

# The Research and Quality & Impact Tool for Teaching Mobility Assessment

Dr. HORVÁTH, László  
ELTE Eötvös Loránd University  
Institute of Education

Session 1

Quality Teaching Mobility - Challenges and Opportunities Conference  
1st October 2020



TEACH WITH ERASMUS+

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

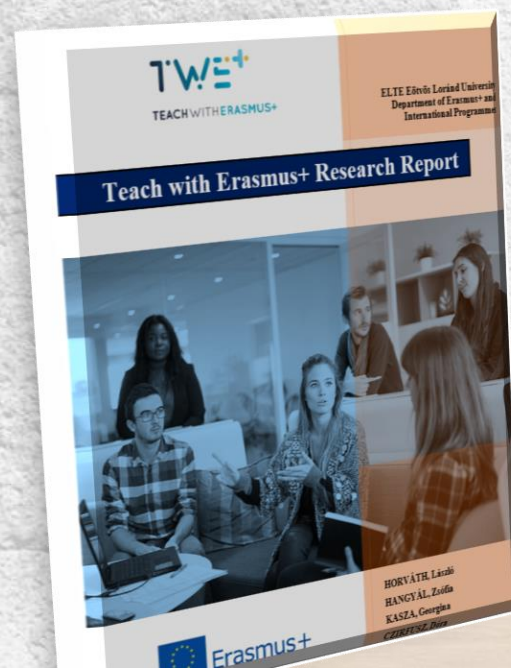




## Internationalisation

"the intentional process of **integrating an international, intercultural or global dimension** into the purpose, functions and delivery of postsecondary education, in order **to enhance the quality of education and research** for all students and staff and **to make a meaningful contribution to society**"  
(*de Wit, Hunter, Howard, & EgronPolak, 2015*)

- the rapid **changes in the social and economic environment** have changed the landscape in which higher education institutions define their **strategic goals and internationalizing activities**
  - Leuven Communiqué (2009)
  - Erasmus Impact Study (2014)
- **mobility** is the most visible facet of higher education internationalisation.
- **staff mobility** as a key factor to be included as one of the top priorities in internationalisation strategies



# Research on teaching mobility

## Position of the topic

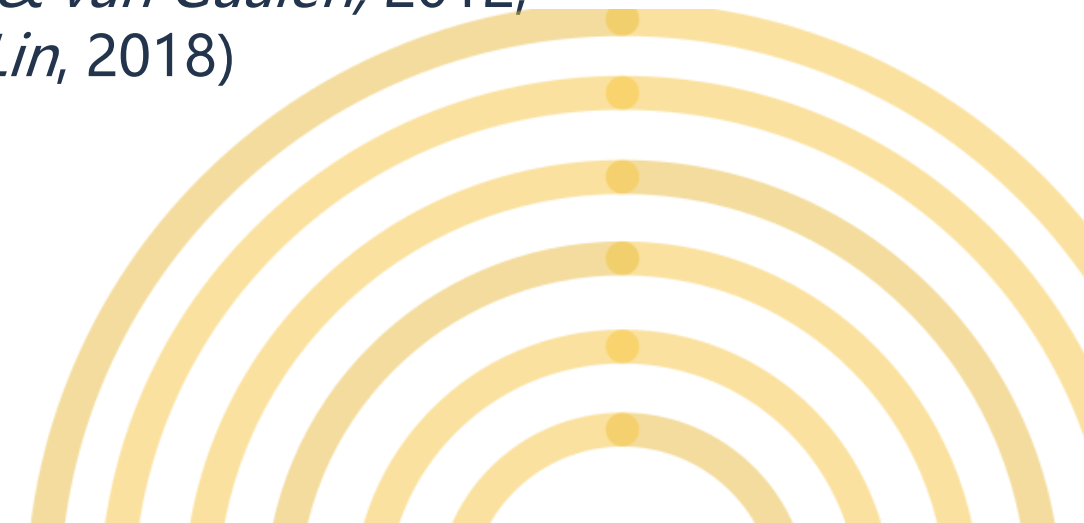
staff mobility is **given less focus** in research regarding the internationalisation of higher education  
(*de Wit et al.*, 2015)

## Previous research

strategic approach to academic mobility has clear **advantages for research, teaching and professional development**  
(*Colucci, Ferencz, Gaebel & Wächter*, 2014; *Svetlik & Braček Lalić*, 2016).

## Gaps

outcomes assessment of staff mobility strongly focuses on input and output indicators and **lacking important contextual and process elements**  
(*Deardoff & van Gaalen*, 2012; *Chang & Lin*, 2018)







# The research and development process

- mixed-methods strategy, combining qualitative and quantitative tools
- approved by the Research Ethics Board of the Faculty of Education and Psychology of Eötvös Loránd University (ELTE)



## Preliminary research

- 33 semi-structured interviews
- 1 focus-group: user personas, customer journey mapping

## Large-scale survey

- Contextual data (HEI), personal aspects and factors related to a specific mobility experience
- N=745

## Follow-up


- 20 semi-structured post-interviews

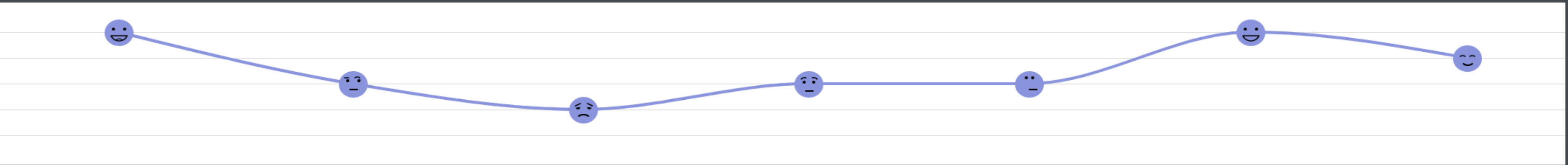
## Development

- Compiling the Quality & Impact Tool based on the results of the research



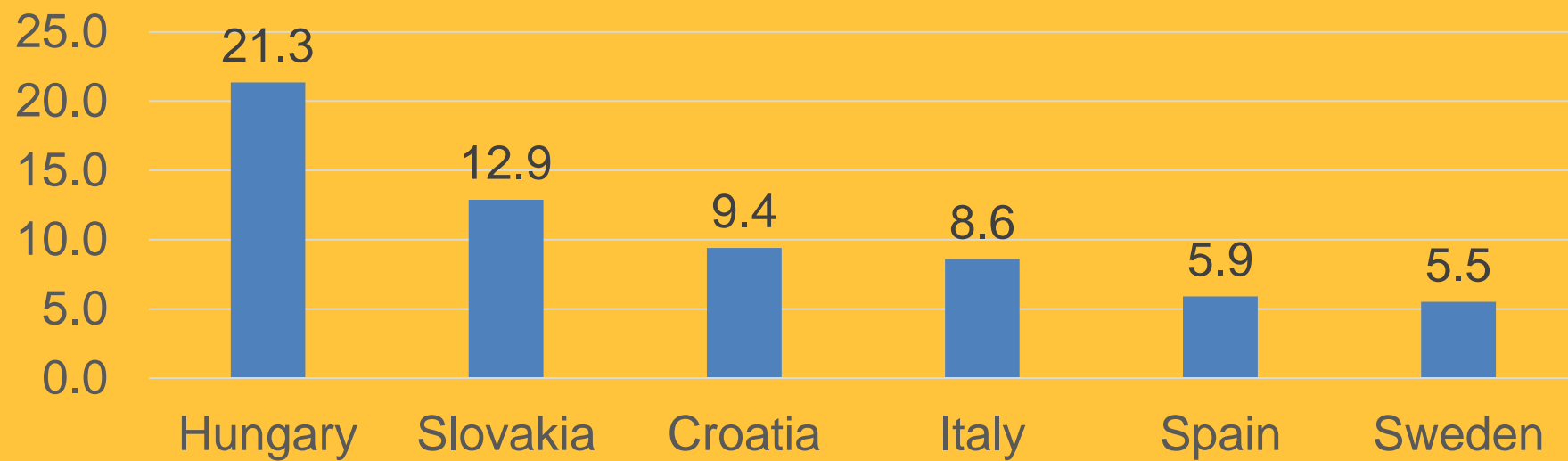
# Examples of user persona and customer journey mapping

	<p>NAME</p> <p>Dr. Hanna Kristiansson</p> <p>75 %</p>		
<p>TYPE</p> <p>Guardian</p>			
<p><b>Demographic</b></p> <p>Female 45 years</p> <p>Denmark</p> <p>Married</p> <p>associate professor</p> <p>Foreign languages (Hungarian)</p>	<p><b>Quote</b></p> <p>“ Sapiencia aedificavit sibi domum ”</p>		
<p><b>Personality</b></p> <ul style="list-style-type: none"><li>• open-minded</li><li>• relaxed with students and colleagues</li><li>• disciplined</li><li>• multi-tasking skills</li><li>• good at administration and organisation</li></ul>			
<p><b>Skills</b></p> <p>Pedagogical competences</p> <p>0 25 50 75 100</p> <p>Communication and language skills</p> <p>0 25 50 75 100</p> <p>IT skills</p> <p>0 25 50 75 100</p>	<p><b>Goals</b></p> <ol style="list-style-type: none"><li>1. to be a better teacher (learning new methods)</li><li>2. to build a professional network for future research-projects</li><li>3. to have a tenure-track position (full professor) at her home university</li></ol>		
<table><tr><td><p><b>Validations</b></p><ul style="list-style-type: none"><li>• autonomy in teaching</li><li>• good timing and flexible arrangements</li><li>• student feedback is important for her</li></ul></td><td><p><b>Pain points</b></p><ul style="list-style-type: none"><li>• family obligations (old parents)</li><li>• overwhelmed with everyday administrative tasks</li><li>• "publish or perish"</li><li>• few opportunities to practice foreign language (Hungarian)</li></ul></td></tr></table>		<p><b>Validations</b></p> <ul style="list-style-type: none"><li>• autonomy in teaching</li><li>• good timing and flexible arrangements</li><li>• student feedback is important for her</li></ul>	<p><b>Pain points</b></p> <ul style="list-style-type: none"><li>• family obligations (old parents)</li><li>• overwhelmed with everyday administrative tasks</li><li>• "publish or perish"</li><li>• few opportunities to practice foreign language (Hungarian)</li></ul>
<p><b>Validations</b></p> <ul style="list-style-type: none"><li>• autonomy in teaching</li><li>• good timing and flexible arrangements</li><li>• student feedback is important for her</li></ul>	<p><b>Pain points</b></p> <ul style="list-style-type: none"><li>• family obligations (old parents)</li><li>• overwhelmed with everyday administrative tasks</li><li>• "publish or perish"</li><li>• few opportunities to practice foreign language (Hungarian)</li></ul>		

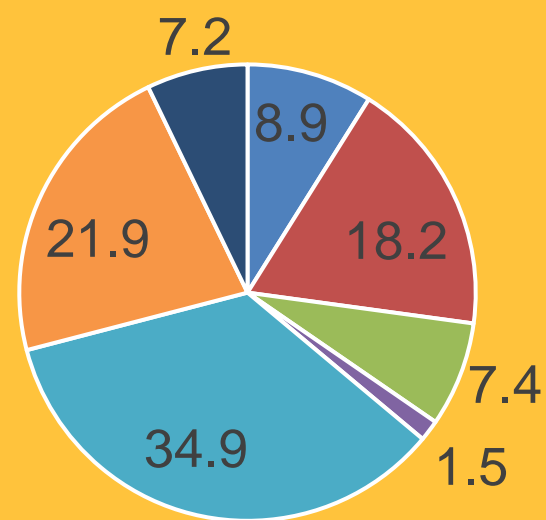
	AWARE	CONSIDER		ACT/APPLY		EXPERIENCE	ADVOCATE
	Initial plans	Specific plans	Potential setbacks	Proceed with the application	Organizing	On the teaching mobility	Closing the experience
Goals or expectations	To find information on how to go to Hungary to do research and meet other professionals in her field.	To gather more information regarding the practical issues of teaching mobility	Moving to specific aspects of the planning stage it turned out that her university doesn't have an active agreement with the potential host university. Her goal is to establish one.	To be able to quickly and efficiently submit the necessary documents	Find accommodation, travel arrangements and be able to organize her 8 hours of classes and possible to set-up meetings with other professionals.	To have successful lessons as soon as possible and have enough time to meet with colleagues and experience Hungarian culture.	To be able to use her experiences to further her research and successfully close the teaching mobility.
Actions	She searches and finds information about Erasmus+ Teaching Mobility and finds a suitable Hungarian university. She goes to her International Relations Office.	Talk to someone who has already participated in a teaching mobility programme. Look for further information online regarding the mobility.	Asks for help at IRO who are contacting the IRO of the potential host university and starts to organise an agreement.	Proceeds with the application	Constant e-mailing with colleagues at the host institution (IRO, Department)	Giving lectures. Meeting with colleagues (also do some research interviews)	Analysing interviews, incorporating her experience, ask help from Hungarian colleagues and submit a co-author publication. Does the paperwork for the mobility.
User experience							
Think & feel	“ Oh, what a great opportunity! ”	“ Will the budget be enough to finance my travel and stay? ”	“ There is no agreement between the two institutions. More administrative tasks are needed... ”	“ Yay, an agreement! I'll miss my kids... ”	“ It is hard to find a suitable accommodation when I don't know the city. Will I have enough time for my lessons and to meet colleagues? ”	“ Hungarian colleagues are really helpful! ”	“ This cooperation is very interesting. I'm glad that I have met such committed colleagues. ”
Touchpoints	<ul style="list-style-type: none"> <li>Webpage of IRO, potential search for partner universities</li> <li>Personally/in e-mail with IRO colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Webpage of IRO</li> <li>Personally/in e-mail with IRO colleagues or department colleagues</li> </ul>	<ul style="list-style-type: none"> <li>List of agreements between her institution and other universities available at the university webpage.</li> <li>Personally or in e-mail with IRO colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Official submission of the necessary documents</li> </ul>	<ul style="list-style-type: none"> <li>Webpage of host institution</li> <li>E-mails with colleagues at host institution</li> </ul>	<ul style="list-style-type: none"> <li>Lectures</li> <li>Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Official submission of the E+ report.</li> </ul>
Opportunities and ideas to improve	<ul style="list-style-type: none"> <li>Help raise awareness, create promotion materials.</li> <li>Database of universities willing to host teaching mobilities</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for organising a teaching mobility</li> <li>Frequent dissemination and knowledge sharing events with those who have already participated in teaching mobility.</li> </ul>	<ul style="list-style-type: none"> <li>Searchable database of existing partners available in a disciplinary structure as well.</li> </ul>	<ul style="list-style-type: none"> <li>Create a transparent procedure description and/or checklist to aid submission</li> </ul>	<ul style="list-style-type: none"> <li>Suggested process and a list of suggested accommodations provided by the host university.</li> <li>Prepare colleagues on how to be a good host for teaching mobility.</li> </ul>	<ul style="list-style-type: none"> <li>The host university should organise the classes in the most efficient way (ensure the presence of students and colleagues).</li> <li>The host university should help creating a schedule for professional meetings (inform their colleagues of the opportunity, share a doodle and advocate meeting with the guest)</li> </ul>	<ul style="list-style-type: none"> <li>Ask for feedback from host university students and colleagues</li> <li>Provide guidelines for effective submission of E+ reports</li> <li>Organise knowledge sharing events.</li> </ul>



% of respondents (Country)



Disciplines



- natural sciences
- engineering
- health- and medical sciences
- agriculture and veterinary
- social sciences
- humanities and arts
- other



# Sample

N=745

Respondents are **fairly balanced** in terms of gender, academic tenure, institution type and disciplinary orientation.

The sample contains academics that have **already participated in teaching mobility (69%)** and those who **haven't participated yet (31%)** which is an important dimension to compare



# Part 1

text

# Part 2

text





# Hindering factors

Hindering factors for those who have and those who haven't participated in teaching mobility

Hindering factor	haven't participated	participated
Hindering factor 1 - connections, communication, reputation*	0.54	-0.19
Hindering factor 2 - not important*	0.37	-0.14
Hindering factor 3 - lack of competencies*	0.20	-0.08
Hindering factor 4 - organization issues*	0.41	-0.14
Hindering factor 5 - financial issues*	0.36	-0.12

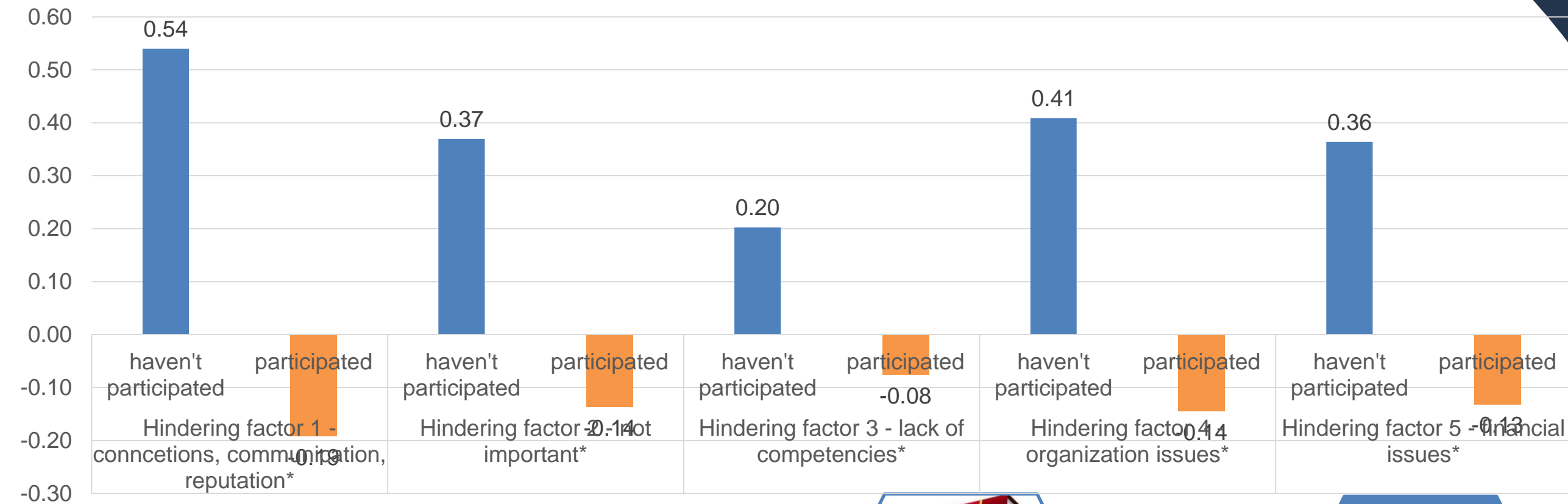
**The most important hindering factors:**

- It comes with a great inconvenience to organise it
- I fear that the budget available in the programme wouldn't be enough
- I can't solve my substitution at my workplace
- I find administrative tasks regarding teaching mobility quite complicated
- I have no time to participate in such activities.

**TEACH WITH ERASMUS+**

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

## Hindering factors for those who have and those who haven't participated in teaching mobility



## The most important hindering factors:

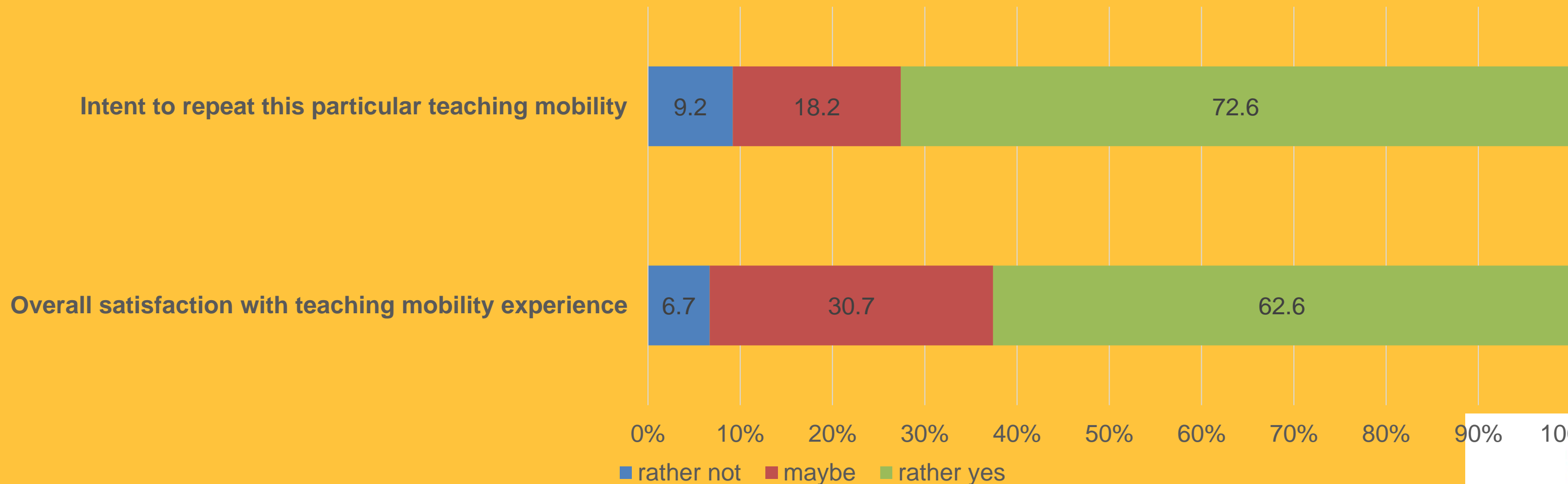
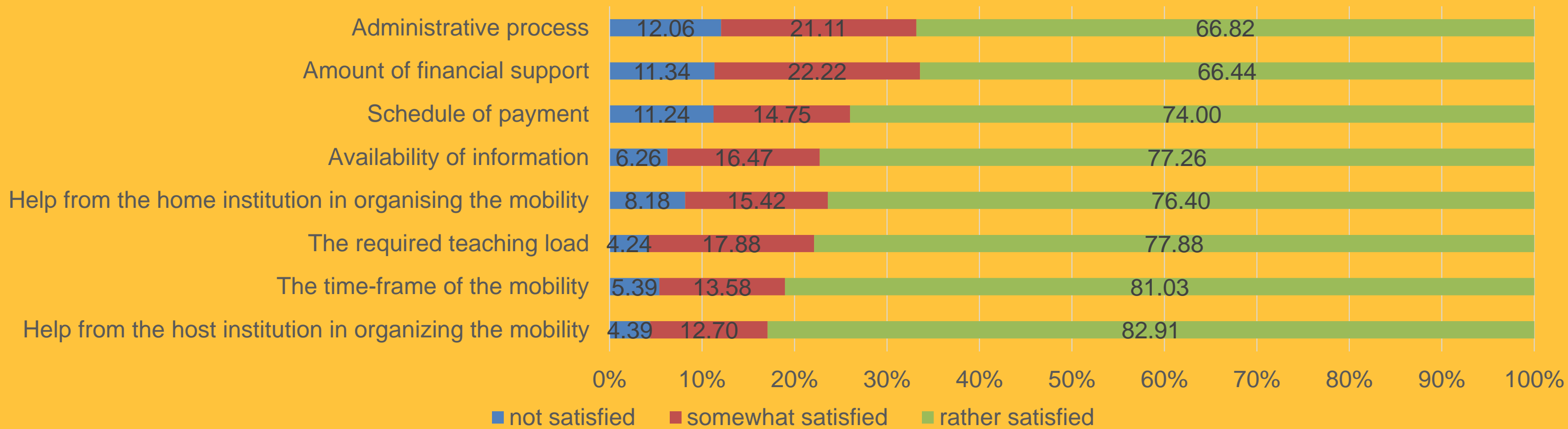
- It comes with a great inconvenience to organise it
- I fear that the budget available in the programme wouldn't be enough
- I can't solve my substitution at my workplace
- I find administrative tasks regarding teaching mobility quite complicated
- I have no time to participate in such activities.



# Motivations for participating in teaching mobility

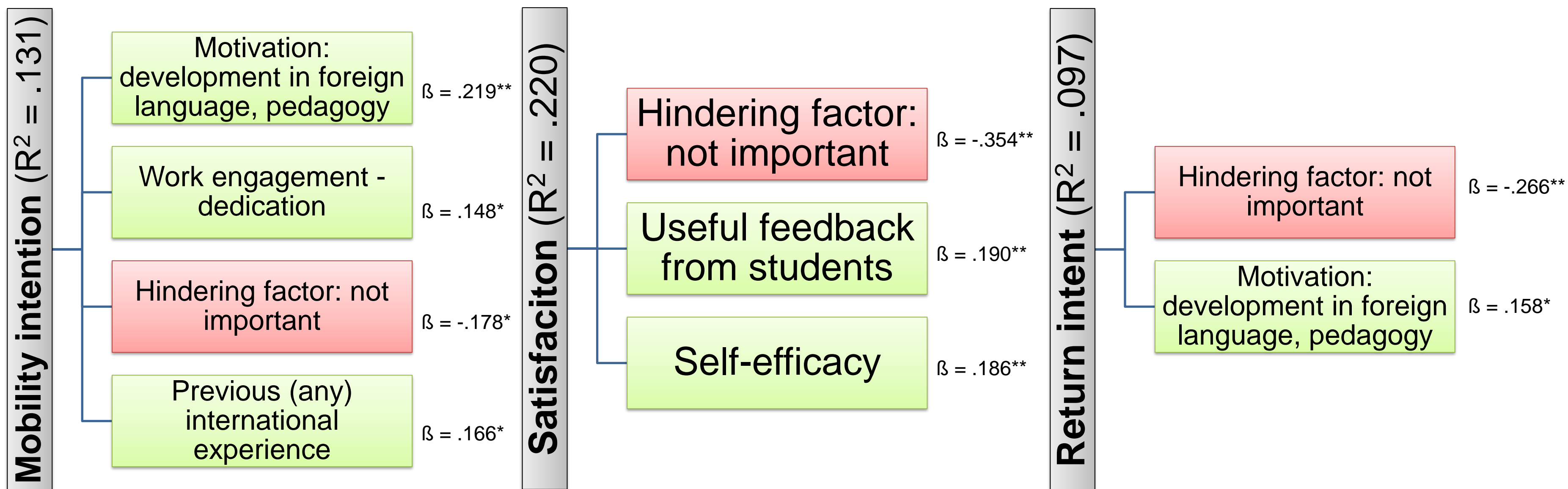


## Satisfaction with teaching mobility experience



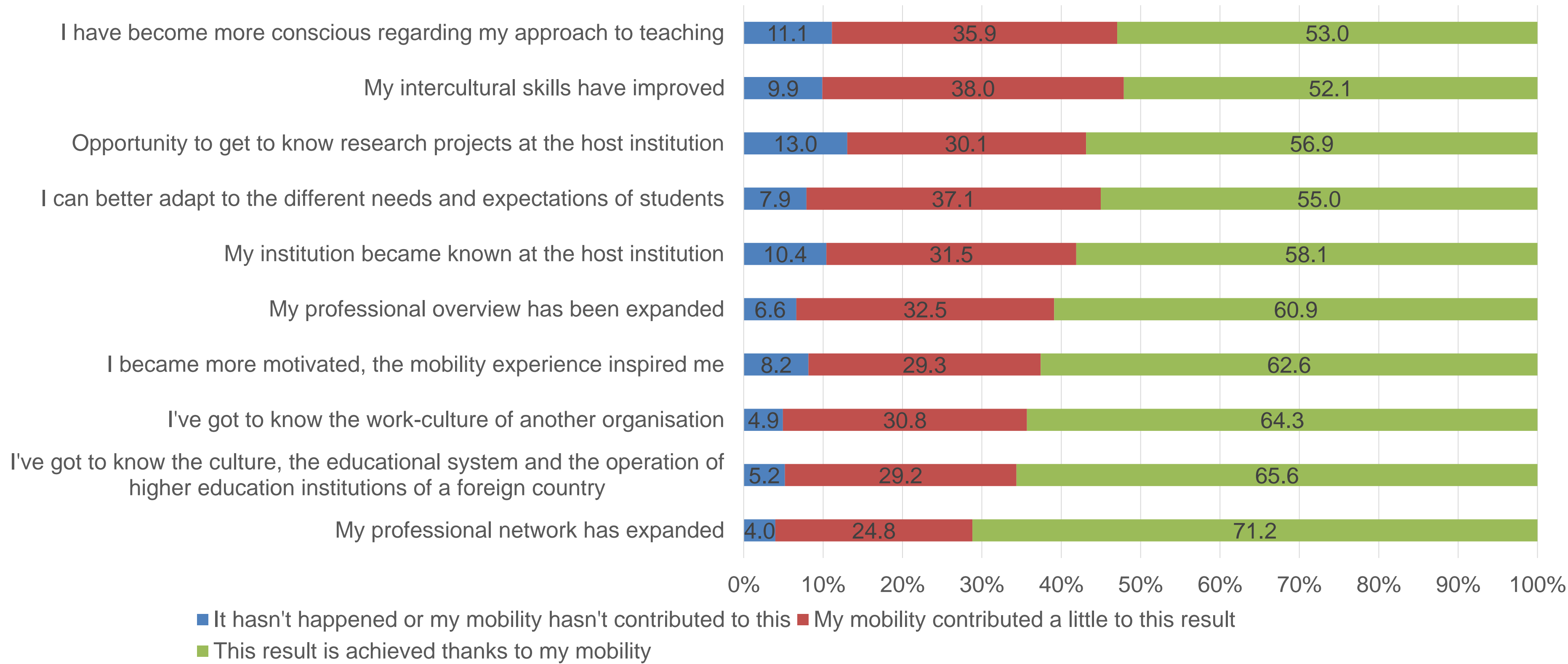


# What factors influences teaching mobilities?

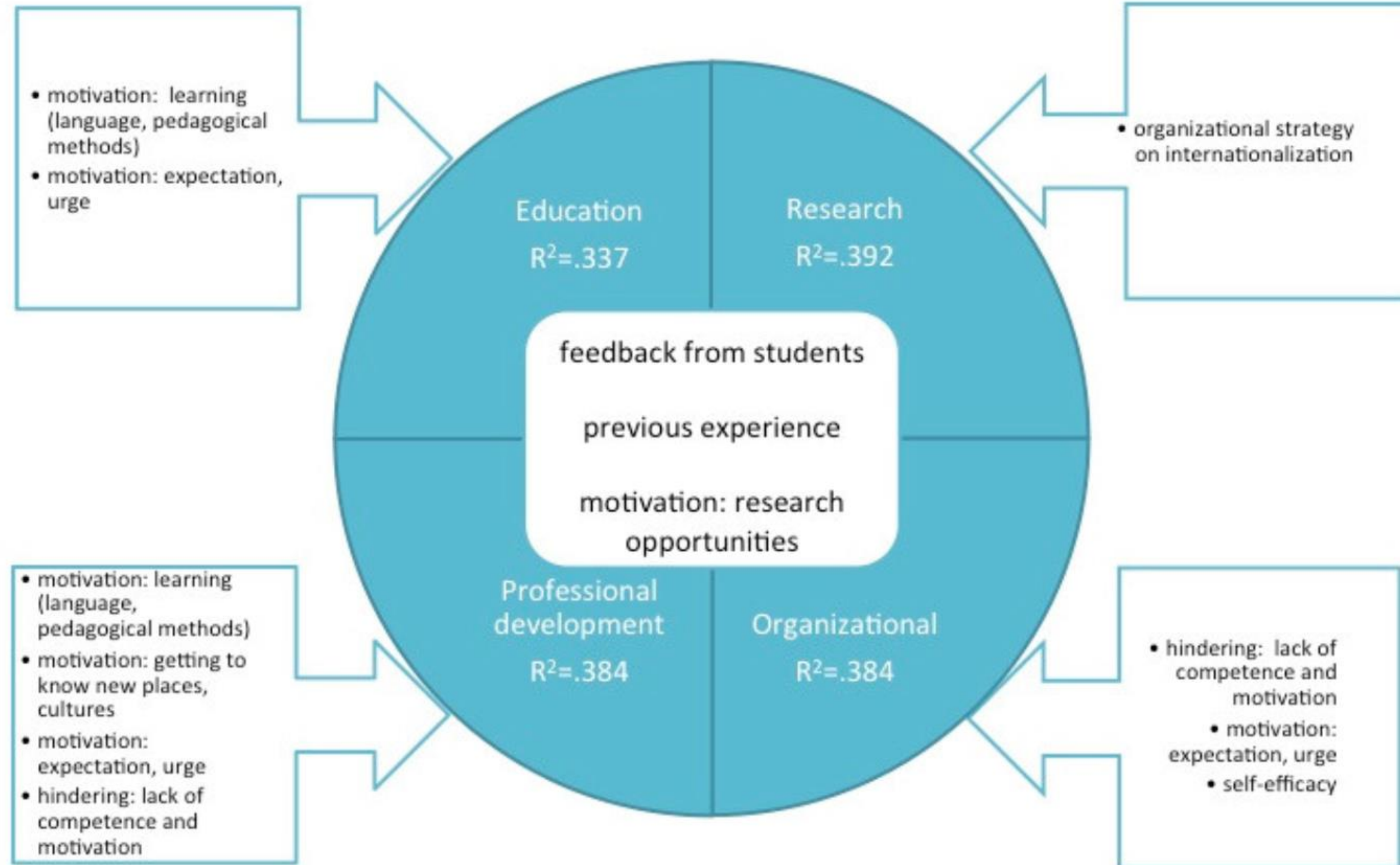




# Results of teaching mobilities



# Factors influencing results of teaching mobilities





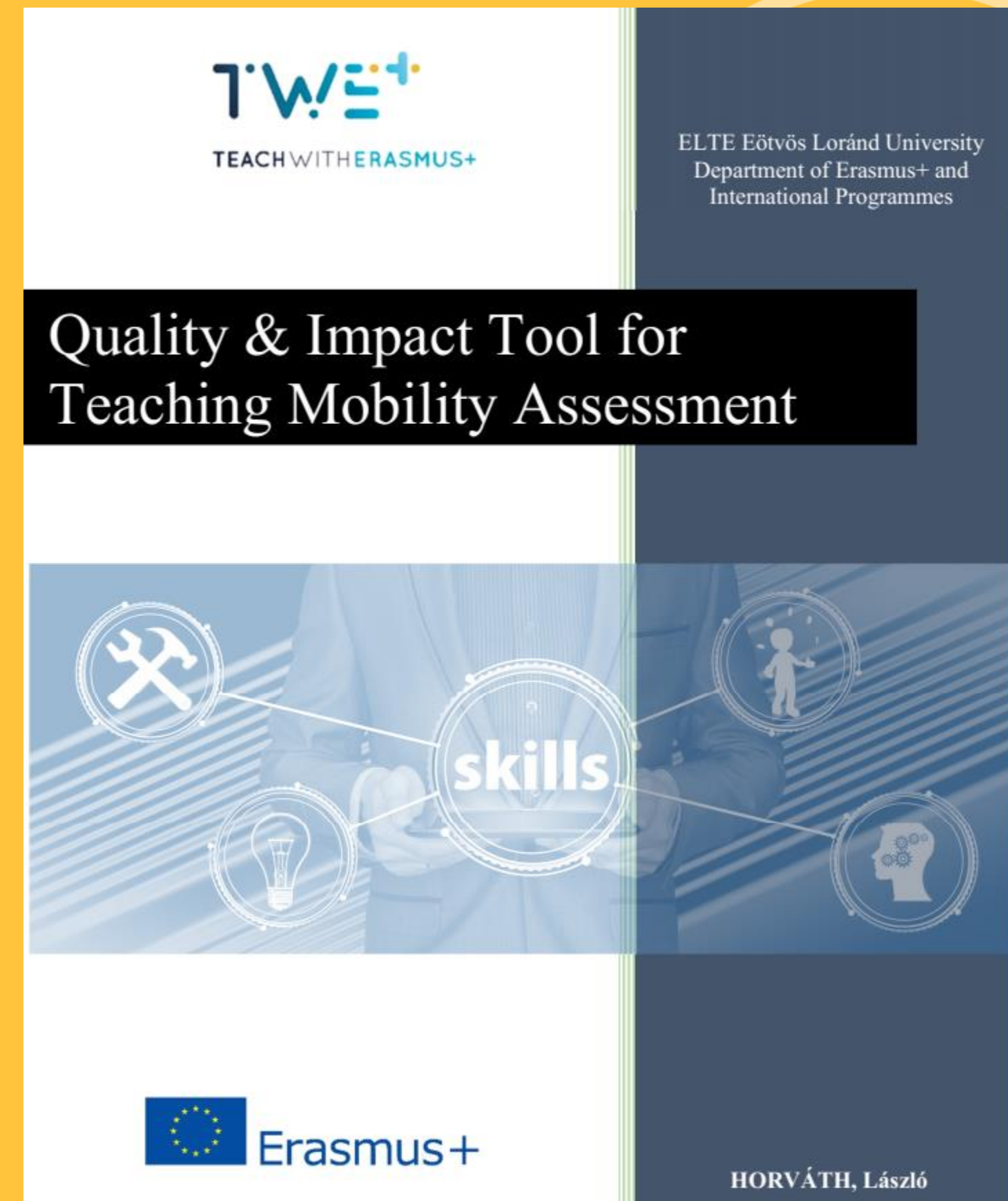
# Quality & Impact Tool for Teaching Mobility Assessment

## Institutional-level tools:

- Guide points for strategic support of internationalization
- Teaching Mobility Motivation and Hindering Factors Inventory
- Teaching Mobility Results Inventory
- Review of internal communication

## Tools for academics:

- Course Portfolio
- Getting to know your students – Intercultural Understanding Inventory
- Planning your course – constructive alignment
- Teaching international students – innovative pedagogical methods
- Getting useful feedback from students – student evaluation of teaching



# Thank you for your attention!

Dr. HORVÁTH, László  
ELTE Eötvös Loránd University Institute of Education  
[horvath.laszlo@ppk.elte.hu](mailto:horvath.laszlo@ppk.elte.hu)

**Other members of the research team:**

- Dr. HANGYÁL, Zsófia (higher education internationalisation expert)
- KASZA, Georgina (higher education internationalisation expert)
- CZIRFUSZ, Dóra (survey statistician)