I am 20 years old”

With the **third question** National Sports Academy intends to find out the main reasons that make the students to participate in EILC. Mostly the respondents (48%) say that they would like to have new experience and 27% to meet new people. 14% point out that reason for their participation is the possibility to receive basic knowledge in Bulgarian language and 11 % of the participants in the EILC want to learn something about the Bulgarian culture.

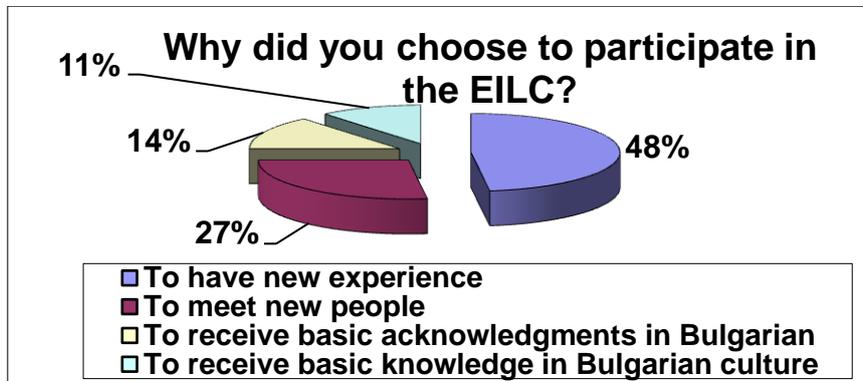


Figure 3. Motives for participation in EILC

To the **forth** question “Why did you choose National Sports Academy for the EILC?” 22 % answered that the dates fit to their schedule and 23% point out that they will continue their Erasmus mobility period at NSA. 36% of the respondents have chosen NSA because of the recommendation of their home universities. For only 19 % the information about the EILC in internet helped them to take the decision.

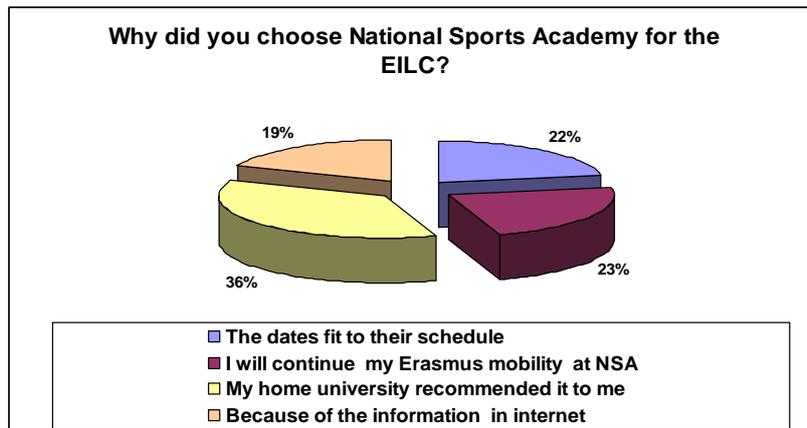


Figure 4. Motives for choosing NSA for EILC

The expectations of 36% of the respondents are at the end of the course to have basic acknowledgments of Bulgarian language. 32% of them want to learn more about Bulgarian culture. 20% wish that at the end of the course will be able to communicate freely in Bulgarian.



Figure 5. Expectation from the EILC

After the course the students were asked to fill another inquiry. They had to write again what they know about Bulgaria. Most of them (52%) have explained some of the typical Bulgarian traditions which they learnt during the course – Baba Marta, Christmas traditions, Easter traditions, etc. 15% of the respondents wrote the names to some of the typical Bulgarian dishes even receipts. 12% of the respondents have been impressed with the Bulgarian traditional dances. 8% of the participants have shared their knowledge in Bulgarian history. Comparing the answers with those before the EILC we can conclude that the EILC has helped the students to learn more about the Bulgarian culture and traditions. This is very useful for the process of adaptation to the Erasmus life in Bulgaria.

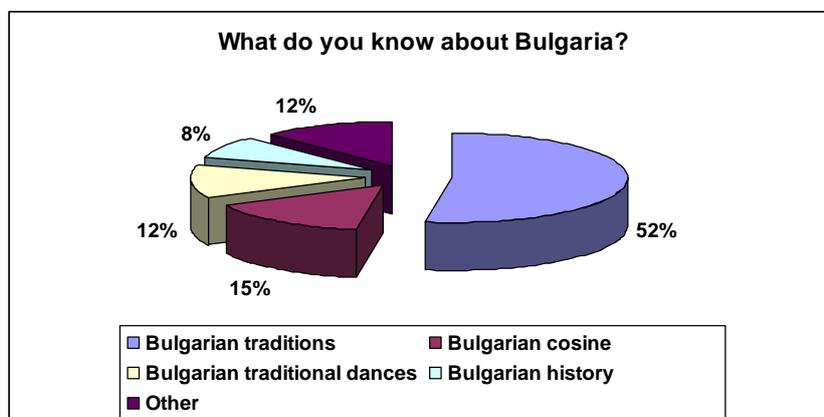


Figure 6. Knowledge about Bulgaria after EILC

The participants in the course were asked to write something in Bulgarian. Everybody has written something. 56% of the respondents have presented themselves in Bulgarian language. The others gave really diverse responses as “I love Bulgaria”, “I liked the sport events”, etc. Before the EILC almost nobody has written something in Bulgarian. After the EILC everybody has written sentences in Cyrillic alphabet. This means that the course gave the participants enough

knowledge in Bulgarian language to cope with different situations in their real life in Bulgaria. The results of the final exam confirm these statements.

The next question aims to find out if the EILC has met the expectation that the students had before the beginning of the course. 16% of the participants are very satisfied with the organized Bulgarian language course, 68% are quite satisfied with the EILC and 12% are not really satisfied, 4% claim that the EILC did not meet their expectations.

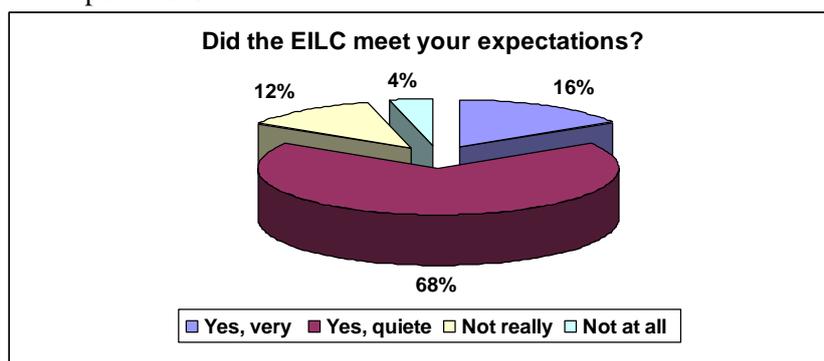


Figure 7. Satisfaction with the EILC

What is more, the students have been asked to give their recommendations for improving the EILC organized by NSA. Some students complain about the intensity of the course. They claim that have a lot of activities during the EILC so they do not have enough time for themselves. Other students think that in order to improve the organization of EILC National Sports Academy should use more interactive methods for education.

We can conclude that the EILC meets the expectations and the needs of the participants, but National Sports Academy has to take measures to improve the organization process with applying new methods of education. That is why NSA has to do profound analysis in this area.

### LANGO PROJECT

NSA is a partner in a project supported by the European Commission under the Lifelong Learning Programme. The LANGO project (Project No 519242-LLP-1-2011-1-BG-KA2-KA2MP) deals with the challenges of language diversity; with motivation for language learning; making technological tools more familiar and friendly to personal use; enhancing competitiveness of EU citizens.

The main focus of the project is to foster the use of new mobile communication technologies for facilitating non-formal and independent language learning especially in less spoken EU languages. The LANGO project **main goal** is directed to reducing language communication barriers through specific use of new smart phone technologies. Some of the expected results are:

- Development of non-formal pathways to language learning

- Encouragement of young population to get on the move
- Promotion of mobility for employment without language barriers
- Enriching personal use of modern technologies for self-controlled learning
- Motivation for “small” languages learning
- Open mind to intercultural awareness and languages understanding

This gives the opportunity National Sport Academy to implement this mobile application as a method which facilitates the learning process of Bulgarian language. The use of new smart technologies could help NSA to resolve the problems with the lack of free time for the students during the EILC and the usage of more interactive methods for increasing the results and the achievements of the education process

### CONCLUSION

This study presents the two years’ experience of National Spots Academy in organizing Erasmus Intensive Language Courses. It is necessary to be done profound analysis of the expectations and the needs of the participants in order to improve the organization of EILCs in future and to increase the number of incoming students and the level of education.

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### **ERASMUS MOBILITY AND CAREER: THE CONTRIBUTION OF ERASMUS PROGRAMME TO CAREERS OF GRADUATE PARTICIPANTS**

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#### **ABSTRACT**

*Erasmus Programme has been very popular and inspiring among the undergraduate students of higher education institutions in recent years. The programme brings a different perspective to all of the Erasmus students. It is seen as a valuable experience both academically and culturally. Thus, the advantages of participating in any mobility of Erasmus Programme for the student are of course not open to any discussion while s/he is studying. On the other hand, after the student graduates, the advantages of being a former Erasmus student from his/her point of view are a matter of discussion. The contribution of Erasmus Student Mobility for Studies or for Placement through the career of the participant varies according to the profession of the participant. This study is conducted with a group of graduate students of Gazi University who participated in Erasmus Student Mobility for Studies or for Placement while they were studying. They are given a questionnaire which has questions evaluating their opinions about the relation between Erasmus Mobility and their career. The answers of these questions are evaluated and the results are commented considering the kind of mobility and the different professions of the participants aiming to stimulate future participation of Erasmus students.*

#### **INTRODUCTION**

Gazi University's first academic unit, a school to raise teachers for the newly founded Republic of Turkey was established in 1926 by the leadership of Atatürk. Year after year, several academic units were founded and in 1982, it became Gazi University as we know today. Gazi University has 21 faculties, 11 vocational schools, 4 schools, 1 conservatory, 7 graduate schools and 48 research centres. In short, first, second and third cycles, approximately 80.000 students are studying at Gazi University which has various fields of study and faculties such as Dentistry, Pharmacy, Industrial Arts Education, Humanities, Natural Sciences, Education, Fine Arts, Law, Economics and Administrative Sciences, Communication, Engineering, Architecture, Health Sciences, Design, Technology, Medicine, Tourism and Commerce and Tourism Education.

Since 2004, Gazi University has been carrying out the Erasmus Programme. International Relations Office coordinates the mobility of students and staff.

This study is conducted with a group of graduate students of Gazi University who participated in Erasmus Programme. The students answered a questionnaire which has questions evaluating their opinions about the relation between Erasmus Mobility and their career. The questionnaire was sent to over 100 students via e-mail. 18 students answered the e-mail and the questions. 10 of them had participated in placement mobility and 8 of them participated in the mobility for studies before they graduated.

### THE QUESTIONNAIRE

The idea of being an Erasmus student and living the experience must be promoted among university students. Thus, it is significant to understand the contribution of the programme to careers of participants and encourage prospective students referring to the experiences of former students:

*“Mobile students are considered superior to non-mobile students almost consistently with regard to foreign language proficiency, intercultural understanding and knowledge of other countries, i.e. areas directly linked to international experience.” (Bracht, Engel, Janson, Over, Schomburg and Teichler, 2006)*

The questionnaire (Table 1) was prepared in order to understand the effect of Erasmus Mobility on the ideas of the participants about their careers. It has two parts. In part 1, the participants fill the questionnaire form with their personal, academic and professional information. In part 2, they answered the questions about their mobility and their expectations about it.

#### Part 1

- Contact Information
- Faculty and department you graduated from
- Current institution/corporation/firm you work at
- Your position at work and a brief job definition
- When did you participate in your Erasmus mobility? (Which academic year?)
- Which mobility? Study or Placement?
- Which country and university did you go to?

#### Part 2

1. Before your mobility, did you think that Erasmus would contribute to your career after graduation? If your answer is yes, what did you expect from the programme?
2. After your mobility ended, while you were continuing your studies at Gazi University, did these expectations change?
3. After graduation, while you were looking for a job, did you think that Erasmus would contribute to this process?
4. While preparing your CV, did you state on the CV that you were an Erasmus Student?
5. At your job interviews, did you mention that you were an Erasmus student? If yes, did the interviewer make a comment about it? Did you think that the

interviewer have a positive impression about you?

6. How long after graduation, did you start your first job?

7. After starting your job, did being a former Erasmus participant contribute for you practically? Please mention briefly.

*Table 1. A Research about the Contribution of Erasmus Programme to Careers of Graduate Participants*

### INTERPRETATION

Below, the answers of the participants to the questions are stated in their own words. All participants had expectations from Erasmus about their careers. Participants stated on their resumes that they were Erasmus students. A study period in another country makes the job seeker's CV distinct. (Teichler, Janson, 2007) The participants mentioned about Erasmus at their job interviews and received positive reactions. Almost all participants regard Erasmus Programme useful for their career.

**Question 1.** Before your mobility, did you think that Erasmus would contribute to your career after graduation? If your answer is yes, what did you expect from the programme?

- “Yes”
- “Language practice”
- “Social and intercultural interaction”
- “Experience in a foreign country might be useful”
- “A broader vision”
- “Contribution to personality contributes to career”
- “Education at a foreign university will be useful”
- “No”
- “Proof of foreign language proficiency”
- “To be able to work at international companies / institutions”
- “Research in a different country”
- “To find a good job”
- “A plus in the resume”
- “Self-confidence”
- “Creates a priority while job selection process”
- “Scientific environment”
- “Suitable job at import & export departments of companies”
- “To see a different business discipline, a different perspective will be an advantage throughout the career”

**Question 2.** After your mobility ended, while you were continuing your studies at Gazi University, did these expectations change?

- “Yes”

- “The mobility will fulfil my expectations in future”
- “Realised that I must improve my foreign language”
- “No”
- “Seen more advantages of the mobility when came back”
- “A broader perspective, expected much more from my career”
- “The mobility has fulfilled all of my expectations”
- “Absolutely disappointing – not contributed to my professional career at all”

**Question 3.** After graduation, while you were looking for a job, did you think that Erasmus would contribute to this process?

- “Yes
- “No”
- “Opportunity to work abroad”
- “Might be useful at private corporations/companies”
- “An impressive quality in the eyes of employers”
- “To pursue a career abroad”
- “It will look good on my CV”
- “Not a practical use, only good on the CV”
- “More expectations day after day”
- “Not sure”
- “No one questions my English when I say I was an Erasmus student”
- “Cannot be a plus at the business sector I would like to work”

**Question 4.** While preparing your CV, did you state on the CV that you were an Erasmus Student?

- “Yes”
- “Absolutely”
- “Yes, although it has been many years, I still state that I was an Erasmus student and this makes them interested.”
- “Especially emphasize this”
- “No”
- “Mentioned about the university I went to, but not about Erasmus”

**Question 5.** At your job interviews, did you mention that you were an Erasmus student? If yes, did the interviewer make a comment about it? Did you think that the interviewer have a positive impression about you?

- “Yes”
- “Appreciated by academicians, but regarded by ordinary people as “a vacation”
- “Positive impression while being interviewed, expressed by gestures and body language”
- “Employers see Erasmus as a valuable experience”
- “Positive comments by interviewers, talked about my mobility in detail”
- “Have no idea about their impression”

- “They preferred me because of my Erasmus experience”
- “Talked about it in detail, this subject turned the serious conversation into a casual chat. I was became less nervous thanks to that, they found me self-confident in foreign language skills”

**Question 6.** How long after graduation, did you start your first job?

- “Before graduation”
- “4 months”
- “2 months”
- “Right after graduation”
- “3 months”
- “6 months”
- “One year”
- “Don’t have a job”

**Question 7.** After starting your job, did being a former Erasmus participant contribute to you practically? Please mention briefly.

- “Methods and experiences learned abroad may help me”
- “Absolutely”
- “Useful as I work in cooperation with international companies
- “International projects”
- “Has not contributed to me yet”
- “This experience made me a more outgoing person”
- “Scientific contribution”
- “English language practice”
- “Intercultural social relations / become more communicative”
- “No”
- “I no longer say “I know English but I cannot speak”

There are not many differences between the answers of participants of Placement and Studies. It cannot be said that more participants to placement mobility regard Erasmus as contributing than the participants to studies mobility or vice versa. There is not such a difference.

The participants of the questionnaire pursue various careers and have different professions. The professions of the participants of mobility for studies are:

- Research Assistant
- Unemployed
- English Teacher
- Project Coordinator
- Software Engineer
- Constructor Engineer
- Director at a company
- Architect

and the professions of placement mobility are:

- Lecturer at a university
- Biologist (2 people)
- Officer at a state institution (2 people)
- Research Assistant
- Researcher at an institution
- Doctor
- Unemployed (2 people)

Participants who have academic careers or who work as scientists think of their Erasmus experience as a scientific contribution to their careers. On the other hand, participants who have jobs at international companies have benefited from Erasmus in a more practical sense.

The participants also consider the programme useful when it comes to develop foreign language skills:

*“As was to be expected, former ERASMUS students and other internationally mobile students felt 3 times as strong in foreign language proficiency than did formerly non-mobile students. They were also convinced that temporary study in another country was helpful in getting to know the culture and society of the host country and in understanding other cultures and getting along with persons from different cultural backgrounds. Otherwise, they hardly reported a different profile of competences than did formerly non-mobile students. They only viewed themselves moderately stronger as far as working independently, adaptability, and general communication skills are concerned.”*

*(Teichler, Janson, 2007)*

According to the participants, Erasmus is such an experience that one can develop his/her social relations at a community. In this way, the development of interpersonal relations and communication skills effect professional relations positively.

### CONCLUSION

The study indicates that graduate Erasmus students of Gazi University find the programme significantly effective on their career paths. According to the results of the questionnaire, it can be said that Erasmus contributes to social, interpersonal, communicational, professional and foreign language skills.

Every aspect of the Erasmus programme must be promoted among higher education institutions so that more students may benefit from its valuable qualities.

### ACKNOWLEDGEMENT

I would like to present my acknowledgement to my colleagues, Ekin AKGEZER and Aslı EKEN, and to the Erasmus Institutional Coordinator of Gazi University, Assoc. Prof. Ufuk KOCA ÇALIŞKAN for their support and contribution.

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### **SENIOR CITIZEN UNIVERSITY – A SUCCESS STORY FOR THE XXI CENTURY’S SILVER GENERATION**

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#### **ABSTRACT**

*In our present society it can be observed, that the older generation, after they retire from their official job, want to keep up their intellectual activity, and participate in the challenges in the field of learning. At the same time – lacking suitable programs – they have relatively less opportunity to enrich their knowledge. Széchenyi István University, recognises this problem and has launched in 2010 the foremost Senior University in Hungary/Győr. The project was mainly aimed at disseminating the present scientific results to pensioners, and providing an opportunity for the senior citizens beyond 60 living in the region to experience or relive the university life*

#### **INTRODUCTION**

It is a worldwide experience that humanity’s aging means an always bigger question for the stakeholders of the society. Nowadays it is not only a social, health and economic issue but in regards to our future an example should be shown to the present youth on how to treat the silver generation even in higher education.

Our office, the international office, is taking care of different international projects, like Researchers Night. In the frame of this EU project we have organised a point-to-point competition for children and pupils, for a couple of years now, and we did not have any thoughts to expand our activity. At that time the Hungarian government declared a new state program in order to develop human resources at all levels and for a lifelong term. Our university analysed the possible ways of to disseminate university knowledge to the different groups of people that are not university students. We have contact with children, – through our EU project – we have strong contacts with our students and alumni students but that was the extent of it. We didn’t have any contact with groups of people beyond alumni students. So we applied through this programme to reach the silver generation, in order to involve them into the life of the university. To strengthen our position we asked for contribution of the other university in the town, the local newspaper and the strongest senior citizen association in the region. They said immediately yes to our initial proposal and the first semester of the foremost Senior Citizen University in Hungary has opened its doors in Győr in 2010. We know about some other initiations but the number of this kind of learning/teaching method has not yet spread, even in Europe.

### RELATED WORK

The main idea is that both universities provide regularly lectures -divided into semesters during the academic year - about their present research results to the retired people, in order to increase their interest in studying and/or keep their knowledge up-to-date. The topics are on one hand given by the professors and researchers of the universities and, on the other hand, the Senior Citizen Association has surveyed its members regarding their field of interest.

It is not very easy to fulfil all the demands of the audience, and the fields of study/research of the universities are also limited, so from 2011 we have started to invite an “outside” lecturer on a relevant topic once a semester. The success was inevitable. The senior citizen students had a lot of ideas, who to invite.

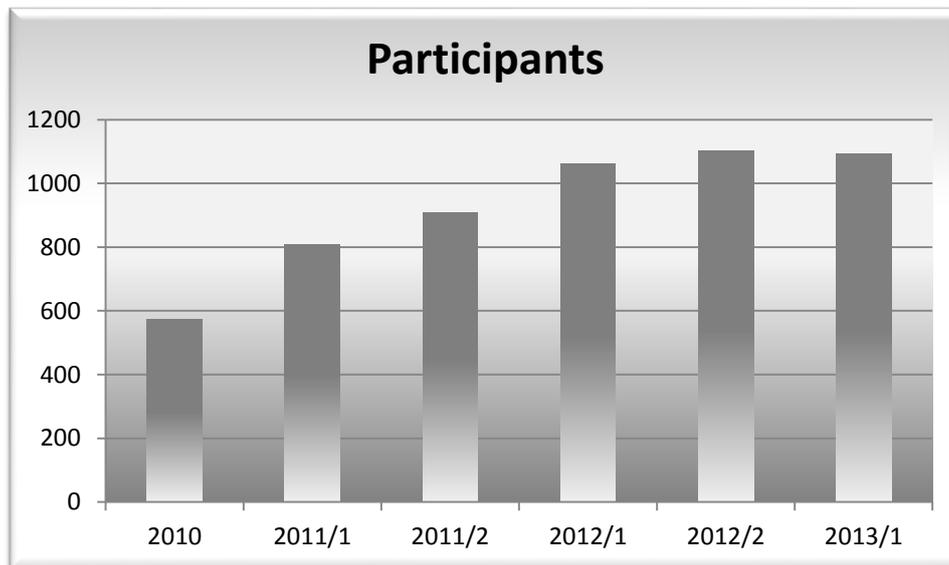
The Senior Citizen University has had 3 locations since its inception. At first, the venue was in a little sport hall with 500 people but the infrastructure was not adequate enough, so the following year the main hall of the university was furnished with 4-500 chairs. The registered number increased at that time so high, it was needed to organize 2 sessions in one day, which led to chaos, as people had forgotten in which session they needed to attend, lecturers had to hold their presentation twice a day, so we had to deal with this situation as soon as possible. The last and best solution was the Large Sports Hall of Győr with a capacity of more than 2000. Although the location was not as friendly as in the smaller one but we didn't need to turn anyone away, and this was an important advantage.

Our consortium has divided the tasks from the beginning and, due to this, every party could perform their duties competently. The academic content belongs obviously to the universities. There are no strong eligibility criteria for the lecturers but the selection of the presenters is carefully considered. The best and easiest way to reach the senior citizens is the senior citizen association. The Pannon Senior Citizen Association has been working as an association since 1992, and links the 130 senior citizen clubs in the town. They are well institutionalised with an office working 8 hours a day, so it is easily available for the people. Kisalföld is the only daily newspaper of the town, with both printed and online publications. Its website is visited by more than 50.000 people a day and the printed circulation is more than 70.000 (the number of inhabitants' of the town is ca. 150.000 people). Kisalföld is also the public relations arm of the project; all new information is released and promoted by this newspaper. We have also a fourth partner outside of the consortium, the local television station. They regularly broadcast the whole lecture the following week, providing the possibility of participation for those people, who could not come, register, or are immobile. All the rest, including the budget is the task of our university, Szechenyi Istvan University. After the end of the state project our university undertook the costs, as a marketing tool in order to continue this successful action.

Interestingly the expenses in the first year were the largest, which could be a result

of the state project. This means that the university has applied and won the planned budget and there was no reason to rethink it. Since Szechenyi University is the only benefactor, saving money is highly emphasised and expected. The financial situation in Hungary (and some other countries in the EU can be listed) is a well-known fact and it is a hard to convince the decision-makers about something, which does not lead to a real and tangible profit, but fortunately, our university's management also has a human approach to the education and the Senior Citizen University remains a prominent activity of the university.

Although the senior university has been running for 3 years, it is not yet institutionalised, which of course is due to financial reasons. There are 2 constant colleagues working part-time, coordinating and dealing with it. They collect the offers from the lecturers; nowadays we don't have to seek for speakers, as there are volunteer speakers. They maintain contact with the technical support, like the stage builders, audio-company, emergency medical services team, which is important because the event is attended by people with medical issues. If possible we try to delegate work to students (like furnishing the location place) and senior citizen volunteers, like hostesses. Senior citizen students are absolutely aware that this university is just a game or informal but they enjoy and insist on pageantry, and dramatic elements, like an opening ceremony, study guide and degree awards ceremony. And if we can manage it we try to fulfill their expectations. Usually the vice-rector greets the students at the opening ceremony, they have study guides, a symbolic "degree" at the end of the semester, and if we have sponsors we organise a raffle among the diligent students that take part on all lectures.



*Diagram 1*

### THE MAIN ACTORS

And now some words about the main actors, the participants. Diagram 1 shows the number of participants over the 6 semesters. We can state that the Senior Citizen University in Győr is the first and biggest event in Hungary of this type. Some other institutions organise similar programs for older people but not of this size. We were surprised by the numbers as well but it seems we are slowly reaching our limit.

As you can see in the diagram 2, the average age is 67 years old with the oldest participant is presently an 88 year old gentleman.

The rate of females is dominant. We could say that this is typical in Hungary. However, the Hungarian general gender rate is 47 /52 (male/female)<sup>3</sup>, in our region – West Hungarian – in the age -category “over 60”; the rate is 40 / 60 (male/female)<sup>3</sup>. That means elderly women are far more active than their male partners. The general year of retiring is 2003, which means they are the new old generation of the 21<sup>st</sup> century. Their majority is using Internet regularly, which opened new ways of communications. We have a webpage for the event (<http://nye.sze.hu>), and they created for themselves a Facebook community as well. Although the level of the lectures are basic, and we have called on all kinds of old people to take part in the event, only the more educated had the courage to participate. The most gratifying fact for our lecturers is that 99 % of the senior citizen students have taken part on each lecture. It has a far better visit rate than that of a curriculum related lecture among our full time students.

Average age <sup>1</sup>	67 years
Female/male rate <sup>1</sup>	73 % / 27 %
Average date of retirement <sup>1</sup>	2003 (73% after 2000)
Regularly usage of Internet <sup>2</sup>	65 %
Rate of high-school graduation <sup>1</sup>	91 %
Rate of participation on lectures <sup>1</sup>	99 %
Participants from Győr <sup>1</sup>	58 %
Average number of visited semesters <sup>1</sup>	3

*Diagram 2*

As you can see in diagram 3, 99 % are content with our work, and on a ranking list of 1-5 (1 is the worst – 5 is the best) the evaluation from the last semester had an average of 4,525. The usual failures are in connection with the academic content, some of the participants found the level too high, too technical, or they just did not care about it and wanted other topics. We had some criticism about the location; that is it is too cold, too warm, too loud; inaudible ... it is very hard to create optimal circumstances for 1000 people.

The most important fact for us, which can confirm our activities against sceptics is that 68 % of them changed their mind positively toward our university, and some of the others had a comment that her/his opinion was already positive and it remained. 97 % would like to go on, which confirms their engagement to this programme.

Rate of satisfied participants <sup>1</sup>	99 %
How does the SU meet the participants expectations? <sup>1</sup>	4,525
Rate of new friends during SU <sup>1</sup>	40 %
Rate of participants in other university programmes <sup>1</sup>	10
Positive change toward the university <sup>1</sup>	68 %
Rate of student going on <sup>2</sup>	97 %

*Diagram 3*

According to our experience, our program is filling a gap, senior citizen clubs generally organise only occasionally educational courses free of charge, and if they do it is on limited topic, (for example senior citizen internet or language courses), and usually they provide the same course again.

### **CONCLUSION**

Hopefully it is proved for now, that the Senior Citizen University is a really successful and widely acknowledged project. Always more media is interested in the program, month-to-month more articles and short news stories are presented in national newspapers and television channels. Some organisations are joining us, for example, the local theatre launched a new season ticket directly for senior citizen students. We often receive requests from civil organisations or social scientists to contact our participants, in order to discuss a social issue, or just to collect a database for a research project.

The sensitive question is: is implementation in the future worth it for a university? In one aspect, yes, humanity is aging, year to year we have more old people, and old people are year to year more active, more dominate actors of the society, and the society needs to deal them. According to our questionnaire, also our audience would like to expand their education to other courses, and to other fields of sciences. What we can promise now in this matter is that we will carry on, and organise the 7th semester. We are open for any new ideas and topics, that come from our volunteers. And the last question: How can we make the Senior Citizen University sustainable? By making a profit? Perhaps now you are convinced that this project has a very high social factor but how about the financing? Is it profitable? The answer is simple: no. We have many times pondered the matter of how to make it profitable and we are always checking out new projects. Maybe an admission fee? This is not feasible, as this layer of society cannot be charged, and they also refused the advertisements. We archived all lectures on DVD, maybe we could sell them but unfortunately we are not familiar with the copyright laws, in particular: who owns the DVD recordings?

Anyway, do we need to make it profitable? Is it not the elementary obligation of a university to teach people without any discrimination? Is it not its “corporate social responsibility”?

Universities are often looked upon to take a leadership role within societies. They are expected to lead by example whether through advanced research or by extending the bounds of justice on a global scale. The growing importance of CSR in the business world is clear, and maybe it is time to make it a more established fact also in higher education. Universities can choose to be followers or they can take the opportunity to be leaders and adopt CSR as a vital aspect of their competitive advantage.<sup>4</sup>

I think the success story of the Seniors Citizen University in Győr is a distinguished example of how the university is duty bound to its mission as an “universitas”, to serve the stakeholders’ thirst for knowledge, independent of age, how to treat the community of the silver age as a partner, and how to ensure true lifelong learning with responsibility.

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### **DUAL EDUCATION AND COLLABORATIVE LEARNING: ASPECTS IN COMMON AND POSSIBILITIES OF USE IN HIGHER EDUCATION**

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#### **ABSTRACT**

*The so-called dual education system, which is practiced in some European countries and others are trying to implement, is one in which the student takes his training not only in school but rather complement the learning process in a company. As part of the dual education course, students conduct their learning partially in a company for a specific period of time and with the supervision of the firm. The other part consists of classes at a school with a traditional format and obviously being the educational institution responsible of running this aspect of the training.*

*Moreover, collaborative learning is a situation in which two or more people learn something together. More specifically, the collaborative learning model is based on the idea that knowledge can be created within a community where members actively engage in the exchange of experiences and assume asymmetrical roles.*

*Perceptions of dual education show that it is still seen by some as belonging to more vocationally oriented institutions. Nevertheless Higher Education Institutions (HEIs) are increasingly seeing it as a means by which to pull together learning and teaching, research and third strand agendas and so providing dual education learning solutions with varied levels of emphasis and extent of provision.*

*At this point explore connections between dual education and collaborative learning seems to be a good way to try to improve the quality of education in HEIs and achieve greater involvement of the business world in the educational process.*

#### **INTRODUCTION**

By using collaborative learning institutions involved in Dual Education/Work Based Learning are encouraging their students to get some of the skills that will be useful in the world of work, either as employees or businessmen.

We believe that using collaborative learning techniques students not only better assimilate any kind of specific knowledge but also develop a range of skills which are mostly used when accessing the labour market. To compare these skills acquired through collaborative learning with those that are considered appropriate in the workplace, whether as an employee, employer or both at once, can establish to what extent this teaching methodology can and should be used in the business world when it is involved in the learning process of the student or worker either through participation in Dual Education or recycling company staff.

The implications of this process are of special relevance for both educational institutions and businesses. In the specific field of higher education can help to strengthen cooperation between both types of institutions through the so-called “knowledge associations and” knowledge triangle” -when it also includes the field of research- which are particularly important at European level and also considered one of the pillars on which to base the Agenda of Modernisation of the European Higher Education (European Commission, 2009)

### **DUAL EDUCATION/WORK BASED LEARNING**

Originally Dual Education is a term that emerged in the 70s in Germany. Designed for training and also used in other European countries such as Austria and Denmark, the Dual Education seeks a combination of student training between the company and the school but, unlike other models of blended learning between school and business, the implication of the latter, as will be seen later, is higher than in other types of instruction. It should be noted that in recent years the term has come to be used outside the sphere of vocational training and has spread to university education. This is evident in Asia or Latin America, where countries like Colombia and Chile, include the supply of dual training in some of the degrees of their universities. Or in Spain, where firstly was used in vocational training but recently is also applied, with the same terminology, to university education.

The term Work Based Learning however is far more ambiguous when it delves into the different meanings of the term appearing in the literature about it. More rooted in the Anglo-Saxon tradition it spans different definitions which are not contradictory with Dual Education but value the educational process from different points of view, mainly the business and education (Brenan, 2005). This precludes an absolute equality between both terms, since not all of the proposed definitions for Work Based Learning fit with what is meant by Dual Education.

In academia sphere and in the business world the concepts of dual education and work based learning are increasingly used without distinction, depending the use of one or other on geographical areas and/or levels of education: Work Based Learning is used more in Anglo-Saxon countries and Dual Education is a more "European " term, based on the popularity of this education system in Germany and other countries and initially referred to vocational training.

In our case we prefer to speak of Dual Education because is a more comprehensive term and includes the term Work Based Learning, since according to the Organisation for Economic Co-operation and Development Dual Education has two parts: school based learning and work based learning (OECD, 2010)

In addition we are aware that it is purely a terminological discussion that may deserve a separate paper because behind each definition there is an ideology. But no matter you call it both of them fit perfectly with Long Life Learning Program philosophy and the strategies of Modernization Agenda of the EU, to the extent that they can provide closer cooperation between the worlds of education and

business, mainly through the creation of knowledge associations and knowledge triangles (European Commission, 2009).

### **COLLABORATIVE LEARNING**

Collaborative learning is a type of active learning that takes place in student teams. It centres on the students' discovery, study and use of information in a collaborative manner, rather than an instructor simply lecturing and the students individually, passively taking notes.

Frequently use problem solving technique that requires interpretation, assessment, evaluation, comparison, synthesis, and so on. Such problem solving processes also mirror "real world" working environments (Keng and Wee, 2004).

According to some authors working in groups provides more cognitive benefits than individual work (Druyan, 2001) and can improve the drawback of conventional competitive learning and individual learning methods where developing cooperative and social skills is usually neglected.

The use of collaborative learning achieves in some cases greater assimilation of content by the learner in terms of specific learning content. But also, because of their special characteristics, contributes to the acquisition of certain social skills useful in any sphere of life. Among them it is worth noting the following:

- Peer coaching. Strength of peer coaching lies in its potential to promote a culture of collaboration and professionalism among teachers and students. It is useful in applying innovative methodologies in teaching. In any case it's also needed proper training of teachers, sufficient resources and continuous self-evaluation of the process (Wong and Nicotera, 2003).
- Participation/communication. One of the basic aspects of any society is the creation of shared knowledge, so that society, knowledge and communication are interconnected. Participation and communication are two sides of the same coin creating a looping relationship in which citizens analyze and discuss their society discovering new targets to develop.
- Team work spirit. We can define it as the "ability of a group of people to cooperate and work effectively together, the possibility of each participant to think and act for the group rather than for his own personal benefit" (Singh, 2005). Obviously it's impossible to develop collaborative learning techniques without creating adequate team spirit.
- Division of tasks. It refers to the practice of dividing a job or task, into smaller tasks. Should also include a distribution of subtasks and a schedule or set of deadlines for them.
- Debates, feedbacks and evaluations. In collaborative learning must be a continuous reflection on the process to correct errors and introduce appropriate improvements based on experience.

- Problem solving skills. It can be defined as the ability to analyse a complicated situation and then form a workable solution. Well-developed problem-solving skills are important for a wide variety of reasons. Every day both adults and children must solve problems and proper use of this skill encourages a strong belief in their own abilities.
- Decision making/Initiative. It refers to the ability to identify problems, involve others in seeking solutions, conduct appropriate analyses and search for best solutions. It also refers to act with integrity in all decision making, distinguishing relevant from irrelevant information and making timely decisions (Sinclair and Ashkanasy, 2010).
- Contact with open ended situations/take risks. Open-ended questions do not allow answering within a particular limit. They are useful in cases of exploratory research, opinion seeking, suggestion requesting or when the student does not have a full understating of the matter.
- Responsibility. The student assume in this case, since it has more autonomy in decision-making and participation that also takes on more responsibility in the final result. So working in groups, the concept of shared responsibility and the need to reach agreements about are issues that arise spontaneously.
- Creativity. It seems that using collaborative learning students get better grades in some aspects, like creativity and more specifically in business creativity. From this point of view collaborative learning should be an essential reference point when applying innovative methodologies and efficient education (Cheng, 2008).

### **GOOD QUALITIES IN THE LABOR MARKET**

This section develops the most valued qualities or capabilities when finding employment or running a business. Anyone over his/her life will need to become an employee, employer or both at once if use self-employment. Thus the acquisition of the same should favour success in finding or keeping a job, or in the business world. It should be noted that we are referring here to the social skills that ensure success and not the technical or scientific knowledge specific to each job. This is in agreement with the above about the skills developed through collaborative learning, since the purpose is to show how both types of social skills - those acquired through collaborative learning and considered more necessary in access to employment- match greatly and therefore can help to establish synergies between education and business.

According to different sources (London Business School), the most valued qualities for entrepreneurs and workers respectively are as shown in the following scheme:

Entrepreneur	Worker
Effective leadership	Thinking Creatively
Setting goals, measuring performance	Decisions Making
Coaching skills	Problem Solving
Empower and delegate	Autonomous
Control of 'risk areas'	Responsible
Adapt to change	Communication/participation
Communication skills	Honest
Negotiation skills	Adaptable and Flexible
Motivation/enthusiasm	Team Spirit
Build teamwork	Punctual and Efficient
Establish cooperation	Well Groomed
Creativity and innovation	Cooperation

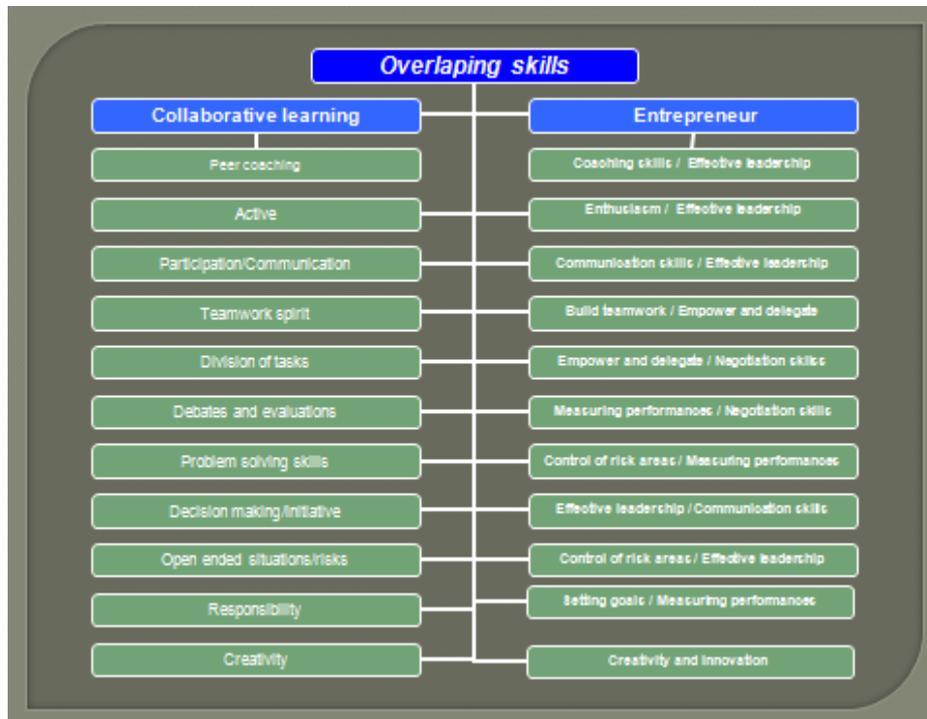
*Source: various authors. Personal elaboration*

### OVERLAPPING QUALITIES

We refer here to those basic skills that enable successful work. They are essential in both the public and private. They are often as valuable to employers as to the employees. It is especially useful for them identify and recognize the peculiarities of labour demand and the complexities that characterize local and international labour markets in order to build their capacities and to assess the opportunities linked with job offers.

For example, employees who improve their basic skills are probably the most involved with the success of the company to the extent that they fully understand what is expected of them and how their efforts fit into the business, if they then receive the skills needed to meet those requirements, the quality of their work in general increases.

As previously discussed in the introduction it would be useful a comparison between the qualities acquired through collaborative learning and those considered the most appropriate in the workplace in order to check the degree of overlap and thus to what extent the educational field can educate for better access to work. Regarding entrepreneurship are outlined below by way of example some of the most conspicuous matches. The reader is free to establish some more no less evident that the proposed.

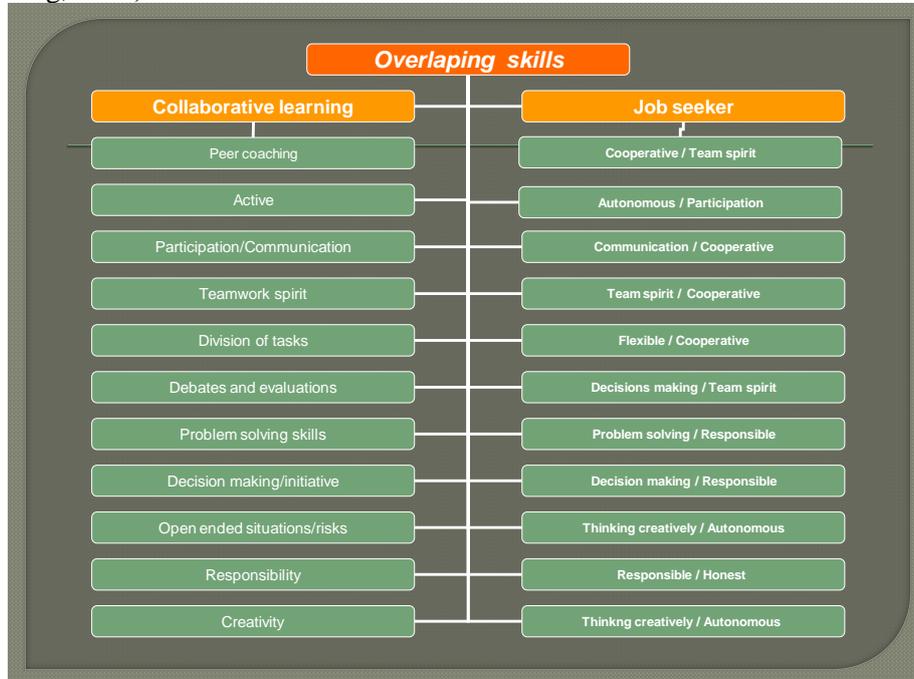


Source: various authors. Personal elaboration

Entrepreneurship is a virtue that can be seen in various spheres of life in a person, is to start a process, that too despite what is commonly believed, has no particular end, mainly if we speak of a venture business. There is consensus that successful entrepreneur must possess a number of specific features to manage his/her business. There may be some nuances depending on the type of business, but in general, there are some basic characteristics that should mark the attitude of the employer and determine positive results.

Every business must have certain characteristics in order to face all that entails riding an independent company. But the important aspect to remake according to the purpose of this article is that they can be learned and developed, especially early in life, and further honed throughout an entrepreneur's career. As seen above, certainly the coincidence between both types of skills (collaborative learning and entrepreneurial skills) is important. It is worth noting as called peer coaching skills and decision making, gained through collaborative learning, help develop future leadership skills. Similarly, the ability to cope with open ended situations develops simultaneously qualities for effective leadership and control over risk. Also a participatory and communicative attitude helps to convey enthusiasm, while the team spirit will help to empower and delegate appropriately and create a good atmosphere of teamwork. Finally it should be also highlighted the importance of

stimulating creativity, which in the present case would result in business creativity (Cheng, 2008).



*Source: various authors. Personal elaboration*

Again and like with regard to entrepreneurship, there are significant commonalities between collaborative learning and the qualities considered most representative of a good worker. The encouragement of peer coaching and team spirit in this case help to acquire occupational skills appropriate from the point of view of teamwork and cooperative spirit. No less obvious is that the high degree of responsibility acquired with the collaborative learning contributes to acquire and use the sense of responsibility when you are a worker, or that the exposure to open ended situations helps to foster more creative thinking at work. And so on.

### **CONCLUSION**

Using collaborative learning students develop skills that will be needed in the world of work, either as employers or employees. Especially an active and cooperative behaviour, commitment to participate, team work spirit and innovation and creativity.

Companies incorporating students trained in collaborative learning will be more competitive and HEIs using collaborative learning will be also more competitive and attractive to the business world when establishing partnerships in dual education.

The obvious synergies between collaborative learning and qualities of access to employment should trigger learning to use this methodology in a coordinated manner in Dual Education. At schools introducing or reinforcing their use and in companies using it to the extent that they collaborate with HEIs in Dual Education and encouraging the qualities of this methodology at all levels of the company.

This in turn helps to achieve the objectives set by the European Commission in its Agenda of Modernisation of the Higher Education, in particular by strengthening cooperation between education and business through the so-called “knowledge associations” and “knowledge triangle”.

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### TEACHING ENGLISH AS A FOREIGN LANGUAGE TO DEAF AND HARD OF HEARING STUDENTS AT ADAM MICKIEWICZ UNIVERSITY IN POZNAŃ

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#### ABSTRACT

*The aim of the paper is to present the assumptions, programme and some aspects of teaching English as a foreign language to Deaf/deaf and hard of hearing students at Adam Mickiewicz University in Poznań. One can hardly believe that it is only five years since we had the first class of English, and barely over two years since our Multimedia Foreign Languages Teaching Centre for students with disabilities was officially opened. Now classes are held in a modern, well-equipped language laboratory so that new teaching methods and techniques can be developed and applied aimed at helping deaf and hard of hearing university students with their learning English. The students participate actively in the teaching/learning process getting involved and very often performing beyond our expectations.*

#### POZNAŃ AND AMU IN BRIEF

Poznań, the fifth biggest city in Poland boasting four hundred years of academic tradition, is located halfway between Berlin and Warsaw what makes most European capitals accessible within two hours by plane. With a population of about half a million people it is a student-friendly academic centre where every fourth person is a student.

Adam Mickiewicz University, being the largest in town, with around fifty thousand students and 15 faculties has been ranked among Top-3 Universities in Poland for the last five years. The university has participated in the Erasmus programme (previously called Socrates-Erasmus Programme) ever since it was launched in Poland in 1998. In 2012 AMU was awarded a Silver Erasmus prize ranking second in Poland in student mobility for the years 1998-2012.

With its open policy Poznań University offers a handicapped-friendly programme and has the largest population of students with disabilities in the country. Since 2001 AMU has been supporting hundreds of students with the latest number of them reaching a thousand, which is a sixteen-fold increase to date.

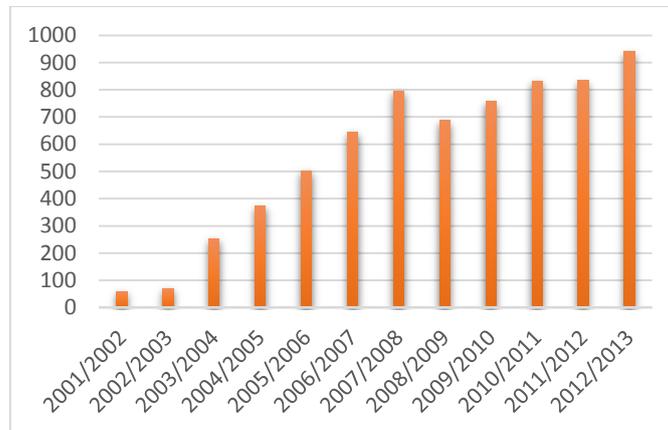


Diagram 1. Students with disabilities at AMU over years 2001-2013

Some of the disabled students have participated in the Erasmus exchange. The year 2012 was a major breakthrough for a group of hearing - impaired students since it was the first time when three hard of hearing students managed to join the programme. (Diagram 2).

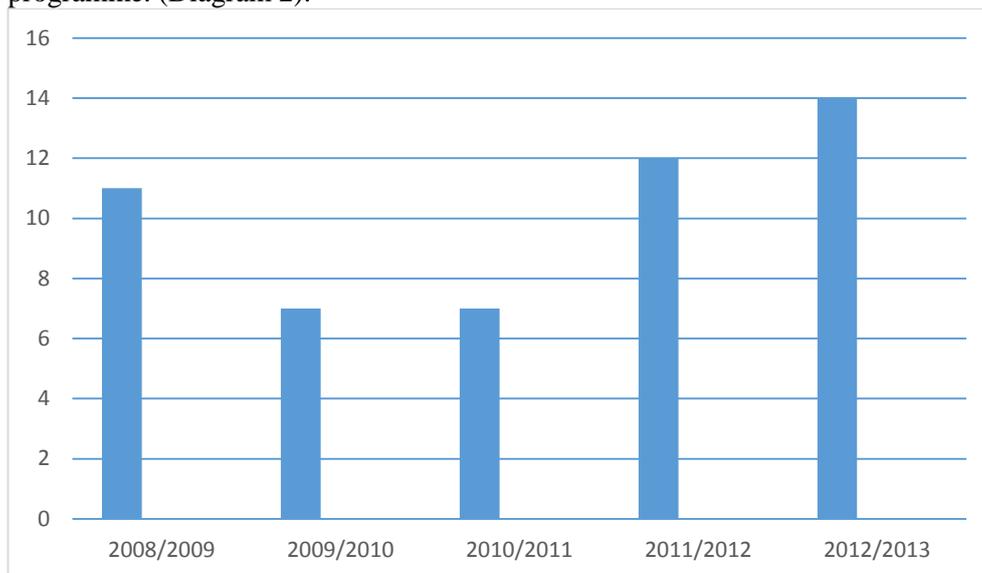


Diagram 2. AMU students with disabilities in Erasmus programme

The university is the home of “Ad Astra” – the Association of Disabled Students founded in 2004 in order to enable and mobilize persons with disabilities to stand up for their interests and integrate with the whole academic community. Its 76 members are AMU disabled students and their friends. The university not only brings down architectural and structural barriers and offers financial support but also provides teaching aids particularly for the visually and hearing impaired students. Additionally, disabled students may take advantage of an individually

designed physical education programme. Moreover, the university offers special English and native language courses for AMU deaf and hard of hearing students.

### **TEACHING ENGLISH TO DEAF AND HARD OF HEARING STUDENTS – ASSUMPTIONS AND OBJECTIVES**

Academic communities are facing a formidable challenge of reducing barriers and enabling hearing-impaired students to study without lowering academic requirements. A foreign language course is one of the first difficulties to be faced by a hearing-impaired student.

In 2001 the Ministry of Education issued a decree stating that all deaf and hard of hearing students should be taught foreign languages. Prior to 2001, students with hearing impairment were exempted from foreign language classes and taught, if at all, on voluntary basis. As a result the establishment of both the language course for hearing-impaired people studying at our university and a modern, excellently equipped multimedia laboratory was initiated in 2008 by Mr. Roman Durda, M.A., the rector's representative for students with disabilities. With great support of the rectoral services, a specialist outline for the English language course for students with hearing impairment of all faculties of AMU was very quickly developed by two English teachers of the university: Anna Nabiałek, M.A. and Izabela Komar-Szulczyńska, M.A. (Nabiałek 2013 a, b)

One of the steps undertaken had to be the setting up of novel English language course guidelines and instructional objectives aimed at students with hearing impairment. The English language course assumptions are as follows:

1. The language is taught over 6 semesters (360 hours), with 4 teaching hours per week (2 x 2 x 45 minutes).
2. The classes are conducted in two modules:
  - for hard of hearing students (instructor – Izabela Komar-Szulczyńska)
  - for deaf students who use the Polish or manually-coded sign language (instructor – Anna Nabiałek) with interpretation from sign language (Joanna Nehring, M.A.).
3. The course ends with a written exam at minimum A2 level according to the Common European Framework of Reference for Languages.
4. The number of students in a group (2-4) is adjusted to the students' needs and degree of hearing impairment. It is also assumed that individual instruction will be possible in exceptional cases.
5. Teaching is based on a variety of course books and corresponding interactive whiteboard software, and is supplemented with texts and exercises supplied to the students in the form of photocopies and online techniques, taking into account the specificity and the needs of hearing-

impaired people. Further modification possibilities depend on the learners' competence and the teachers' choice.

6. The Videodidact computer system and diverse visualisation techniques, in particular the multimedia ones, that enable the best possible conveyance, establishment and verification of knowledge are used.

The following instructional objectives were also adopted:

1. Learning the English language to the degree of enabling independent reading of original texts
2. Conveyance of the basic knowledge of English speaking countries and the world (including everyday life, geography, culture and customs, writers of prose and poetry...)
3. Teaching the use of various grammar books and dictionaries, both in book form and online, taking into account the specificity of the use of the phonetic alphabet by hearing-impaired people
4. Teaching and perfecting the correctness and clarity of written texts and utterances
5. Working on understandable pronunciation as our students constantly insist on learning spoken English as much as possible.

When developing the format of the course, we also made use of the experiences of the following excellent specialists in the field:

1. Ms. Beata Gulati, M.A., the rector's representative and director of the Centre for Instruction and Rehabilitation of People with Disabilities of the Podlasie Academy who first familiarised us with teaching-related solutions and the use of the interactive whiteboard.
2. Professor Daniela Janakova, the director of the Language Resource Centre, Faculty of Arts, Charles University of Prague, who invited us to the Czech Republic in April 2009 to participate in English language classes with hearing-impaired students and to familiarise us with the specialist equipment as well as her colleagues Maria Dolezalova and Jakub Janak fully involved in instructional issues.
3. Ewa Domagała-Zyśk, Ph.D., an avid researcher and one of the first tutors of English as a foreign language to deaf university students from the John Paul II Catholic University of Lublin whose articles and books are of inspirational quality.
4. Zuzana Foniokova, Ph.D., a teacher, methodologist and coordinator of English for the deaf and hard of hearing at Masaryk University in Brno, the Czech Republic.

We also had the opportunity to share opinions and hold discussions with the representatives of Student Disability Services of the universities of Oxford and Edinburgh, as well as Professor Allan Hurst, formerly Professor in the Department Education, University of Central Lancashire, Preston, England.

### **TEACHING STRATEGIES**

Taking into account the needs of the students with hearing impairment requires applying special strategies.

1. A student centred, individual approach has been adopted.
2. Diverse methods, techniques and materials have been used (e-learning platform Clip, Videodidact computer system, internet sources, online exercise, digital course books, multisensory, movement and spatial techniques e.g. games, pantomimes, etc.).
3. English is also used outside classroom for teacher-student communication via emails and text messages.
4. Students are encouraged to prepare and present multimedia presentations enabling them to personalize, emotionalize and contextualize their knowledge.
5. When necessary the teacher is assisted by a sign language interpreter who enhances the teaching process.

### **THE MULTIMEDIA FOREIGN LANGUAGES TEACHING CENTRE FOR STUDENTS WITH DISABILITIES**

The Centre was officially opened in December 2010. It is a well-lit, sound-insulated, spacious room equipped with the audio induction loop and appropriate sound system, easily accessible since it is located on the ground floor. The oval table in the middle allows close and direct contact. There are four computer stations with the Internet access, one of them specially designed for a person in a wheelchair. Our laboratory is also equipped with many other devices facilitating the visualisation, communication, storage and transmission of information, such as: a high quality interactive whiteboard and a projector, headphones, scanners, photocopiers, a cordless tablet, visualizers and flipcharts. There are also five magnetic boards to give all our students a chance to do the writing task simultaneously. It is very important to keep them active. At the same time, we have not put aside traditional teaching aids, starting from sheets of coloured and gray paper to flash cards and felt-tip pens. In our study room there is a special library section with graded reading textbooks, various dictionaries of American and British English, the dictionary of Polish and System and Sign Language, course books with subtitled DVDs, books on the history and culture of English speaking countries, subtitled feature films and other materials. The collection expands year by year. We keep looking for new solutions and modify them, adjusting to the predispositions and learning strategies of particular students, applying an individual approach. What gave the teachers great satisfaction was the statement by a student

of the Law and Administration Faculty after three months of studying: “*at school, it was assigned-reproduced, nobody was interested in my problem, only here do I start to understand what English is about*”. Our students appreciate new ideas and make use of technical innovations. They feel at home in the laboratory and handle the equipment easily. (Nabiałek 2013b)

### RELATED INITIATIVES

Our work with the hearing-impaired students has not been strictly limited to the classroom. Since language is a living thing it has to be practiced in various situations. Therefore English language workshops and summer schools have been organized and proved an invaluable source expanding both teaching and learning opportunities. The first ever international workshop in Poland took place in Lublin in October, 2012, with 24 hard of hearing students attending. They came from the John Paul II Catholic University in Lublin (Poland), Masaryk University in Brno (the Czech Republic), Adam Mickiewicz University in Poznan (Poland) and the International Federation of Hard of Hearing Young People. Both the students and the teaching staff /researchers greatly benefited from the initiative. Many lasting friendships were formed enhancing foreign language communication as English has become the *lingua franca* of the today’s world.

Adam Mickiewicz University organises English Language Summer Schools, which take place at the Baltic seaside, for students with special needs with a group of hearing impaired students participating.

Looking for new teaching methods and ideas the teachers have participated in a number of conferences dealing with surdoglottodidactics and issues concerning Deaf/deaf and hard of hearing students in tertiary education.

### CONCLUSIONS

In the course of our five-year long teaching experience it has been observed that a foreign language course seems to be much more than just achieving a certain level of English skills. It offers deeper understanding of the surrounding reality, boosts greater openness to other people and cultures (both the hearing and d/Deaf), develops students’ research skills who profit from newly accessed information channels. Last but not least, it has to be mentioned that knowledge of a foreign language is an indispensable asset when looking for a job. As the Austrian philosopher, Ludwig Wittgenstein, once said: “The boundaries of my language are the boundaries of my world.”

Let’s open the world to our students.

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### HOW AN ERASMUS INTENSIVE PROGRAMME MAY LEAD TO A NEW CURRICULUM DEVELOPMENT

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#### ABSTRACT

*Technological Educational Institute (T.E.I.) of Crete has demonstrated a long experience in European programs of students and staff mobility. This is achieved through its participation in all major European projects. These programs and the cooperation with several Higher Educational Institutions (HEIs) all around the world have enhanced the mobility of our students and staff and have extended our Erasmus network. The Department of Electronics (DoE) has organized, in cooperation with some of the top Institutions in Europe, a number of Erasmus Intensive Programs (IPs), in highly technologically scientific topics. In this paper we describe how the organization of such IPs, provide us the idea to reform the syllabus of the DoE and also to apply and run an Erasmus Curriculum Development project that will lead to a joined European MSc degrees.*

#### WHAT IS AN ERASMUS IP?

An Intensive Programme (IP) is a short programme of study <sup>[1]</sup>, which brings together students and academics from HEIs of at least 3 participating countries. It can last from 10 working days to 6 weeks of subject related work. The program is under the umbrella of the Erasmus Program. An Erasmus IP topic should be (a) innovative and (b) multidiscipline. Its curriculum should not be included in the curricula of the partner Universities. An Erasmus IP is not a research conference and its successful attendance should connect its workload to specific European Credit Transfer System (ECTS) credits. IPs are expected to use ICT tools and services to support the preparation and follow-up of the IP, thereby contributing to the creation of a sustainable learning community in the subject area concerned. The aims or the objectives of an Erasmus IPs are (a) the encouragement and enhancement of the multinational cooperation among students and teachers, (b) the development of common joint course curricula in Europe, (c) the satisfaction for three million student mobility between the European HEIs until 2020, (d) allowing academics to exchange views on teaching content and new curricula approaches and to interact with an international classroom environment.

In European level the importance of the IPs has been recognised. This is depicted on figure 1 <sup>[2]</sup>.

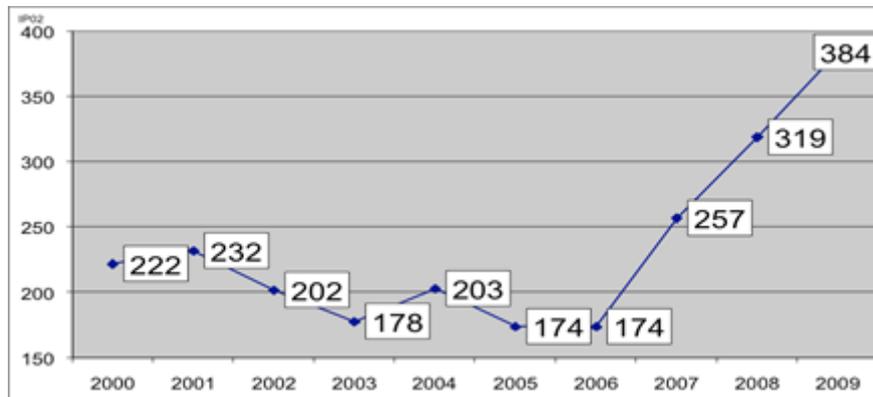


Figure 1: Overall Implemented IPs across Europe (2000 – 09)

According to Erasmus Statistics during the academic year 2010 -11, 13963 students and 5010 academics were moved during implemented IPs.

The corresponding numbers for the academic year 2009 – 10 were: 12606 students and 4378 teachers. The distribution of IP topics is quite spread. On Figure 3<sup>[2]</sup> the various implemented IP topics for the academic year 2009-10 can be seen.

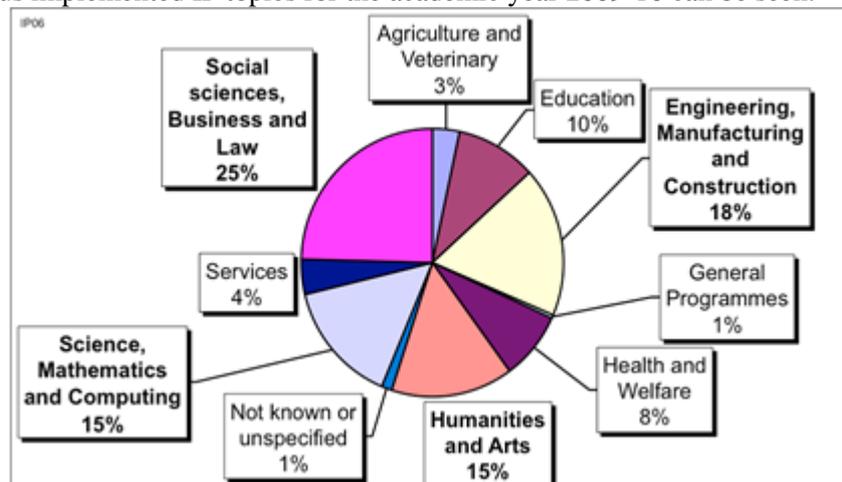


Figure 3: IP topics for the academic year 2009 – 10.

An IP is mainly referred to final year undergraduate students (1<sup>st</sup> cycle). It can also be used as an excellent tool to introduce MSc (2<sup>nd</sup> cycle) or 1<sup>st</sup> year research students (3<sup>rd</sup> cycle) to a very specialized topic.

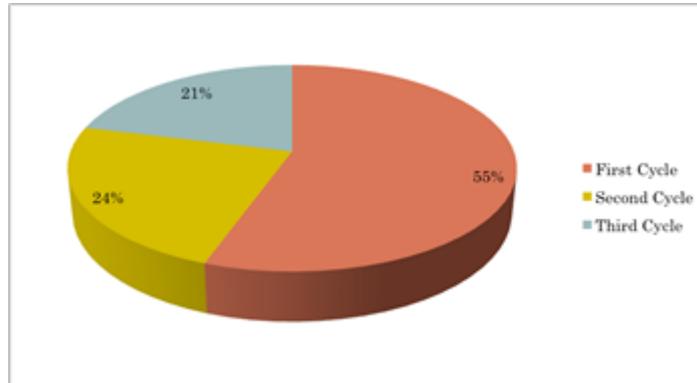


Figure 4: Distribution of level of studies of participant students in IPs that have been organized in Greece for the academic year 2009 – 10.

The distribution of participant undergraduate and postgraduate students according to the Hellenic State Scholarship Foundation (IKY) is depicted on figure 4.<sup>[3]</sup>

**THE INVOLVEMENT OF THE DOE OF TEI OF CRETE WITH THE COORDINATION OF IP.**

The DoE has a long tradition in coordination of various European Educational Programs. Since 2007 DoE has coordinated three IPs and will coordinate 3 more IPs from 2012 until 2015. The overall contribution of the Department in coordinating IP in the TEI of Crete is depicted on figure 5.

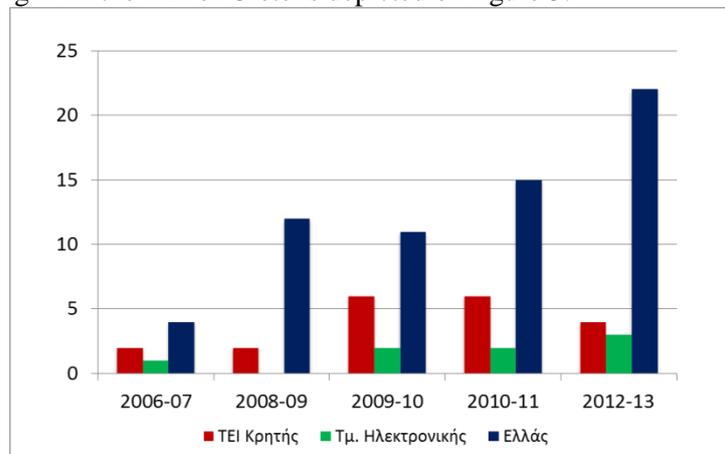


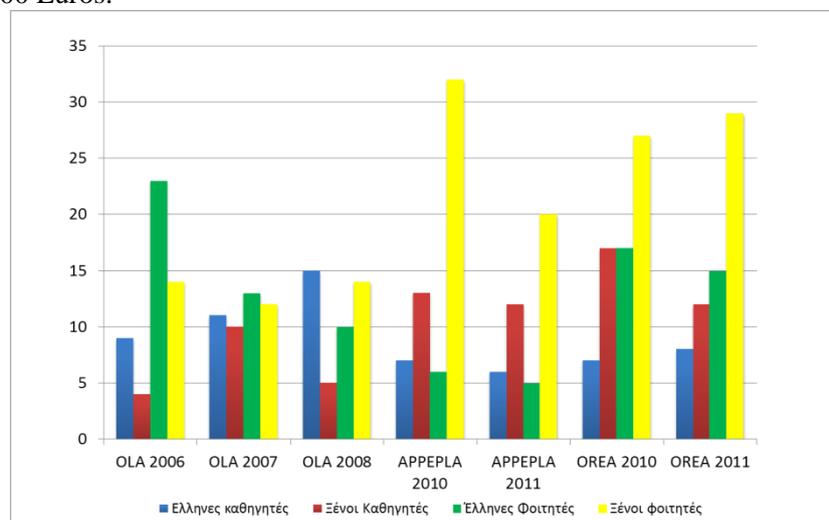
Figure 5: Distribution of the DoE in organizing IPs compared with the volume of IPs that the TEI of Crete has coordinated and all over Greece since 2006 (red bar TEIoC, green bar DoE, blue bar IPs in Greece).

DoEs’ priority is its IP partners to be specialists in a selected topic. The presented IP themes are strongly related with the modern market needs. The above secure the following: (a) top scientists will educate the participants (b) transfer of technology and knowledge to the Department, (c) the development of top quality educational

undergraduate and postgraduate programs and (d) the expected higher employment rate of our graduate students.

The implemented IPs until 2012 were on the field of Science and Technology. The DoE collaborated since 2006 on the frame of IPs with 20 different European HEIs.

On the frame of these IPs 203 students from abroad and 108 Department students moved. 109 teachers from abroad and 71 DoE teachers were delivered lectures in the fields of optoelectronics & lasers (OLA), organic electronics (OREA) and plasma technologies (APPEPLA). Figure 6 depicts the overall data. The total budget that the Department has awarded for coordinating IP was of the order of 400.000 Euros.



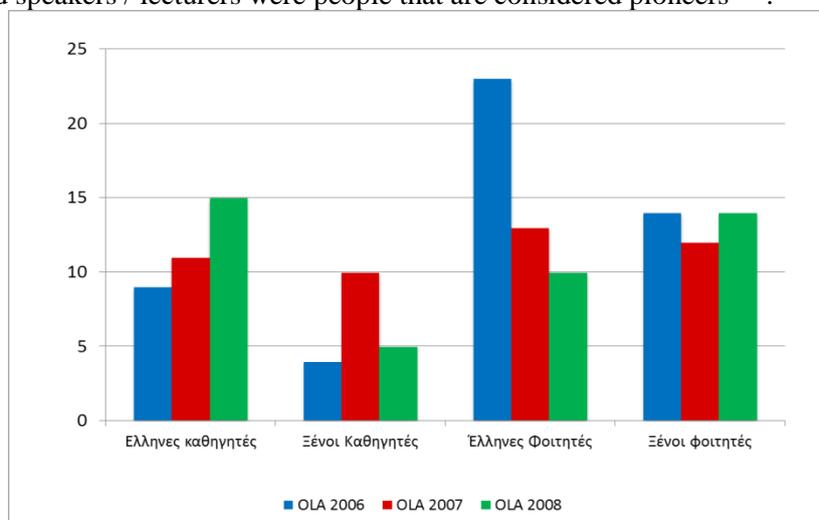
**Figure 6:** Distribution of various IPs coordinated by DoE concerning the participation of Greek teachers (blue bar), foreign teachers (red bar), Greek students (green bar) and foreign students since 2006.

In 2006 the DoE coordinated an IP on the field of Optoelectronics, Lasers and Applications (OLA). The partners were Imperial College London (UK), Brunel University (UK), Vilnius University (Lithuania), Insubria University (Italy) and Pilsen University (Czech Republic). The program completed on the academic year 2008-09. The topics of this IP involved: optoelectronics, laser physics & technology and laser applications. The spin-off results for the Department from the organization were: (a) enrichment of existed courses by including new developments in a specific field (optoelectronics), (b) introduction of a new course (Laser Physics and Technology), (c) sign of bilateral Erasmus agreements between the Department and all the partners and (d) further collaboration and personnel exchange in research projects (with Imperial College and Vilnius University).

The overall mobility of staff and students on the frame of IP OLA is depicted on figure 7.

During the academic years 2009-10 and until 2011-12 the Department coordinated two more IP in the fields of Organic Electronics & Applications (OREA) and in Applications of Electronics in Plasma Physics (APPEPLA). The success of these programs is reflected by (a) the academic & research quality of the partners, (b) the spin off effects. Particularly:

The IP OREA had as theme the modern field of organic electronics and their applications. This topic in undergraduate level is not taught in any European University and in postgraduate level is taught in a limited number of Universities in Europe and USA. The consortium was formed with criteria based on partner personnel expertise and on the educational & their teaching tradition. Among the invited speakers / lecturers were people that are considered pioneers <sup>[4]</sup>.

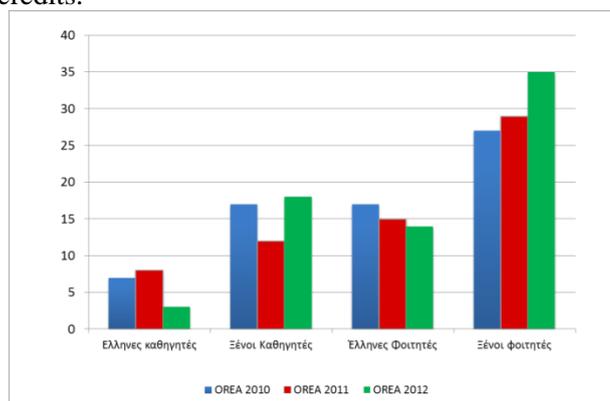


**Figure 7:** Teacher (Greek teachers the 1<sup>st</sup> three columns / Foreign teachers the 2<sup>nd</sup> three columns) and Student Mobility (Greek students the third three columns / Foreign students the last three columns) during IP OLA.

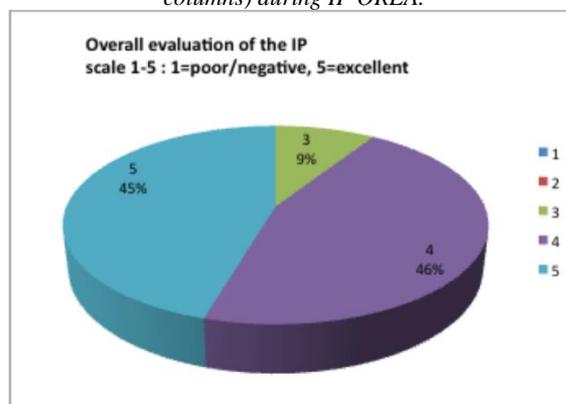
The quality of the program has evaluated and recognized by the National Agency. This IP was presented in a European level meeting in Bonn Germany (20 -22 November 2011) that selected IP all over the Europe were exhibited. Partner Universities on this IP were: Oxford University (UK), Imperial College London (UK), St-Andrews University (UK), Sheffield University (UK), Linköping University (Sweden), Bilkent University (Turkey), University of Cyprus (Cyprus) and Cyprus University of Technology (Cyprus). During the academic year 2010-11 the ICARUS Research Network joined the OREA consortium and teachers and students from University of Milano (Italy), University of Pisa (Italy), University of Munich, Edinburgh University also participated.

The extra funding that ICARUS contributed allowed the organizing committee to invite academics from Israel, USA and Russia. Also industrial experts taught the participants how to commercialize their research products into the market. During

the IP OREA 50 Greek students and 86 foreign students participated. The invited teachers were 18 Greeks and 50 colleagues from abroad. The consortium numbered 17 Universities. Figure 8 depicts the overall teacher and student mobility on the frame of the OREA IP. The participant students evaluated the program overall quality as well. The results for the academic year 2010 – 11 are depicted on figure 9. The curriculum of the IP was recognized as a part of their student studies in Oxford University, Imperial College London, University of St-Andrews, TEI of Crete and Cyprus University of Technology. The workload of this IP corresponds to three ECTS credits.



**Figure 8:** Teacher (Greek teachers the 1<sup>st</sup> three columns / Foreign teachers the 2<sup>nd</sup> three columns) and Student Mobility (Greek students the third three columns / Foreign students the last three columns) during IP OREA.



**Figure 9:** IP OREA 2011 overall evaluation based on the participant students replies on the National Agency Questionnaire.

The spins off results for the DoE of this IP are: (a) Introduction of a new course entitled “Organic Electronics and Applications” on the new course curriculum, (b) establishment and collaboration in other LLP project and (c) establishment of collaboration in research level.

The multi-disciplinary character of the OREA is demonstrated on figure 10. Physicists, Electronic engineers, Material Scientists and Chemists were among the participant teachers.

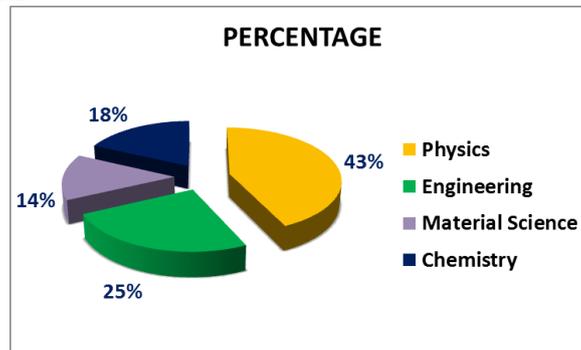


Figure 10: IP OREA 2011 various teacher scientific discipline

The IP APPEPLA theme is related with the European effort to produce unlimited green energy. The presented topics during this IP were: (a) Laser technology, (b) Optoelectronics, (c) Laser Fusion Technology and (d) Plasma Physics and diagnostics. Partners on this project were: Imperial College London (UK), Ecole Polytechnique Paris (France), University of Bordeaux (France). The rest of the partners of IP APPEPLA were University of Milano – Bicocca, York University (UK), Queens University in Belfast (UK), Technical University of Madrid (Spain) and Technical University in Prague (Czech Republic).

The workload of the IP APPEPLA corresponded to 3 ECTS credits. Figure 11 depicts the students and academics mobility during the IP APPEPLA.

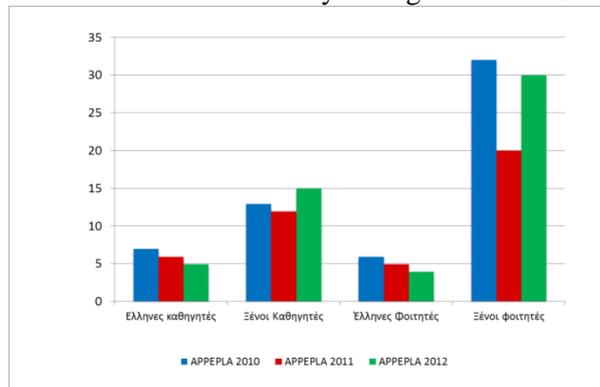
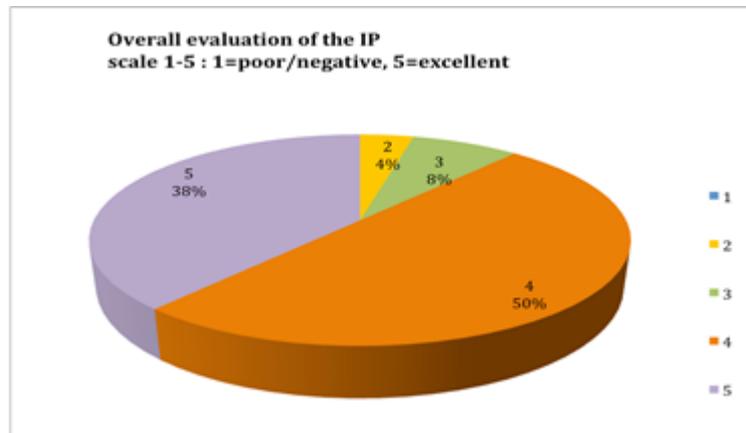


Figure 11: Teacher (Greek teachers the 1<sup>st</sup> three columns / Foreign teachers the 2<sup>nd</sup> three columns) and Student Mobility (Greek students the third three columns / Foreign students the last three columns) during IP APPEPLA.

The overall satisfactions of students relate to their participation during the academic year 2010 -11 is depicted on figure 12.



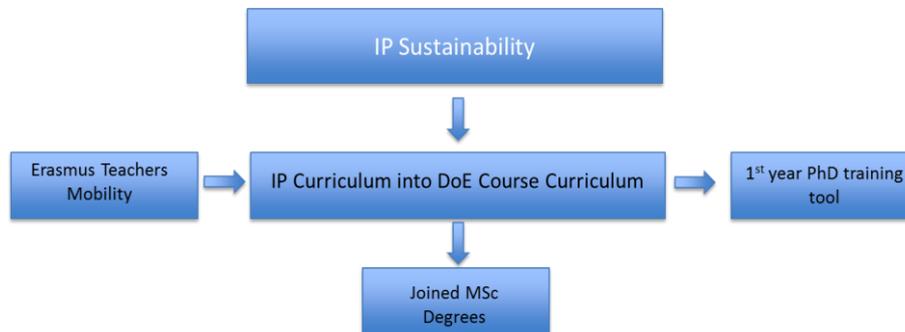
*Figure 12: IP APEPLA 2011 overall evaluation based on the participant students replies on the National Agency Questionnaire.*

The spin off results are: (a) Introduction of a new courses entitled “Modern topics in optoelectronics” and “Optoelectronics II” on the new course curriculum, (b) Development and future run of the 1<sup>st</sup> joined MSc degree in the field of laser fusion technology and (c) establishment of collaboration in research level.

The Department will continue its tradition in coordinating IP and beyond 2012. Three new IPs have been awarded to the Department in the fields of spintronics, transparent electronics and laser matter interactions. During the phase of the evaluation of the proposals the IP SPEA (Spintronic Electronics and Applications) has been evaluated higher than any other proposal that a Greek HEI has been submitted<sup>[5]</sup> (check the following link: <http://www.iky.gr/IKY/portal/gr/default/CMSGRWindow?action=2&uri=/gr/socrates/results/eras-res.html>)

### **IP AS A TOOL FOR CURRICULUM DEVELOPMENT AND RECOGNITION OF STUDIES.**

One of the major requirements from an IP is its sustainability. The prolongation of the IPs lifetime has been achieved by: (a) Exploitation of the IP curricula and the enrichment of the DoE course curricula in undergraduate and postgraduate level. The exploitation strategy is depicted on figure 13. (b) Expansion of the Department Erasmus Network.



**Figure 13:** Department of Electronics of TEI of Crete Strategy related to exploitation of IP outcomes

The first spin off effect is the signature of Erasmus Bilateral Agreements with the IP partners. This action will allow teacher and student mobility among the partners. DoE has signed such an agreement with the following IP partners: University Milano – Bicocca (Italy), University of Bordeaux (France), Queens University in Belfast (UK), Vilnius University (Lithuania), Technical University of Prague (Czech Republic) and Imperial College London (UK). Scientists and students have visited the DoE and vice versa using the Erasmus network. By this way the Department academic personnel potential is virtually increased in quantity and quality.

The next action is to introduce new courses into the existed and new course curricula. The following courses have or will be introduced: (a) Optoelectronics II and Modern topics in optoelectronics, (b) Organic Electronics & Applications and (c) Laser Physics, Technology & Applications.

In postgraduate level the Department is a coordinator of an LLP project entitled “Plasma Physics Applications” – PLAPA. This project objective was the development of a course curriculum that will lead to a joint European MSc degree in the field of Laser Fusion Technology. The theme and thus the courses of the PLAPA are based on the IPs OLA and APPEPLA curricula. This MSc course will have a 2-year duration. A new-awarded IP entitled: “An Introduction to high power light” is going to be part of this joined MSc course. The PLAPA study workload corresponds to 120 ECTS credits. The partnership of the PLAPA project includes all the APEPLA HEIs plus the INSTN (Institute National des Sciences et Techniques Nucleares) from France. The teachers that are responsible for the various courses and do not belong to the host Universities will be moved using Erasmus Teacher Mobility funds. This is secured since the PLAPA Institutions have signed Erasmus Bilateral Agreements. More information on this project can be found on the link <sup>[6]</sup>: <http://plapa.chania.teicrete.gr>

A similar strategy will follow in the field of Organic Electronics and Applications. Thus a European joined MSc degree proposal has been submitted in the frame of the LLP project. The academic consortium is based mainly on the consortium of the Erasmus IP OREA in addition of five other Universities: Erlangen University

(Germany), Lintz University (Austria), Groningen University (Netherlands), Technion University (Israel) and Politecnico di Milano (Italy). The project will involve and Industrial Partners that are actively involved in the field of Organic Electronics. These are: Siemens (photovoltaics), Solvay (Chemical company), Cambridge Display Technology (Organic Displays) and Nanoforce Technology (organic semiconductor fabricator). The industrial partners role will be to direct the participants theoretical and the practical training towards the satisfaction of modern market needs.

### CONCLUSIONS AND FUTURE ACTIONS

The DoE will continue its effort of internationalization of its curricula in both undergraduate and postgraduate level. In close future the Department will submit a proposal on the frame of the Erasmus Mundus – Action 2 project in order to secure extra funds for studentships on the frame of the joined MSc degree – PLAPA. This will permit the PLAPA consortium to attract students with a very good academic CV and to compete with other similar MSc courses that are hosted in US Universities.

To make a long story short the coordination of IP played a vital role (a) for the internationalization of the Department undergraduate and postgraduate offered curricula and (b) the expansion of its research activities and partnerships.

### REFERENCES

1. [http://ec.europa.eu/education/erasmus/ip\\_en.htm](http://ec.europa.eu/education/erasmus/ip_en.htm)
2. <http://ec.europa.eu/education/erasmus/doc/stat/report0809.pdf>
3. <http://www.iky.gr>
4. <http://orea2012.chania.teicrete.gr>
5. <http://www.iky.gr/IKY/portal/gr/default/MSGWindow?action=2&uri=/gr/so-crates/results/eras-res.html>
6. <http://plapa.chania.teicrete.gr>

### INTERNATIONAL WEEK AS A TOOL FOR ENHANCING THE INTERNATIONALISATION AT THE HOME INSTITUTION

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#### ABSTRACT

*The paper will focus on the organization of the International Weeks at the Pädagogische Hochschule Tirol (Pedagogical University Tirol) from A to Z. The following questions will be answered:*

- 1. Why organise an International Week and what is specific about an International Week at the PHT?*
- 2. How to involve colleagues and staff from the home institution?*
- 3. How to find a balance between academic programme, school visits, excursions, free time and meetings?*
- 4. How can a maximum of students benefit from this week?*
- 5. How to evaluate, sustain and disseminate the results of the International Week?*
- 6. Checklist from A-Z*

*In 2012 the Pädagogische Hochschule Tirol (Pedagogical University Tirol) started with the successful International Week<sup>i</sup> for colleagues from partner universities. The week brought together teaching staff and administrative staff (STA and STT).*

#### BACKGROUND INFORMATION

The Pädagogische Hochschule Tirol (PHT) is situated in Innsbruck/Austria. It offers courses leading to a Bachelor Degree in Education and Teaching Qualifications in the following subject areas: Primary Schools, Lower Secondary Schools, Special Needs Education, Apprenticeship Schools and Vocational Colleges, Home Economics and Nutrition Education, Information and Communication Pedagogy.

Since the beginning the PHT has participated in the ERASMUS-Programme and the International Office has already carried out many projects (e.g. Study visits, ERASMUS-Intensive-Programmes, COMENIUS-courses, conferences...). The implementation of an International Week resulted out of these experiences and knowledge gained.

### **WHY ORGANISE AN INTERNATIONAL WEEK AND WHAT IS SPECIFIC ABOUT AN INTERNATIONAL WEEK AT THE PHT?**

The PHT chose to implement International Weeks on the basis of the following strategic aspects:

Internationalisation and international co-operation are part of the HEI's profile. Therefore this week is used to bring together colleagues from all Europe, connect them with colleagues and students (including ERASMUS-Incomings) of our institution and discuss common topics. As the PHT focuses on Internationalisation "at home"<sup>ii</sup>, this week is also used to provide international input for students, who do not have the opportunity to go on an ERASMUS-mobility-period. We have also noticed a greater willingness of colleagues of the PHT to become involved if one event is organised rather than many individual visits. An additional benefit of having many guests at our institution is the "learning from each other".

The strategy of one intensive week of discussion and networking instead of multiple visits leads to a stronger visibility of internationalization at the Pädagogische Hochschule Tirol.

### **HOW TO INVOLVE COLLEAGUES AND STAFF FROM THE HOME INSTITUTION?**

The International Strategic Planning is undertaken by the International Office. After receiving the names of the accepted TA-participants from the partner institutions, the International Office starts to search for colleagues, who work in the same academic field. After that the participants are invited to send their workshop/lecture contents so that the International Office can check if it matches with colleagues' time-table and existing courses.

As for accepted STT-participants the International Office contacts the department, which would be interesting (e.g. library, PR, quality-management). With support from the International Office, the departments organise work-programmes for participants.

### **HOW TO FIND A BALANCE BETWEEN ACADEMIC PROGRAMME, SCHOOL VISITS, EXCURSIONS, FREE TIME AND MEETINGS?**

The emphasis of the International Week is considered to be academic and professional exchange and training, therefore the programme is very intensive. As shown on the attached examples the programme, the blue-marked-items are common events for all participants (TA and STT). The orange-marked-items are individual workshops/lectures/presentations. Meetings with colleagues from the same academic area or field of work are shown in green. As can be seen, Day 1 focuses on common activities and networking. The International Week ends with discussions, reflections and cultural encountering.

Every participant has one free-afternoon to enjoy regional specifics.

### HOW CAN A MAXIMUM OF STUDENTS BENEFIT FROM THIS WEEK?

On Day 1 an “International Market”, which is open to everyone, is organised at the Pädagogische Hochschule. This informal atmosphere provides an easy way to bring people together – an appetizer to raise the interest among students and colleagues to get into touch with the international guests.

All participants are invited to prepare a poster about their home-institutions and to bring some local specialties. In addition to individual visitors, colleagues from the Pädagogische Hochschule Tirol visit the “International Market” during their lectures.

During the week the International Office organizes talks with students, who are interested in an ERASMUS-student-mobility with participants from favoured regions. To ensure that a maximum of students benefit, the International Week ends with an organised discussion about European topics (E.g. the future of teacher-education in Europe) and a European Brunch.

### HOW TO EVALUATE, SUSTAIN AND DISSEMINATE THE RESULTS OF THE INTERNATIONAL WEEK

For a high-quality evaluation of the International Week the International Office works closely together with the Department for Quality Management. In co-operation question-forms are worked out. These are sent via E-Mail after the International Week and the answers and remarks are used to improve the programmes and are partly published in the yearly final report of the Pädagogische Hochschule Tirol.

To guarantee a long-term profit, the co-operation of colleagues in the International Week is also part of the application process for ERASMUS-TA/STT.

For the dissemination of the International Week the PR-Department accompanies all different activities (articles, pictures...). After the International Week articles for the yearly final report and the press are conducted and disseminated.

To summarise it can be concluded, that the organisation of an International Week boosts the Internationalisation of a HEI. Although the organisation and planning period is very intense, the outcome is most rewarding.

### HOW TO ORGANISE AN INTERNATIONAL WEEK – Checklist from A-Z

**A. Accommodation:** We suggest a list of different hotels and B&Bs to our participants. We negotiate group prices & individual participants make their own final bookings before a set deadline.

**B. Budget:** Who pays for what? Participants are funded through the ERASMUS staff mobility. The host institution invites participants to e.g. a dinner. Could sponsoring be an option?

**C. Cultural Programme:** We offer a guided city-tour on Day 1 so that all participants get a good overview of Innsbruck with a historical background.

**D. Dissemination:** We write a final report for the institution's annual report and our PR-Department writes an article for the press (e.g. newspaper, radio), our website and diverse/certain social media.

**E. Evaluation:** After the International Week all participants receive a questionnaire with five questions to evaluate the week.

**F. Fair:** For the presentations of the participants' home institutions on Day 1, we use a fair-style exhibition. Students, interested staff and all participants walk through and get relevant information about the partner institutions and the different educational systems.

**Food:** Every participant brings a taste of his/her home country (e.g. biscuits, chocolate,...)

**G. German:** As German is not spoken by all our partners; we use German and English during our International Week. If required we provide translation services for meetings.

**H. Heads of Departments:** According to the professional background of the participants, we schedule meetings with our Heads of Departments (e.g. Department for Primary and Special Needs Education, Department for Secondary Education)

**Help:** Our guests will find useful phone-numbers and Email-addresses on their programmes, where the organisation team is reachable during the International Week.

### **I. Internationalisation:**

- Each participant attending the International Week within an ERASMUS-TA is requested to hold two lectures or workshops, so that a maximum number of students and colleagues can benefit from their academic knowledge.
- Exchange of experience and talks between colleagues of the same academic field and organised networking-events/discussions are part of every TA-Programme.
- Combining different LLL-programmes:
  - ERASMUS meets COMENIUS: European Brunch for ERASMUS and COMENIUS groups; the food was prepared by ERASMUS-Incomings and Outgoings
  - ERASMUS meets Grundtvig: Guests of the International Week took part in a Grundtvig-Workshop

**Interviews:** Future Outgoings are interviewed by International Week guests. This is part of the application-process for Outgoings.

**J. Job-shadowing:** The main focus for STT-participants is on job-shadowing in their field of work.

**K. Key benefits:** The organisation of an International Week is a huge amount of work nevertheless the outcomes have long-term-effects such as a closer European-network for future common projects and facilitates student exchange.

**L. Lectures:** As soon as we receive the application for an ERASMUS-TA/STT, we connect the future participant with colleagues of the same academic-field/working-field. They then discuss directly the Lecturer/Workshop/Workprogramme contents of the guest and the lecture is involved in the already existing course-catalogue.

**Logistics:** Planning in advance is absolutely necessary, as in every programme are common and individual parts and this could cause overlaps.

**M. Marketing:** Give-aways for our guests are provided by the PR-Department and the city of Innsbruck

**N. No Power-Points on Day1:** The presentations of the partner-institutions are organised as described under “F” and instead of using technical equipment, the participants prepare a poster and discuss main aspects face-to-face with interested students and colleagues.

**O. Organisation:** To organise a successful International Week, we suggest a team of at least 3 persons.

**P. Programme:** An individual programme is provided for every TA or STT-participant.

**Politics:** Involving representatives of regional (educational-) politics can be an option to broaden the framework of the week.

**Q. Quality-Management:** The evaluation is organised in co-operation with our Department of Quality-Management.

**R. Realistic expectations:** Participants should be aware that the aim of an International Week is focused on getting-to-know the inviting institution and enhancing the exchange and co-operation with it. An International Week is not to be mistaken with a Cedefop Study-Visit.

**S. School-visits:** The Pädagogische Hochschule Tirol is a University for teacher education, which has two practice schools (a primary and a lower secondary school, both with integration classes for children with Special Needs). Every programme includes a school visit and in case of participants for vocational teacher training, we also organise external school visits.

**T. Transfer:** Every participant gets a pdf.file of public transport possibilities in Innsbruck (e.g. arriving by train, by plain, how to reach the Pädagogische Hochschule Tirol...)

## ERACON 2013 – PROCEEDINGS

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**Teaching Assignment:** every individual programme is based on an ERASMUS-Teaching Assignment

**U. Useful information:** All our guests receive some useful information for their free-time in Innsbruck (e.g.coffee-houses, sights, restaurants, museums, concerts...)

**V. Visa:** Participants coming from third countries might need an Invitation letter.

**W. Workshops:** We prefer participants to hold workshops instead of lectures, because our experience shows that the impact on the students is greater.

### XYZ

#### EXAMPLE OF AN INDIVIDUAL PROGRAMME

Monday		
08:30-09.00	Registration	Pädagogische Hochschule Tirol (PHT)
09.00-10.00	-Welcome speech of the Rector of the Pädagogische Hochschule Tirol) -Presentation of the programme of the International Week -The Austrian Educational System	PHT, rector's office
10.00-12.00	Presentation of the participants' institutions	PHT, large auditorium
12.00-13.00	<i>Lunch</i>	
13.00-13.30	Tour through the building Head of the PR Department	Meeting point: 13.00 in front of the large auditorium
15.00-16.30	Guided city tour	Meeting point: 14.20 in front of the large auditorium or at 15.00 in front of the Innsbruck information
19.00	<i>Optional: Opening: art exhibition of students</i>	PHT, ground floor

Tuesday		
Morning	School visit: Practice Primary School	Meeting point: 08.15 PHT
13.30-14.00	Research at the Pädagogische Hochschule Tirol: Discussion with the Vice Rector for Research and International Affairs	Meeting point: 13.20 PHT, International
14.15-14.45	Discussion with the Head of the Department for Primary Education	PHT
18.00-19.00	<u>Lecture/Workshop:</u> <u>Lecturer:</u> Participant	PHT
19.45-21.15	Optional Course: Dancing and movement	PHT

## ERACON 2013 – PROCEEDINGS

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Wednesday		
09.30-11.00	Round table: Intercultural exchange of ideas with coffee (in the following languages: German, English, Italian) Head of the Library	PHT, Library
	<i>Free Afternoon</i>	
Thursday		
09.00-12.00	Visit of the Ski jump stadium and the Tyrolean Panorama with the Team of the International Office	Meeting point at 09.00 at the International Office of the PHT, room 072
14.00-15.30	<u>Lecture/Workshop:</u> <u>Lecturer:</u> Participant	PHT, 1 <sup>st</sup> floor, room 123
Friday		
09.00-10.30	Discussion: The Future of Teacher Education in Europe with the course „Go International“ (ERASMUS incomings and outgoings)	PHT
10.30-12.00	European Brunch with the course „Go International“ (ERASMUS incomings and outgoings)	PHT

## CAN THE BOLOGNA PROCESS IMPROVE TURKISH EDUCATION SYSTEM?

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Turkey

### ABSTRACT

*Turkey, with a substantially young population, faces a challenge to improve its education system in order to combat today's globalization problems. Thus, Turkey paid considerable efforts to modernize its traditional education system during the last decades. These modernization efforts comprise the whole education system ranging from pre-school education to a comprehensive life-long learning process, including adult education initiative, across the country. This paper aims to analyse these modernization efforts by focusing on the basic features of each period throughout the life-cycle of a citizen. The focus of the paper will be the higher education system in Turkey and the impact of the Bologna process with its overarching goals to enhance economic well-being and employability and to provide a better match between the academic education services and labour market needs.*

**JEL Classification:** I25, J24, J44, O15

**Keywords:** Higher Education, Bologna Process, Economic wellbeing, Employability

### INTRODUCTION

Many descriptive and empirical studies conclude that there is a strong correlation between education level and economic growth, individual earnings, and distribution of income in a nation. Some studies also indicate a close relationship between skills and economic growth. They also conclude that if an underdeveloped country aims to eliminate its economic gap with developed countries, the shortest and easiest way is a major structural change in schooling institutions (A. H. Eric, and Wößmann, L, 2007). Regarding the strong correlation between education and economic growth, there are two basic approaches to explain the link; (i) living standards have risen since 1800 because of education, (ii) gradual increase of people's income depends on their level of education (Stevens, P. and Weale, M. 2003).

In this context, Turkey initiated a new higher education policy to eliminate the gap between developed countries and Turkey in 1982. According to the Turkish Republic Constitution (1982), some of the structures of Turkish national education declared by Higher Education Law are as follows: (i) universality and equality, (ii) individual and social needs, (iii) orientation, (iv) right of education, (v) equality of

opportunity, (vi) education for democracy, and (vii) education everywhere ([www.anayasa.gov.tr](http://www.anayasa.gov.tr)).

In this study, the impact of Bologna process will be analyzed on Turkish higher education after the participation to the process. This study will mainly focus on the basic changes of higher education between the years 2001-2012 concerning to the Bologna process in Turkey and consequently, what the Bologna process has brought to the Turkish higher education since 2001.

### **LITERATURE REVIEW: EDUCATION AND ECONOMIC-WELLBEING**

In literature, education does not only refer formal education, but also refers to the training process in the production line. The correlation between training skills and economic growth can be traced to the Wealth of Nations by Adam Smith in 18<sup>th</sup> century. Smith elaborated this process with the strong impact of division of labour and specialization on labour productivity ([www.iep.utm.edu](http://www.iep.utm.edu)).

Following A. Smith, Australian economist J. Schumpeter developed innovation and creative destruction theory in order to clarify the dynamics of capitalist economic system ([www.espace.library.uq.edu.au](http://www.espace.library.uq.edu.au)). The most notable study was introduced by K. Arrow in 1962 namely “learning by doing” (Boianovsky, M. and D. Hoover, K., 2009). After 1980s, development growth models took the accumulation of the human capital which is accrued by the education (as knowledge).

Lucas (1988, 3–42), Romer (1990, 71–102), Aghion and Howitt (1998) explored a new path and a strong link between education and economic well-being. They concluded that education has impact on increasing knowledge and innovative capacity of the economy and this process can initially boost economic growth.

Nelson and Phelps (1966; 69–75), Benhabib and Spiegel (1994, 143–174) developed knowledge basis theory which mentions that education has spill over effect to anyone who is in need of a socio-economic environment to implement the technological requirements and consequently the process can promote economic well-being.

Barro (1991, 407–443; 1997) and Mankiw et al. (1992, 407–437) developed a major endogenous cross-country regression growth model on the basis of average years of schooling and economic growth. They concluded that there is a positive correlation between economic well-being and the level of measurable of schooling. The most remarkable study was developed by (Hanushek and Kimko, 2000, 1184–1208) and they resulted that quality of education has much more impact than quantity of schooling on economic well-being. This study mainly justifies the importance of Bologna process. Barro (2001, 12–17), Woessmann (2002, 2003, 239–270), Bosworth and Collins (2003, 113–206), Coulombe and Tremblay (2006), and Jamison et al. (2007, 607–668), all emphasized the strong evidence that the quality of education (measurable knowledge based education system) has more impact than formal education (measurable quantity based).

Acemoglu et al. (2001, 1369–1401; 2002, 1231–1294) developed a new path of economic well-being in a nation. He indicated that inclusive institutions play a major role in economic growth. He also emphasized that the economic well-being is inevitable; if an economy is open for competitive international trade and property rights are secured by the juridical base. This study also strongly justifies the importance of Bologna process with its active institutional process on Turkish higher education relevance to the gains from the student mobility in the long run.

Pritchett (2001, 367–391) improved a new approach which can be matched to the socially unproductive activities related to the inadequate institutions to boost cognitive skills of graduate students in developing countries.

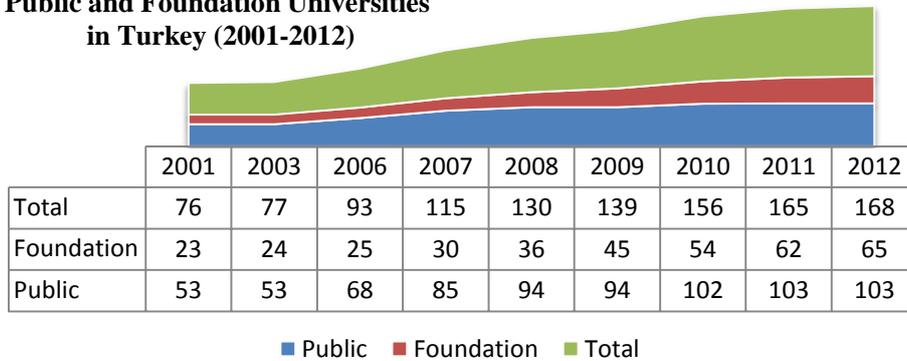
### **TURKISH HIGHER EDUCATION**

In Turkey, university degrees comprise; (i) short-cycle vocational higher schools (two-year vocational higher schools), (ii) first-cycle qualification (bachelor degrees; four year faculties, five year faculties: dentistry and veterinary medicine and six year faculties: medicine), (iii) second-cycle qualification (MA degree); two years with thesis and one-and-a-half years without thesis, and (iv) second-cycle qualification PhD/doctoral degree; the program requires a four year study and research (Özcan, Y. Z., 2011)

Higher education system (an autonomous public Body) has been governed, supervised, planned and coordinated by the council of Higher Education (YOK) since 1982 in Turkey. It has been debated that YOK has narrowed the fast improvement path of the universities. Well-known universities in the world have flexibility to adapt their curricula according to the requirements of the employability in industry. ([www.higheredu-sci.org](http://www.higheredu-sci.org)).

Turkish Higher institutions consist of state universities, foundation universities (private, non-profit), and two-year Foundation Vocational Schools (private, non-profit). Currently there are 169 universities, 103 of them are state universities and 66 of them are private foundation universities. Both public and private universities have undergraduate and research schools, graduate schools, postsecondary certification programs, fine arts conservatories and vocational schools as well ([www.yok.gov.tr](http://www.yok.gov.tr)). Meanwhile, the most outstanding improvement in Turkish higher education is fast increasing in the number of universities after 2003. Figure 1 indicates that the number of public universities has doubled and the number of foundation universities has increased about 200% between the years 2001-2012.

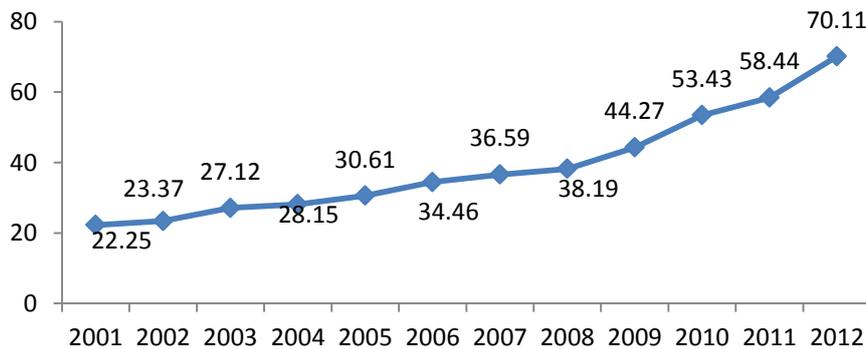
**Figure 1**  
**Public and Foundation Universities**  
**in Turkey (2001-2012)**



*Source: [www.yok.gov.tr](http://www.yok.gov.tr)*

Despite this increase, with limited number relative to world standards, Turkish universities had not got the opportunity to supply high access to the universities. However, increase in the number of foundation universities has brought several improvements in Turkish higher education since 2003. Some of the improvements can be listed as; (i) an increase in the percentage of gross enrollment to higher education (included all higher education institutions), Figure 2 shows that while the gross enrollment ratio was 22.25%, but it reached up to 70.11% in 2012 in tertiary education, (ii) an increase in tertiary education supply, (iii) new specialized programs which match to the needs of industry market have been introduced to Turkish higher education, (iv) Turkish higher education has gained new dynamism and significant competition by the foundation universities ([www.yok.gov.tr](http://www.yok.gov.tr)).

**Figure 2**  
**Gross Enrollment Ratio in Higher Education**  
**in Turkey % (2001-2012)**



*Source: [www.yok.gov.tr](http://www.yok.gov.tr)*

### IMPACTS OF BOLOGNA PROCESS ON TURKISH HIGHER EDUCATION

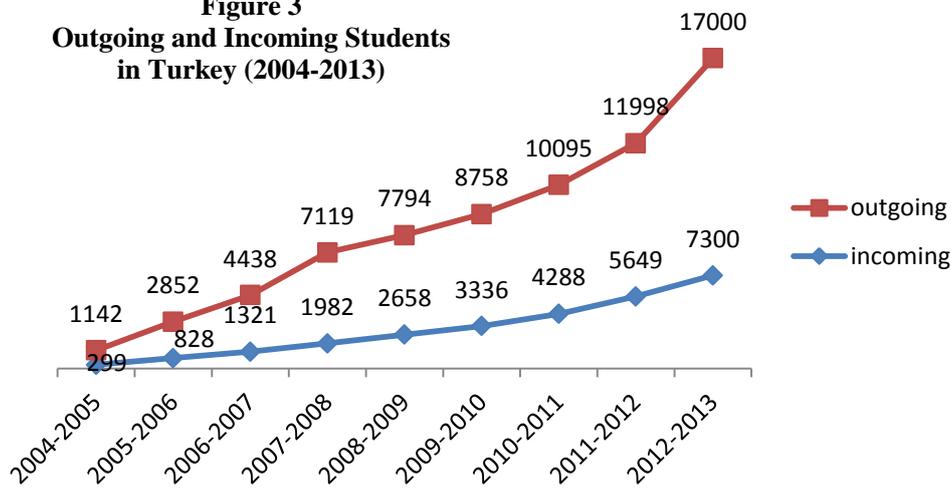
Even if Turkey is not a member of European Union (EU), the Bologna Process has transformed the face of Turkish higher education. YOK started Bologna process in order to integrate the challenges of a European higher education area in 2003 ([www.yok.gov.tr](http://www.yok.gov.tr)). Turkish higher education has achieved remarkable results with the Bologna Process. Bologna Process has also helped to modify structures of Turkish higher education.

The significant changes with the Bologna process can be listed as follows:

- Before the Bologna process, Turkey did not have the international standards in learning outcomes and recognition of the higher education programs. By the curriculum development reforms, Turkish higher education has met the process of innovation and upgrading facilitation.
- Turkish national credit system has been transformed to the European Credit Transfer System (ECTS) in order to be recognized in EU higher education area. ECTS has brought to Turkish higher education a transparent and facilitated teaching and learning environment and also has helped for mutual recognition of studies.
- Turkish higher education strives for quality, mobility, diversity, autonomy and accountability, internationalization, financing and funding, assurance and accreditation, management & governance, life-long learning, and privatization. With Bologna process, Turkish higher education has gradually gained mentioned opportunities.
- Global market economy requires more and better skillful and qualified graduates; Bologna process is a good opportunity for gaining mentioned opportunities through the student mobility for placements.
- Bologna process led to adapt a national qualifications framework into Turkish higher education. In the context of the framework, student's performance was centralized in the heart of the learning outcomes.

European Higher Education Area provides opportunities mobility for all. Figure 3 and Figure 4 obviously demonstrate that outgoing mobility has been higher than incoming mobility. In 2004-2005 academic years, outgoing number of students was 1142, but it reached up to 17000 in 2012-2013 academic years. It clarifies that Turkish higher education students are eager to utilize and experience European standards in higher education.

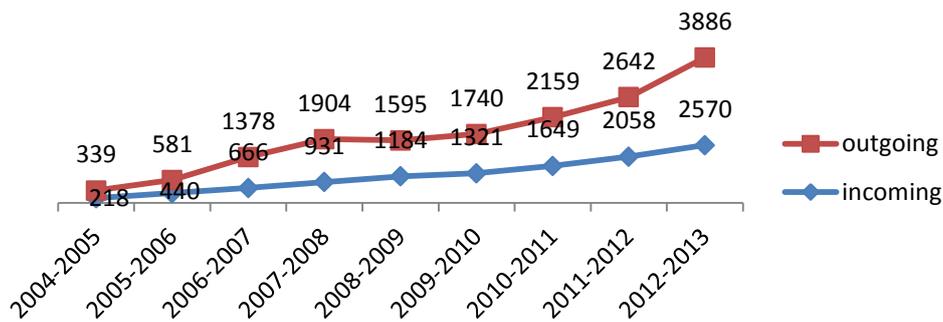
**Figure 3**  
**Outgoing and Incoming Students**  
**in Turkey (2004-2013)**



Source: [www.ua.gov.tr](http://www.ua.gov.tr)

International experiences and opportunities are available not only for students, but also for teaching mobility and staff training in Turkish higher education. Figure 4 shows that outgoing staff mobility was 339 in 2004-2005 academic years, but it reached up to 3886 in 2012-2013 academic years.

**Figure 4 Staff Mobility in Turkey (2004-2012)**

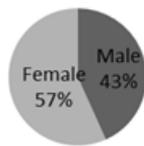


Source: [www.ua.gov.tr](http://www.ua.gov.tr)

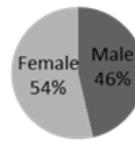
Figure 5 and Figure 6 show that the percentage of female is higher than the percentage of male in students learning mobility. It can be elaborated that this trend proves the new employment policies (released in 2009) in Turkey. Turkish female employment policy brought new opportunities in Turkey which be listed as

follows; new policy (i) will bring more and better jobs for women, (ii) will help to grow number of educated women, (iii) will help to increase women’s participation in the labor force, (iv) will help to increase female employment in the long run to reduce poverty (www.worldbank.org), (v) this policy also will help to pull down agricultural employment, because women are mainly unpaid family workers in agricultural sector (www.ilo.org).

**Figure 5**  
Learning Mobility in Turkey  
Male&Female (2010-2011)



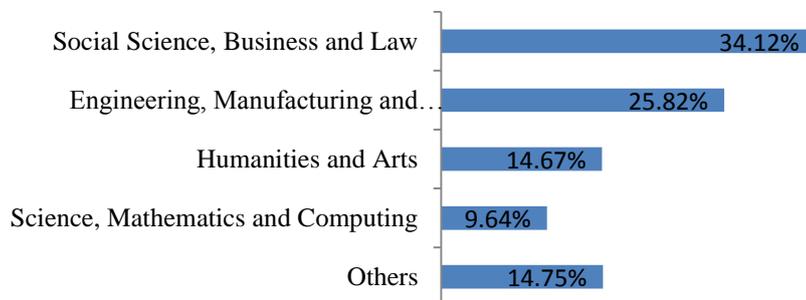
**Figure 6**  
Learning Mobility in Turkey  
Male&Female (2011-2012)



Source: [www.ua.gov.tr](http://www.ua.gov.tr)

Figure 7 shows that student mobility is shared mostly from social science, business and law programs in Turkey. Engineering, manufacturing and construction share the second place in mobility.

**Figure 7 Study Field of Student Mobility in Turkey (2012-2013)**



Source: [www.ua.gov.tr](http://www.ua.gov.tr)

Need for international experience and foreign language felt more intensely in social science degrees in Turkey. Besides, language education and learning has been a problem in Turkey and students are eager to take advantage from the student mobility program, especially in social sciences.

### CONCLUSION

Under the light of the academic researches, education carries utmost importance for the economic-wellbeing of a country. As major descriptive and empirical studies in literature section indicate, education contains both quantitative and qualitative features to boost a country's economic development. In this context, Turkey initiated a new higher education policy to eliminate the gap between developed countries under the supervision of YÖK after 1980s. In contrast, YÖK has been debated that it has narrowed the fast improvement path of the universities. Bologna process was an important chance in order to foster internationalization, transparency and mutual recognition in higher education in Turkey.

The findings in this study can briefly be concluded in four sections. (i) Bologna process has contributed Turkish traditional higher educational system to adapt to the EU standards. (ii) Turkish higher education has become more flexible to upgrade its programs for market needs as employability. (iii) Data indicate that Turkish students- especially social science(s) students- are aware of the needs of mobility in order to enhance international experience and foreign language skills. (iv) Bologna process is a good opportunity in order to experience European culture, education and international relations. In the long run these gains might impact on the employability of university graduates in Turkey.

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