



# Abstracts Booklet

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# **ERACON CONGRESS**

## **PRESENTATIONS**

### **P2. ICM TRAINEESHIPS- ARE WE READY FOR IT?**

Ana Boa-Ventura, MA, Rita Cadima, PhD, Polytechnic Institute of Leiria, Portugal

ICM is pivotal in the eyes of the EC. However, there may be different approaches to this topic in Europe. When we zero in this discussion, the setbacks appear to outweigh the benefits. At the institutional level, it is clear that Partner Countries struggle with visa difficulties, and this leads to a lack of motivation and of financial resources. Furthermore, the National Agencies still have little information about how the academic recognition should be dealt with and still wants to kick off the traineeship action in 2018-2019. Moreover, the EU vision may differ from that of our NA regarding questions such as: Should we apply individually or in Consortia? Should we have a previous and solid cooperation with the chosen country or countries or should we start rock bottom with a new partner?

When it comes to the dialogue between European and non-European institutions it is key that complaints about the leveraging asked from the HEIs are taken seriously, especially regarding traineeships. The issues on the table are traineeships - inside and outside Europe - guidance of a qualified supervisor; evaluation and complaint channels to monitor both progress and quality; information on social and labor rights; the organization's responsibility and insurance, safety and overall protection and finally certification.

Without the support of the legal framework and quality standards we are putting at risk the traineeships between EU and Partner Countries in the frame of the traineeships. Much has to be done still within Europe in terms of harmonization.

### **P3. ERASMUS WITHOUT PAPER (EWP) NETWORK - THE FUTURE OF STUDENT DATA**

Anthony Vickers, School of Computer Science and Electronic Engineering, University of Essex

This presentation will launch the EWP Network as a live set of HEIs and mobility providers, who are able to exchange information without the need for documents and paper. The system developed does not require any HEI to change their student information system. The only requirement is for each HEI to have a connector, which may be built by the HEI local technical support, or by your mobility tool provider (SOP, MoveOn etc). The presentation will demonstrate connectors already in operation in the EWP network, covering individual HEIs (Ghent University), HEI consortia (MUCI from Poland, FS from Norway, SIGMA from Spain) and commercial providers (SOP, MoveOn). The presentation will also launch a set of demonstration videos.

## **P5. SERVICE SATISFACTION OF STUDENT MOBILITY PROGRAM PARTICIPANTS AT MIDDLE EAST TECHNICAL UNIVERSITY**

Hale Isik Guler, Middle East Technical University, Erasmus Institutional Coordinator

Betul Bulut Sahin, Middle East Technical University, European Mobility Coordinator

Recently, educational systems have become more and more internationalized through accelerated mechanisms; however mobility of students and staff are still the most known form of internationalization. Administrators in these institutions need to update their policies and services on a regular basis. This paper presents the results of a one such survey study (containing both Likert scale and open-ended questions) conducted at Middle East Technical University (METU) which aimed to analyze the level of service satisfaction of student mobility program participants at METU. Data obtained from 749 outgoing METU students and 483 incoming students to METU between the years 2012-2016 were analyzed.

The findings of the study indicate that overall, the outgoing stakeholders were satisfied with the services in the domains of information sharing on the program specifics, guidance and advising provided by office staff, equity in the selection process, etc. while incoming students expressed satisfaction in application and acceptance processes, campus facilities and orientation programs. Participants also made useful comments and suggestions about how the services could be improved through the open-ended questions which could be utilized by International Offices in other contexts. The problems mostly cited by outgoing students were insufficient mobility grants, difficulty in finding English-taught courses and visa problems. For incoming students, the mostly cited problems were finding accommodation outside campus, insufficient language skills of administrative personnel and instances of conflict with mentor students. The participants also indicated a number of key suggestions for future participants to get the most out of the program. The session will end with a discussion of main suggestions to improve information systems on campuses, ways to decrease bureaucratic procedures through the use of online systems and organizing more activities to ensure internationalization at home.

## **P6. ERASMUS/ERASMUS+ STUDENT MOBILITY IN TIMES OF THE EUROPEAN CRISIS. THE SITUATION OF INTERNATIONAL TEACHER TRAINING STUDENTS IN VIENNA / AUSTRIA FROM 2013 - 2017**

Thomas Bauer, Padagogische Hochschule Wien, Austria

Alexandra Kreuz, Padagogische Hochschule Wien, Austria

In the last few decades it has become more and more important for students to gain experience in another country, and international student mobility has constantly increased. This study focuses on Erasmus/Erasmus+ student mobility in times of the European economic and social crisis. Based on previous research, a quantitative questionnaire concerning Erasmus/Erasmus+ student mobility has been designed with a special emphasis on the current European crisis. The main research focus is on the influence of the European crisis on student mobility - especially on students in teacher training/education who are a highly underrepresented group within the context of Erasmus/Erasmus+ (vgl. Bauer & Kreuz, 2016; 2015; Cairns, 2014; Ross, 2014). Incoming Erasmus/Erasmus+ teacher training students at the University College of Teacher Education in Vienna (N=202) were asked during the academic years 2013-2017 about their motivations, expectations, experiences and the difficulties concerning being an international student in times of growing uncertainty and about their Europeaness. Changes from 2013, the peak of the economic crisis, until 2017 were detected. Outcomes of the study provide indications that the general European situation affects the life of European teacher training students. Over the years variations concerning students' European identity, their identification as a European citizen, as well as the personal perception of the economic or social crisis can be identified.

## **P7. QUALITY ASSESSMENT OF INTERNATIONAL OFFICES AT HIGHER EDUCATION INSTITUTIONS - A CASE STUDY**

Carlos Afonso, Instituto Politecnico de Portalegre. European Association of Erasmus Coordinators

Internationalisation at Higher Education Institutions (HEI) is here to stay. The topic has been growing more and more importance over the years, due to a great extent to the requirements of institutional auditing and external evaluation processes. As such, international relations offices (IRO) have been assigned new roles and responsibilities.

Internationalization serves many purposes, one of them being to help HEI in the process of rendering quality services to potential “clients”.

At the core of these processes is, in fact, “clients’ satisfaction”.

How can IRO contribute to the satisfaction of students and staff (its and HEI’s “clients”) when part of the HEI quality management system (QMS)? What quality indicators or targets shall they focus on?

QMS procedures usually rely on a set of standard tools and documents founded on a lot of paperwork – describing the process, usually through a multiple entry matrix; defining roles, participants and indicators; monitoring tools; support documentation, etc.

Is the use of these procedures enough to tell an IRO complies with quality standards? If not, what quality indicators shall it address?

The process of quality management at Instituto Politécnico de Portalegre, Portugal will be presented as an example of how IRO contribute to the global recognition of a HEI.

## **P8. EUNIVERSITY-BOOK: THE IDEA OF ERASMUS+ NETWORK ITS BENEFITS FOR EUROPEAN UNIVERSITIES AND POSSIBLE IMPACT ON INTERNATIONALIZATION**

Vida Senci, Zagreb University of Applied Sciences, Croatia

Matjaz Debevc, University of Maribor, Slovenia

Across Europe many students participate in European Erasmus+ mobility for studies. However, students are faced with a challenge of finding the necessary information about the host universities, suitable courses, forms and accommodation possibilities. A solution by creating an online community for European higher education institutions that carry out the Erasmus+ Programme information is proposed. To elaborate, each university that carries out the Erasmus + program would have an online profile containing all the information that Erasmus students need. To find appropriateness of the idea a survey was conducted on 270 students who were recently, or are currently, taking part in the Erasmus+ Programme mobility for studies. The survey has shown that the majority of the students agree strongly with the idea of the proposed online community, which would provide all the essential information in one place, thus creating a favourable environment for internationalization.

## **P9. CRISIS MANAGEMENT ON INTERNATIONAL LEVEL: PROBLEMS OF THE OUTGOING ERASMUS+ STUDENTS WHILE TRAVELLING ABROAD A CASE STUDY OF LOSING PASSPORT IN THE THIRD COUNTRY**

Meltem Ozel, Istanbul Esenyurt University, International Office, Turkey  
Merve Sevinc Sakar, Istanbul Esenyurt University, International Office, Turkey

A crisis could be defined as a situation or an event unexpectedly threatening or endangering the institution's legitimacy or image with a negative outcome and should be managed with care to protect its fundamental goals and reputation. While crises happen normally at an organisational level, it mostly affects persons and sometimes it happens the other way; the persons live through crisis situations and their problem-solving are done by the institutions. Most crisis situations on higher educational level are an example for the second assumption.

This work is a case analysis for the crisis management and communication one by the Istanbul Esenyurt University- International Office during a crisis situation of one of their outgoing student's loss of his passport during his travels at a third country. Furkan Şimşek has been sent as an outgoing Erasmus+ Exchange student to Lubnin University of Technology in Poland. During his travels to Italy-Milano on 4.10.2017 his passport was stolen. He reported the situation on the road to Bergama Airport to the police and at the same time to his home Universities International Office almost at midnight via WhatsApp. The student had no documents to prove his situation as an Erasmus+ student visiting another country on legal basis. The International Office sent him his visa and passport copy post-haste and contacted the Consulate of Italy in Turkey as well as the Turkish Consulate in Milano. Even if it was on a Sunday, the Consulate helped the student to get a temporary passport enabling him to fly to Poland. As soon as possible the student has visited the public offices to get his residence permit and applied for another temporary passport to wait for his own to get approved by Turkish Authorities. The International Office has supported the student during this crisis and stayed in close contact to avert a possible crises on institutional level as well as international level.

## **P10. SERVICE LEARNING IN THE REFUGEE EFFORT**

Cynthia Tilden-Machleidt, Berlin School of Economics and Law, Germany

The roots of Service Learning can be discovered in the ideas of progressive education and the philosophy of John Dewey, who offered so many valuable thoughts about inquiry-based, practical, and service-oriented learning. Service Learning at BSEL/HWR offers business students the opportunity to discover the value of volunteerism while they create and develop their own organizational innovations for existing projects on the ground.

As a pilot project, I began offering an elective course in Service Learning in April 2016. My goal is to encourage more and more teaching staff across Europe to introduce programmes for volunteering in this effort. Our vision includes a larger, pan-European project base which enables undergraduates to experience service in their local communities and also in the host locations they visit. Our Erasmus students from across the EU get to know Berlin and Berliners while they work together to improve our response to new migrants. My presentation will describe where we started and what we have learned so far. I plan on outlining our course as designed and carried out, including what needs to be improved. There's so much more we can do, so my talk will also emphasize some ideas on how we might proceed across borders in the future.

How can we achieve widespread interest throughout our universities and ensure that community projects become broader and longer term? How can we encourage refugee students to join in?

For a closer look at what our students write about their experiences, please see: <https://blog.hwr-berlin.de/humanrights/hwr-service-learning/>.

## **P.11 THREE CYCLE EDUCATION SYSTEM AT UNIVERSITY OF VETERINARY MEDICINE AND PHARMACY IN KOSICE, SLOVAKIA**

Faixova Zita – Bodnarova Libusa - Garcarova, Monika- Mojzisova Jana, University of veterinary medicine and pharmacy in Kosice, Slovakia

The University of Veterinary Medicine and Pharmacy in Košice (UVMP), Slovakia, founded in 1949, is one of the Slovak universities, first participated in the EU exchange programmes, with ID SK KOSICE01. The exchange programmes started in 1997, called Socrates, continued Socrates-Erasmus, Erasmus and Erasmus+ now. The main objective is continuously increase the quality of education, research, development and services at international level. Mobility takes place in the field of education: Veterinary; pharmacy in accredited study programmes of all three levels of higher education (HE). The 1<sup>st</sup> level of HE is provided in the study programmes Cynologist; Safety of food and feed; Man-animal relationship and its use in canistherapy and hipotherapy; the 1<sup>st</sup> and 2<sup>nd</sup> joined level of HE is in doctoral study General veterinary medicine; Food hygiene and masters study Pharmacy; the 2<sup>nd</sup> level of HE is in programme Market and food quality. The third level of HE is provided in 14 accredited study programmes for full time and external students. Student mobility between programme countries is organized for studies and traineeships for all students and graduates. Motivations for mobility is to enhance employability not only in home country, but also abroad and build a personal and professional experience. Staff mobility between programme countries is for teaching and training. Main teacher's motivations are to gain and develop new learning practices and teaching methods, build up cooperation. Main training motivations are to acquire knowledge and know-how from good practices abroad. All projects activities belong to Erasmus Charter for Higher Education and the European Qualifications Framework. The UVMP is open for new calls after Erasmus 2020, development new joint courses, modules, academic networks, research projects and collaboration.

## **P12. HOW TO IMPLEMENT ERASMUS TRAINING PROGRAM**

Martina Sudrichova, University of Finance and Administration, Czech Republic

Erasmus resp. Erasmus + Key Action 103 Higher Education also supports international internships as well as study abroad mobilities. Students are interested in international traineeships every year more and more. The offer of available placements for international trainees in the framework of Erasmus program is not sufficient. The reasons why it is so might differ. The aim of this study is to introduce an implementation of effective Erasmus training program into corporate practice. The results of this study can serve as sub-themes for the development of already existing "Erasmus training program", as well as provide support for decision-making in companies and institutions which are planning to implement training program.



### **P13. GREENTECHWB MOBILITY: IMPACT ON BENEFICIARIES AND SUSTAINABILITY THROUGH INSTITUTIONAL COOPERATION**

Ana Fernandez Vilas, University of Vigo, Research Centre, Spain  
Rebeca P. Díaz Redondo, University of Vigo, Research Centre, Spain

Globalisation and rapid technological development are transforming the landscape of higher education while also playing a crucial role in societal advancement. To achieve a smart and inclusive economy together with a sustainable integration in Europe, the project GreenTechWB brings together beneficiaries from 10 EU countries (Spain, Poland, Portugal, Germany, Bulgaria, Slovenia, Croatia, Lithuania, France and Italy) and from 5 Western Balkan Partner Countries (Albania, Bosnia & Herzegovina, Kosovo, Montenegro & Serbia). The action GreenTechWB, under the EACEA Erasmus Mundus Programme, was designed around the triangle cooperation-research-innovation in higher education and under the umbrella of the thematic field "Smart & Green Technologies for Innovative and Sustainable Societies in Western Balkans". The deployment of GreenTechWB included 153 undergraduate, master, PhD, post-doctorate and staff mobility grants in 3 cohorts until July 2018. Higher education mobility pursues (1) to produce a perdurable impact on beneficiaries' personal and professional development and (2) to make inter-institutional higher education relations sustainable. During the implementation of GreenTechWB, a series of satisfaction and follow-up surveys were carried out to observe these pursued results. Beyond the impact on beneficiaries, GreenTechWB also resulted on a fruitful cooperation between the University of Vigo and WB Higher Education Institutions (HEIs), mainly throughout a strong and centralised KA107 mobility action which take place for one week in Vigo, where around one hundred staff from HEIs in WB develop their professional activity. This paper reports the quantitative and qualitative results of GreenTechWB in terms of impact on individuals and institutions.

### **P14. THE ROLE OF ARTS AND DESIGN IN THE CO-CREATION OF ERASMUS CULTURE**

Bahar Aksel, Mimar Sinan Fine Arts University, Istanbul, Turkey  
Kayhan Ulker, Mimar Sinan Fine Arts University, Istanbul, Turkey

Erasmus+ Program is an important tool for cultural and social interaction, international collaboration in today's world. Each year, people who benefit from the Erasmus+ program, co-create a common conscious of internationalization and multiculturalism. However, economic and political situations of partner countries and also language barriers have a natural effect on the exchange rates and location preferences.

To surpass these disadvantages, it is observed that art and design related fields are important catalyzers since arts and design learning have its own communication models and creates a more flexible and tolerant atmosphere. Experience of working and producing together helps developing an understanding for other people and environments in a comprehensive and faster way. Studio based learning also discards language and cultural barriers in a natural way. Problem solving and idea exchanges are the bases for active interaction, cooperation and innovative thinking, which are also in the main aims of Erasmus+ Program.

The paper aims to underline the importance of arts and design fields through examples and experiences that focus on co-creation and learning by doing for the development of Erasmus+ era in order to construct a harmonious and well-connected future.

## **P15. COOPERATION FOR INNOVATION BETWEEN HEIS AND LOCAL AUTHORITIES: THE CASE OF THE UNIVERSITY OF PIRAEUS AND THE MUNICIPALITY OF PIRAEUS**

Christina Kontogoulidou, Adjunct Lecturer / Head of the International Relations Office, University of Piraeus

Savvoula- Maria Oikonomou, International Relations Office, University of Piraeus

The presentation will showcase the cooperation between the University of Piraeus and the Municipality of Piraeus in the field of innovation and excellence. UniPi's vision is to bridge the gap between academic excellence and the society. At the same time the Municipality of Piraeus is among the most extrovert and active Municipalities in Greece, promoting entrepreneurship and synergies for the development of the city of Piraeus. Over the past years they have jointly developed projects towards these goals, such as capacity building trainings for vulnerable groups, scientific conferences, EU funded projects and most importantly the Piraeus Innovation Hub. It is hoped that this presentation will provide a comprehensive overview of the opportunities that emerge from cooperation with Local Authorities and inspire participants to take action to this direction.

## **P16. AWARENESS AND SATISFACTION OF PARTICIPANTS ABOUT ERASMUS+ EXCHANGE PROGRAM**

Manolya Akyuz, Ordu University, Turkey

Sermin Tag Kalafatoglu, Ordu University, Turkey

Ece Ozpinar, Ordu University, Turkey

Higher education makes an important effort in many ways to “serve” the education world. Thus, Erasmus+ Exchange Programme can be accepted as one of the most significant objectives of universities. It is considered important to raise awareness of the students about Erasmus Mobility activities. It opens up international new paths and brings challenges for the internationalisation of academic institutions. Also, Erasmus mobility is a chance to have international experience which provides students a better adaptation to fit into a new, international and multicultural environment. Therefore, Ordu University Erasmus Coordination Office conducted a survey among the students. This survey was conducted to raise the Erasmus Programme awareness of the students and to evaluate the satisfaction of the students about Erasmus Mobility activities. Moreover, this study was also applied to the academic and administrative personel in Ordu University who have had experiences under Erasmus Exchange Program from past to today. Their thoughts and feelings were learnt and evaluated. All of the results will be presented in the conference.

**Keywords:** Internationalisation, Erasmus mobility, higher education

## **P17. ERASMUS+ OFFER FOR MASTER’S STUDENTS: THE INSPIRING TRENDS AND SOME REFLECTIONS BASED ON THE IMPLEMENTATION REALITIES AND INSIGHTS FROM SELECTED PARTICIPATION SUCCESS STORIES**

Stanislavs Buka, Baltic International Academy, Latvia

Ludmila Barina, Baltic International Academy, Latvia

The issues of practical implementation of ERASMUS+ offer for the Master’s students are considered based on the publications of Education, Audiovisual and Culture Executive Agency (EACEA EU), (*Erasmus+* Latvia National Agency in the field of education and training – State Education Development Agency (SEDA), as well as on reviewing of the attitudes and opinions of Master’s students concerning ERASMUS+ participation revealed in research conducted at Baltic international Academy. A question is raised concerning the support that could be given to the Master’s students willing to take part in the ERASMUS programme, the support that could be given to the Master’s students willing to take part in the ERASMUS+ programme, and the important preconditions for their successful participation. Based on the insights from the reality situation the propositions for refining some practices to optimize participation of Master’s students in ERASMUS+ are formulated and offered for discussion.

## **P18. PROFESSIONAL AND INTERCULTURAL DEVELOPMENT THROUGH ERASMUS+ MOBILITIES IN MILITARY TECHNICAL HIGHER EDUCATION INSTITUTIONS**

Cristian-Emil Moldoveanu, Military Technical Academy of Bucharest, Romania

Alin-Constantin Sava, Military Technical Academy of Bucharest, Romania

International cooperation in military technical higher education is an important area that contributes to improving the quality of teaching, learning and research processes, being beneficial for the generation of new skills and knowledge. While for the students of civil universities Erasmus mobility represents an opportunity to increase their employability chances, for military students Erasmus mobility represents the chance to gain international experience which, along with the new skills and knowledge acquired, provide them a better adaptation to fit into a new, international and multicultural environment. International mobility is a first test for students to see if the knowledge and skills gained while studying in the home university are effective. It was found that over 95% of the military students fared in good condition and proved very good professional intercultural competences and knowledge during international internships; professors responsible for their evaluation constantly appreciated their work with high and very high grades. International recognition strengthens the students' confidence level and professional and intercultural skills and validates the home education quality and competitiveness.

**Keywords:** internationalization, Erasmus mobility, military technical higher education

## **P19. THE SOCIAL DIMENSION OF ERASMUS - CHANGING THROUGH EXPERIENCING**

Gheorghe Duda, Spiru Haret University, Romania

Daniel Gardan, Spiru Haret University, Romania

Promoting the social dimension within the strategy and practice of higher institutions represents nowadays a must and a strategic objective that can define the ideal image of a modern higher institution. The Erasmus + program, through its vision, content, objectives and activities possible to implement represents the ideal tool to help universities not only to enrich their internationalization process but to have an adequate framework to promote and develop social involvement of the students, teachers or academic staff in general. For any Erasmus+ participant but especially for students the exploration of a new social life dimensions during their period abroad represents one of the most intriguing and motivational aspects of the mobility itself. Authors have concluded a research in the form of a field survey, aimed to characterize Romanian Erasmus students' perception regarding their mobility social dimension, the degree of involvement in new social relationships and exchange of socio-cultural values. The results are sustaining the main hypothesis that the different aspects concerning social involvement of the students are centered on the quality of social interactions, the effort to adapt to new models and the way in which these experiences can be blended with the study process or integration within a workplace.

## **P20. THE EXPERIENCES OF INCOMING & OUTGOING STAFF IN INTERNATIONAL CREDIT MOBILITY (ICM)**

Ezgi Gurel, Afyon Kocatepe University, International Relations Office, Turkey

Nilda Hocaoglu, Afyon Kocatepe University, International Relations Office, Turkey

This research is conducted to see the difference between the satisfaction levels of incoming and outgoing academic staff who attended ICM in Afyon Kocatepe University, Turkey. The number of staff who has joined mobility in 2015 is 34 (% 47.2) while the number of staff who has joined mobility in 2016 is 38 (% 52.8). Mobility direction of the staff is 32 (% 44.4) incoming and 40 (% 55.6) outgoing. 11 (% 34.4) of incoming staff are employed in their university more than 10 years whereas 20 (% 50) of outgoing staff have been employed in their university more than 10 years. Besides, 23 (% 71.9) of incoming staff attended Erasmus+ mobilities for the first time while 19 (% 47.5) of outgoing staff attended Erasmus+ mobility for the first time. 30 (% 93.8) of incoming staff are strongly agreed that they have learnt good practices abroad, 25 (% 62.5) of outgoing staff have strongly agreed with this item. 21 (% 65.6) of incoming staff are strongly agreed that they have experimented and developed new learning practices or teaching methods 17 (% 42.5) of outgoing staff have strongly agreed with this item. 24 (% 75.0) of incoming staff have enhanced their organizational, management skills while 16 (% 40) of outgoing staff have enhanced these skills. 29 (% 90.6) of incoming staff have reinforced their professional network whereas 30 (% 75) of outgoing staff have reinforced their network. In conclusion, ICM has caused more development on incoming staff than the outgoing staff.

## **P.21 PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE BENEFICIARIES IN INTERNATIONAL CREDIT MOBILITY**

Nilda Hocaoglu, Afyon Kocatepe University, International Relations Office, Turkey

Ezgi Gurel, Afyon Kocatepe University, International Relations Office, Turkey

The research is based on final reports gathered from both incoming and outgoing 72 academic staff who has fulfilled either staff training or teaching mobility in the frame of KA107 International Credit Mobility (ICM) under the project ownership of Afyon Kocatepe University in Turkey. Mobility type of the staff is 49 (% 68.1) teaching and 23 (%31.9) training. 79.2 % of them are teaching staff whereas the rest of them are administrative staff. 76.4 % of them have strongly agreed that they have learned from good practices abroad. 52.8 % of them have strongly agreed that they have experimented and developed new learning practices or teaching methods. 81.9 % of them have strongly agreed that they have reinforced or extended their professional network or built up new contacts. 79.2 % of them have reinforced the cooperation with the partner institution. 45 (% 62.5) staff have strongly agreed that the mobility has improved their foreign language skills. 50 (% 69.4) staff have strongly agreed that they increased their social and cultural competences. 42 (% 58.3) staff have strongly concluded that they increased their job satisfaction. 37 (% 51.4) staff have strongly believed that they have enhanced their employment and career opportunities. However, 22 (% 30.6) staff are undecided about their mobilities fostering their use of communication technologies like computer, internet, software etc. As a result, ICM has positive effects on incoming and outgoing academic staff since many of them agree that the mobility has contributed to their personal and professional development.

## **P22. IN SEARCHING OF QUALITY OF MOBILITY UNDER THE ERASMUS+ PROGRAMME AT UNIFORMS UNIVERSITIES**

Agnieszka Roznowicz, Military University of Technology, Poland

The Military University of Technology in Warsaw (MUT) has been participating in the Erasmus+ programme since the academic year 2014/2015 and also has been participating in the consortium of Polish uniform universities in the framework of the Erasmus+ programme as well as in the implementation of the exchange of young officers inspired by Erasmus initiative. Established contacts and signed agreements with military universities under the Programme, established contacts between staff of military universities contributed to internalization of military students' education and training and military staff's training. Both civilian and military mobility of students and staff require proper organisation and management. To increase the quality of mobility it should be taken into accordance the background of both mobilities and characteristics of both groups and well-organised cooperation between different universities' units.

Mobility of military students and staff has its own additional background. Military and uniforms universities have its specific character. It both constitutes challenges as well as possibilities of development of international actions at the universities. Quality of mobility under at Erasmus+ Programme is one of important element of quality of international actions at the university.

## **ROUND-TABLES**

### **RT2. SOCIALERASMUS+: BUILDING BRIDGES BETWEEN ERASMUS STUDENTS AND LOCAL COMMUNITIES**

Wim Gabriels, Project Coordinator, Erasmus Student Network (ESN)

Marie Montaldo, Policy and Research Officer, European University Foundation

The SocialErasmus+ project of the Erasmus Student Network is a Forward-Looking Cooperation project that focuses on bringing international students closer to local communities with a focus on Erasmus in Schools activities. The goal is to improve the integration of the international students into their host society and offer them possibilities to interact with people from the local community outside of the Higher Education framework. Furthermore it offers opportunities for interactive learning experiences to local primary and secondary students to engage with international students in order to boost their intercultural awareness and tolerance for people from other European countries from a younger age and teaches them the opportunities the Erasmus programme might have in store for them in the future.

The current SocialErasmus+ project will focus on building a competence framework and offer academic guidelines for Higher Education Institutions to showcase why a civic engagement during your studies is of importance for the soft skills of International Students and in which ways institutions can organise and recognise these engagements in collaboration with local ESN organisations and local primary and secondary schools.

### **RT3. ERASMUS AND AFTER? REINTEGRATION OF RETURNING ERASMUS STUDENTS AND HOW TO HELP THEM MAKE THE MOST OUT OF THEIR EXCHANGE**

Wim Gabriels, Project Coordinator, Erasmus Student Network (ESN)

Tijana Stojanovic, Vice President, Erasmus Student Network (ESN)

The Erasmus programme has a positive impact on people's lives, but upon return from their exchange, Erasmus students often have difficulties to assess the value their exchange has brought them. The literature on the International Lifecycle has identified three main stages in this process that determines the support of institutions to the international student experience: (1) the period before departure; (2) the arrival at the host institution; and (3) services provided during the period abroad. An additional stage can be added to the International Lifecycle: re-entry or reintegration of international after their exchange experience.

Support in the reintegration process of students is important in order to ensure that students properly process their experience abroad in order to reflect back and assess the competences and knowledge they have gained during this period. The aim of the session will be to analyse the different stages that international students experience when they go abroad and which reflection process they require upon return followed by a best round table discussion with the audience in order to identify best practises.

#### **RT4. ERASMUS MOBILITY AND LIFE**

Julianna Kiraly, University of Physical Education, Budapest, Hungary  
Benjamin Tompai, University of Physical Education, Budapest, Hungary

“Mobility is a lifestyle”, it is the slogan of the ESN Mov’in Europe program. There are many different kinds of Erasmus programs that people might not know of. In our University we try to promote more than just the regular “KA103”.

Students can get addicted to travelling while on mobility, they make new friends and are more likely to travel more often later in their lives a) to visit their “second home” b) to visit their friends abroad. Both the Erasmus mobilities and the other regular travels can give many positive impact on the participants. Though informal learning they easily gain new competences, intercultural knowledge without even noticing.

In our University we are lucky enough to have students working in the ESN as well as students who organize or take part in Erasmus youth exchanges.

With our presentation we do not want to tell anything new, just summarize the already known and maybe give ideas to use the knowledge gained “being international”. In our roundtable we would like participants to share their international stories best/worst experiences with each other that they learned from.

We would also like to speak about stereotypes, since they can help us in our life but they can also limit our experiences. People should allow themselves to experience what’s around and have their own personal impact.

#### **RT5. QUALITY OF INTERNSHIPS: A REALISTIC PROBLEM?**

Ignacio Bravo, University of Alcala, Spain  
Marie Montaldo, University of Alcala, Spain  
Ignacio Rodríguez, University of Alcala, Spain  
Pierre Bosser, InternsGoPro, Spain  
Nuno Escudeiro, Praxis, Polytechnic Institute of Porto, Portugal

According to the European Higher Education Space (EHES) internships must be empowered by the new Academia plans. Due to that and other factors, the number of internships is increasing yearly. Nevertheless, no one is monitoring if the quality of internships is according to the student expectative. If the skills to be acquired for the students are achieved with the development of the internships or if working quality is adequate to the student profile. The development of different instruments to monitor the quality of the internships is being claiming by students and companies/business to have arguments to create and apply new policies or conditions for a proper internship development. CAPQI project ([www.capqi-project.eu](http://www.capqi-project.eu)) funded by Erasmus+ Programme is one of those new approaches to collect and monitor information related to the quality of internships. In that sense, student feedbacks are collected in a new software platform after the development of an internship. Thus, a set of quality indicators have been established to measure the quality of the internship from student perspective. It will generate a new rating company/business ranking according to the student opinions and will bring more information to the students to choose one internship or another one. This solution is currently used in several pilots and it can be deployed to any organisation/association to be used as a system to measure the quality of the internships.

## **RT6. THE INTEGRATION OF REFUGESS IN HOST COUNTRIES AND THE ROLE OF UNIVERSITIES**

Gregoris Makrides, President of the European Association of ERASMUS Coordinators (EAEC), Cyprus  
Christina Kontogoulidou, Adjunct Lecturer, Head of IRO, University of Piraeus, Greece  
Savvoula-Maria Oikonomou, University of Piraeus, Greece  
Maria Jesus Morillas, University of Murcia, Spain

The presentation seeks to examine the ways refugees have been integrated in the European Higher Education Systems. By providing details on the experience of the University of Piraeus during the implementation of the OLS for Refugees project and the non-formal courses organized for them by the University and through the examination of current legal issues and best practices across the EU, we aim at giving a comprehensive overview on the opportunities and obstacles that derive from the integration of young refugees to HEIs.



## **SESSIONS**

### **S1. ACCOMMODATION: THE BIGGEST OBSTACLE TO INTERNATIONAL STUDENT MOBILITY?**

Tijana Stojanovic, Vice President, Erasmus Student Network (ESN)  
Dominique Montagnese, Associate Membership Officer, European University Foundation  
Francesca Colla, Relations Lead, HousingAnywhere

Accommodation for students is a difficult problem for many universities. Accommodation for international students is often even worse, partly due to lack of information, lack of networks, language barriers and sometimes downright discrimination.

Luckily, some solutions have been found. The Erasmus Student Network, the European University Foundation, and other partners carried out HousErasmus+, a research project on student accommodation. The project is based on a student survey with 8000 responses, smaller surveys for universities and policy-makers, ten study visits, regional conferences, and more. The most important outcome of the project is a list of recommendations, broken down into recommendations for universities, policy-makers, students, student organisations and others, which can be found on [houserasmus.eu/research](http://houserasmus.eu/research).

In this session, we would like to share our findings with you and facilitate a discussion on what best practices can be put in place by International Relations Offices to increase the support they provide to international students coming to their university. The session will be interactive, giving space to the participants to present their cases and practices.

### **S2. MAPPED! MAKE YOUR UNIVERSITY ACCESSIBLE**

Tijana Stojanovic, Vice President, Erasmus Student Network (ESN)  
Wim Gabriels, Project Coordinator, Erasmus Student Network (ESN)

Only 1.2% of students with disabilities participate in mobility programmes and the main reason for this low number is that organisations are not considering the accessibility of their services. The Erasmus Student Network (ESN) conducted a European-wide survey in order to investigate these obstacles but also search for solutions and initiatives for a more inclusive mobility. ESN collected information regarding the accessibility of different HEI, real life obstacles that students with disabilities face but also success stories and solutions. In addition, being involved in the MappED! project, ESN investigated the obstacles International Relations Offices or Disability Offices face when dealing with students with disabilities, but also the potential synergies these two important bodies can have to overcome them. All the above allow us to have a good overview of the current situation around disabilities from different perspectives (students/staff/IRO/Disability Office etc.) which can encourage and inspire the participants to a difficult but important topic.

MappED! is now an interactive platform where students with disabilities can learn from home how accessible is the university where they wish to do their exchange period. The platform has an info centre, a mobile app, and testimonies, and recommendations (which can be found at [mapped.eu/mapped-final-recommendations-document](http://mapped.eu/mapped-final-recommendations-document)) all aiming at increasing the number of students with disabilities participating in the Erasmus+ programme. In this session, we will present the MappED! platform and recommendations, and brainstorm together how can IRO and Disability Offices cooperate to better serve the needs of international students with disabilities.

### **S3. ERASMUSINTERN.ORG: THE ONE AND ONLY PLATFORM FOR ERASMUS+ INTERNSHIP OFFERS**

Tijana Stojanovic, Vice President, Erasmus Student Network (ESN)  
Kacper Olczyk, Communication Manager, Erasmus Student Network

Previous research conducted by the Erasmus Student Network, as well as the Erasmus Impact Study, has shown how beneficial is for international students to experience a working environment abroad. Erasmus+ makes that challenge more plausible to overcome financially wise, but there are other issues arising from the operational side. ERASMUSintern.org, launched in 2014, gives solution to the problem of connecting students with traineeship opportunities abroad. We have achieved this by developing a marketplace where recruiters and students meet, which improves, and facilitates access to, the information flow within the internships market.

Since its launch, ERASMUSintern.org has been further developed to provide to students and employers - but also universities - a complete and user-friendly tool. It offers now a more integrated and detailed process, with more features that grant access to detailed information about the opportunities for, and performance of, the different users within the platform.

At this very moment, ERASMUSintern.org is the only platform with focus on Erasmus+ traineeships that is supported, and partially funded, by the European Commission and National Agencies around Europe. It counts with more than 8000 traineeship offers published in total and 1500 active on average, and 4000 recruiters and 50000 interns registered.

In this session, we will present you the platform and raise awareness about its value, scalability, and relevance for your work.

### **S4. ERASMUS AND CULTURAL HERITAGE: A NATURAL RELATIONSHIP**

Kacper Olczyk, Communication Manager, Erasmus Student Network (ESN)  
Wim Gabriels, Project Coordinator, Erasmus Student Network (ESN)

The overall purpose of the European Year of Cultural Heritage (EYCH) is to encourage the sharing and appreciation of Europe's cultural heritage, to raise awareness on common history and values, and to reinforce a sense of belonging to a common European area. There are also general objectives that underline the social and educational value of heritage: its economic significance and its role in raising the profile of the EU in the world.

We will present basic information regarding EYCH and the Erasmus Student Network's activities regarding this year. ESN's local organisations will take a part in cultural activities related to the European heritage label, European heritage days, European Year of Cultural Heritage. Our partners in this activities are organisations like Europa Nostra, Unesco etc.

We will also present best-practice examples regarding cultural projects as well as information about opportunities and how your university can involve students in activities. The aim of this session is to encourage universities to take a part in cultural projects and to point out which benefits they can have from this. We will also present how they can use cultural heritage to make students interested.

## **S5. ERASMUS IN THE CLOUD - DIGITAL TOOLS FOR UNIVERSITY ERASMUS+ ADMINISTRATION**

Kacper Olczyk, Communication Manager, Erasmus Student Network (ESN)

Dominique Montagnese, European University Foundation

Lloyd Huitson, Assistant Policy Officer, European Commission

Still today, we face many obstacles in the cumbersome administration of the Erasmus programme, obstacles that can easily be facilitated with digital solutions. The Erasmus Student Network together with the European University Foundation would like to present the Online Learning Agreement tool (O.L.A). The tool aims at increasing the efficiency of the administrative process and improving administrative challenges to recognition. In light of the 30th year anniversary of the Erasmus programme it is high time that we ensure a smooth administration process, for the benefit of students and institutions.

The tool has been put in place by the Online Learning Agreement consortia (European University Foundation, Erasmus Student Network, University of Lorraine, European Humanities University, University Nice Sophia Antipolis, University of Aveiro, University of Luxembourg, Lodz University of Technology).

## **S8. TRANSVERSAL SKILLS PREPARATION FOR MULTICULTURAL TEACHING ENVIRONMENT**

Tatjana Welzer, University of Maribor - FERI, Maribor, Slovenia

Nuno Escudeiro, Instituto Superior de Engenharia de Porto, Computer Engineering Department, Porto, Portugal

Marija Susnik, University of Ljubljana, Faculty of Administration, Ljubljana, Slovenia

Anthony Vickers, University of Essex, School of Computer Science and Electronic Engineering, Essex, UK

Tony Ward, University of York, Department of Electronic Engineering, York, UK

In Europe, we were celebrating last year (2017) the 30 anniversary of ERASMUS+ program and we can be satisfied with growing numbers for mobility also in other mobility programmes like CEEPUS. At the same time, students from other parts of the world are selecting European universities to reach their wished education as well. Therefore, our educational surrounding is becoming more and more multicultural. If we are adding also mobile teachers, student mobility for training and project participation as well as internationalization at home, we are facing a great challenge, how to prepare diverse participants on their active live in multicultural teaching environment.

Namely, wherever participants of different mobility are going, they are bringing with them their habits, their culture and way of thinking, teaching, communicating and similar. All those numbered skills and knowledge, could change into obstacles, which demand preparation of participants in transversal skills. In our session, participants will present their experiences with the international classes, with the mobility of teachers and students. In addition, practical training and project participation will be point out. Last but not least, we will pay attention also to the personal preparation of the participants, all with the aim of introducing transversal skills and skills that raise the quality of education in the various programs from which our participants come.

## **S9. FROM HUMAN TO STUDENT TO HUMAN AGAIN: FROM THE EYES OF A TECH COMPANY**

Pedro Teixeira, Human Engineer at Mindera, Portugal

Learning is a continuous path that starts before we are born. Self-direction and curiosity are some of the main characteristics we have as kids, with time and growth a lot of us lose these two amazing powers as we move into the adult life. One of my passions is about people and human interactions, especially in the context of organizations. Ending school and starting our experience in the business world can indeed shape our lives forever, that first opportunity to start the contact with the real work world, this is in fact just the learning path continuing to happen, but now is a different way. Insecurity, fear of adaptation and excitement is normally what goes through a student's heart upon this transition.

Talking about different ways, Mindera is a different company, in the sense that we consider ourselves a self-organization, no manager, full autonomy and opportunity to continue to master what you are passionate about. For us, graduates and new starters are the heart and soul of our company. How do the school and university systems prepare students to be? Ready for this new type of organizations, or just using the same old methods?

In Mindera one of our principles is that we are Humans, and this shapes everything that we do!

## WORKSHOPS

### **WS1. THE ERASMUS PROGRAMME: A EUROPEAN SUCCESS STORY**

Luciano Saso, Vice-Rector for the European University of Networks, Erasmus Institutional Coordinator,  
Sapienza University of Rome, UNICA-President, Italy

The European Union (EU) was established sixty years ago as European Economic Community (EEC, Treaties of Rome, 25 March 1957) in the aftermath of the Second World War which brought death and destruction to our continent and the world. Since then, countries which have been fighting for centuries finally lived in peace and thus Nobel Peace Prize received by the EU in 2012 was certainly well deserved. The EEC and then the EU achieved extraordinary results in many different fields including the economical and democratic development of European countries, the free circulation of citizens (Schengen agreement, 1985), students and scholars (Erasmus Programme, 1987), the harmonization of higher education (Bologna process, 1999), etc.

In particular, the Erasmus programme is one of the most successful European projects designed by very few visionary people thirty years ago when free circulation of people was still a dream. Its name (after the famous scholar and humanist who studied and taught in different European universities but also an acronym standing for "*European Region Action Scheme for the Mobility of University Students*") was extremely well chosen and thus "survived" different reforms (while other good ones such as Socrates and Leonardo da Vinci were unfortunately abandoned).

The sign + (plus) added to the last version of the programme (2014-2020) was also a good choice, meaning with one simple symbol "MORE Erasmus" in terms of mobility (12 months per cycle), inside or outside academia (traineeships, formerly organized under the Leonardo da Vinci programme), MORE countries involved (international credit mobility), MORE activities (key actions 2 and 3 such as capacity building, formerly funded under the Tempus programme), etc.

The sign + encourages us also to keep improving this important programme and the current challenges are related to the quality of the inter-institutional agreements, the availability online of good catalogues and the quality of the learning agreements, the knowledge of the language of learning or training, the recognition of the credits (still!), the fair and accurate conversion of the grades, the financial issues, the quality of the teaching and administrative Staff exchanges, etc.

In this workshop, after a presentation of the above issues by the speaker, the floor will be open for discussion with the audience in order to share views and good practices in a model of peer learning.

### **WS2. INTERNATIONALIZATION AS A CATALYST FOR NETWORKING AND DEVELOPMENT**

Gregoris Makrides, President of the European Association of ERASMUS Coordinators (EAEC), Cyprus

In the global world we live it is well accepted that we cannot leave isolated either as physical persons or as organizations and institutions. Networking is a key element embedded in almost all our activities including our work and our life and it is well linked to internationalization. Internationalization is found in almost all the Development Strategies of Universities and many universities are using specific indicators to measure it. The workshop will discuss the following:

- A. Some highlights from a survey report made on behalf of the European Parliament (2015)**
- B. Standards and Reference for the Internationalization of a HE Institution**
- C. What are the perspectives of future development, and which recommendations can be made both for policy makers and higher education institutions?**

A set of indicators to measure internationalization will be proposed. Consequently all these could be viewed as a double implication logical equivalence where internationalization derives networking and development while networking and development derives internationalization, so it becomes a dynamic cycle.

### **WS3. HOW TO WRITE ERASMUS+ PROPOSALS FOR FUNDING**

Gregoris Makrides, President of the European Association of ERASMUS Coordinators (EAEC), Cyprus

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

In the workshop we will

1. Have a quick introduction to the ERASMUS+ Programme, objectives, priorities and main features.
2. Discuss specific information about the Actions of the Programme
3. Discuss detailed information on procedures for grant application and selection of projects, financial and administrative elements of an ERASMUS+ grant covering mainly the following
  - 3.1 Structure of a proposal
  - 3.2 Eligible activities and expenses
  - 3.3 Networking and partner search
  - 3.4 Outputs and planned tasks
  - 3.5 Budget
  - 3.6 Review of approved proposals under Key Action KA2
  - 3.7 Management of the project after approval

### **WS4. DEVELOPING DEGREE COLLABORATION**

Anthony Vickers, School of Computer Science and Electronic Engineering, University of Essex

This Workshop will draw on the experiences of the presenter in developing degree collaborations with other HEIs. The examples given cover franchise and flying faculty models. In each case the steps taken to establish the collaboration will be discussed from the initial informal discussions, through the detailed quality assurance processes, and finally to the operational degree courses, with the ongoing associated quality assurances.

### **WS7. ERASMUS+ AND INTERNATIONALISATION AT HOME. A WORKSHOP ON STRATEGIES FOR ADMINISTRATIVE AND ACADEMIC STAFF DEVELOPMENT**

Justyna Giezyńska, Studybility/Luminar Foundation, Poland

Internationalisation at Home can transform a university community and the lives of international guests. This workshop will discuss the strategies for administrative and academic staff development toward a comprehensive internationalisation with Erasmus+ solutions. First, the workshop will focus on the strategies to strengthen the academic teacher's toolbox through internationalisation of the curriculum (IoC). It will show the methods to teach from an international perspective, taking into account the students' diverse cultural and national backgrounds, to engage the Generation Z for better learning outcomes, and to shape a positive student experience. Global Citizenship and the responsibility of the academia to help students gain new skills for new jobs, impacting their employability, will be in focus. Next, the workshop will discuss the planned approach to support the administrative staff in an increasingly complex, dynamic and highly diverse work environment. Erasmus+ can assist in a strategic development of necessary competencies, as it recognizes the importance of administrative staff for increasing the quality of an institution. For instance, inbound staff mobility can be a way to develop Intercultural Competence (ICC) to create a global work environment (same is true for academic staff and the intercultural classroom). Finally, the workshop will mention linguistic preparation and good practice exchange to enter integrated, certified development programmes toward professional growth. We will summarise with an exchange on how to involve both domestic and international staff in raising the teaching standards and changing the culture of the university toward a more student-oriented with the help of Erasmus+.

## **WS8. STUDENT PROBLEMS IN MOBILITY PROGRAMS**

Betul Bulut Sahin, Middle East Technical University, European Mobility Coordinator

This workshop is based on the method of brainwriting (Paulus et.al., 2015; Michinov, 2012; Van Gundy, 1993). The typology of analyzing internationalization through academic, economic, politic and socio-cultural aspects developed by Knight (2004) will be used. Therefore, this workshop is designed to reveal academic, economic, politic and socio-cultural problems of student who participated in mobility programs. During the workshop, the participants will be divided in four groups. Each group will be given one of the four topics mentioned above. The blank papers will be given to each participant with post-its. The participants will be told to write the problems on post-its either by words, sentence or drawing. Then they will be asked to pass the paper to the other member of the group. The other member will have a chance to read the comment of the previous participant and then he/she will add a new comment through using another post-it. All the group members will have a chance to read the other members' views and comments. Then the group members will change the table and will start to work on the next topic. At the end, all of the participants will have a chance to work on four topics. Then, each group will present one of the four topics. The moderator will administer all this process and at the end will make a very short presentation on the literature about the problems of students participated in student mobility activities; by this way the participants will have a chance to compare the literature with the outputs of the workshop.

## **WS10. ADDRESSING RELUCTANCE AMONG UNIVERSITY PROFESSORS TO USE ENGLISH MEDIATED INSTRUCTION**

Jim Connolly, Atlantic Language Galway, Ireland

Given the increasing internationalisation of universities, the adoption of English Medium Instruction (EMI) has emerged as a necessary step in higher education. However, reluctant professors often argue that for students to fully grasp the central subject-specific concepts, their courses must be taught in L1. Otherwise, academic standards might drop because not all students have the requisite language skills – either the process language or the obligatory content language – to be able to successfully learn the course material with EMI.

But higher education teachers must react to the changing educational environment. Average undergraduate course completion rates in the OECD have been below 70% since 2010 as traditionally taught courses have lost their relevance for students. To increase relevance, we must involve students in the mediation of learning goals and share responsibility with them for deciding what learning takes place in our courses, so that they remain engaged and committed. In internationalising classrooms, this means making English the medium of instruction.

EMI allows for a differentiated delivery that supports learners in collaborative tasks, where language and learning skills goals as well as content goals form a three-way objective set, leading to greater long-term gains by students in the acquisition of subject-specific concepts. Participants in this workshop will explore how, through a culture of collaborative learning and the assignment of suitably engaging EMI tasks, teachers can facilitate sustainable learning of the essential course content, while also facilitating the acquisition of essential academic skills, using language supportive strategies and a reflective formative assessment approach.

# **CAREER-EU CONFERENCE**

## **PRESENTATIONS**

### **CP1. SHATTERING THE GLASS CEILING: DESIGNING YOUR WAY TO THE TOP WITH THE FEMALE CAREER APP**

Annemieke van Beek, VanDoorneHuiskes en partners, The Netherlands

Wilma Henderikse, VanDoorneHuiskes en partners, The Netherlands

Worldwide the number of women in leading positions remains stubbornly small. Since 2010 our research has been focussed on diversity programs that aim to increase diversity at the top of organisations. Now is the time to turn to women to hear their side of the story. How are women dealing with career issues regarding top positions? What are the factors contributing to top career development and what are the barriers women encounter in their path to the top?

The comprehension of recruitment and selection processes for top positions and the way women experience these is very limited. To gain insight into this 'black box' of recruitment and selection for top positions we developed the unique Female Career App® for smartphone or tablet. This App enables us to carry out citizen science research among talented women who aspire higher management positions to gain insights which would otherwise remain impossible to obtain. In our paper and presentation we will explain our research method and show how the Female Career App is used in practice. Additionally, we will describe the results of our research using the data of over 150 women who have been participating in our Female Career project since 2016. The results are translated in clear recommendations for career guidance women can use to design their way to the top and shatter the glass ceiling.

### **CP2. RELATIONSHIPS BETWEEN EXPECTATIONS FROM CAREER SERVICES IN HIGHER EDUCATION INSTITUTIONS**

Bogdan Danciu, Spiru Haret University, Faculty of Psychology and Educational Sciences, Romania

Mihai Andronie, Spiru Haret University, Faculty of Economic Sciences, Romania

This paper presents the results obtained in a research made across several countries (most participant students are enrolled in Italy, Poland, Romania and Spain) about expectations from career services offered in universities. The main study represented the Intellectual Outcome O1 of the Project Erasmus + 2015-1-RO01-KA203-014972 "QUALITY ASSURANCE OF CAREER SERVICES IN HIGHER EDUCATION - QAREER". The questionnaire comprised 11 questions on expectations from the service, and 12 on services delivery preferences: items should be scored on a Likert scale 1 - 5 (1 = non relevant at all; 5 = very relevant).

The expectations of students (N=355; male students – 31.5%; female students – 67.3%; not declared – 1.1%) regarding services and services delivery preferences were significantly correlated to each other. We were interested in observing which of their expectation manifested the strongest correlations with other expectations, establishing in this way some patterns of services needed by the students: *Information about the labour market* (six correlations), *Information on recruiting channels* (how to search for job offers) (five correlations), *Support for mobility* (abroad) (four correlations), *Contacts with enterprises* (three correlations), *Online group sessions* (three correlations), *Webinars* (three correlations).

Based on the results obtained in the research it was elaborated the document *Validated Guidelines for Quality Assurance in Career Services in Higher Education*. It contains the description of the standards and guidelines for career services in higher education, proposed by specialists from Romania, Spain, Italy, Poland and Belgium.



### **CP3. AN EXPLORATION OF VALUE STRUCTURES OF ROMANIAN STUDENTS**

Bogdan Danciu, Spiru Haret University, Faculty of Psychology and Educational Sciences, Romania

This paper presents the results obtained in a research made in the Center of Counseling and Career Guidance of *Spiru Haret* University in Bucharest on students from Bucharest and Braşov. The objectives of the research were: a) to highlight the way in which male and female students are structuring their values in hierarchies, using Super model of professional values and Schwartz model of universal values; b) to observe the relationships between the values of the two models.

The participants were 98 males (44.75%) and 121 females (55.25%), students from profiles of Psychology, Sociology and Pedagogy. The age was between 19 and 24 years, with an average of 21 years.

The preferences for values from Schwartz model were: 1. for females: Universalism, Benevolence, Security; 2. for males: Universalism, Benevolence, Self-direction. The preferences for values from Super model were: 1. for females: Lifestyle, Physical ambience, Economic advantages; 2. for males: Lifestyle, Physical ambience, Economic advantages.

The most powerful correlations between values were: Power with Leadership ( $r=.610$ ,  $p<.000$ ); Power with Prestige ( $r=.606$ ,  $p<.000$ ); Universalism with Physical ambience ( $r=.530$ ,  $p<.003$ ).