

**IST02 - TEFE Intensive Staff Training 02**  
**3rd day (7th September)**  
**TEFE Glossary Workshop**  
**Terms – Output 01 – Internationalisation**

Term (Output O1)	Notes/comments	Definition
<b>Mobility</b>	Mobility is a general broader term and we should narrow it down to academic mobility.  UP: What do you think about our proposed definition?	Within the academic context, the term mobility is usually used in three ways: - physical mobility (e.g. stay abroad), - virtual mobility (e.g. collaborative online activities) and - blended mobility, where it is understood as any mix of physical and virtual activity. The actors of mobility in that context are students and university teachers.
<b>Physical mobility (short definition)</b>	any length of time spent working/studying abroad UP proposal	Any duration of a work/study/internship/research stay abroad.
<b>Student/Staff Mobility</b>	physical/virtual/blended <ul style="list-style-type: none"> <li>• Contradiction to the forms virtual and blended?! Student: Study abroad, working abroad, internships abroad</li> <li>• Staff: Teaching abroad or researching abroad</li> </ul> Students don't do research (for instance in masters)?	<ul style="list-style-type: none"> <li>• Student mobility is any opportunity for students to work or study or having an internship abroad while pursuing a degree programme in their home country. (supplement ok?)</li> <li>• Staff mobility offers university members the opportunity to teach or conduct research at another institution or university for a period of time. These teaching and research stays are usually embedded in collaborations.</li> </ul>

<p><b>(Physical) Student Mobility</b></p>	<p>For discussion, compare also the points on stepping stone:          Due to Erasmus+, students have to undertake 30 credits during their stay abroad. Within our study programmes we have to identify the courses that fit together and we should not forget the school placements as well. Isn't TEFE dreaming of a so-called Curriculum Network of the partners combining physical stays and virtual activities?          A TEFE-Curriculum-Network could additionally be a good starting point for stronger employability as well.</p>	<p>As part of study abroad - have a transparent offer and description of courses that students can study as part of the exchange - are we drifting in terms of what we need to achieve in TEFE??</p>
<p><b>Virtual mobility (short definition)</b></p>	<p>UP proposal</p>	<p>Any form of online collaboration using the new information and communication technologies that involves work/study/internship/research with institutions abroad without leaving the country.</p>
<p><b>Virtual mobility</b></p>	<p>tasks</p> <p>online international collaboration, all online spaces: website</p> <p>beyond curriculum</p>	<ul style="list-style-type: none"> <li>• An activity that offers access to study and work-related experiences in a foreign country and allows for communication and work activities abroad via the new information and communication technologies.</li> </ul> <p><b>A stepping stone to “real international experiences”</b></p> <ul style="list-style-type: none"> <li>• <b>Goals:</b> create an international community of students from the 5 institutions, establish cross-institutional student-student working</li> <li>• <b>Principles:</b> <u>sustainable</u> via peer-to-peer experience sharing; all activities to be <u>modelled</u> by TEFE; aim for a combination of</li> </ul>

		<p>formal/structured informative input and informal/community-forming interactions;</p> <ul style="list-style-type: none"> <li>• <b>Virtual interaction</b> We suggest that all these activities are “TEFE structured” and supplemented with “internationalisation hand-holding” and information input from TEFE coordinators</li> <li>• <u>Activity ideas:</u> study-related pub quizzes, international stage performances?, poetry reading?, cross-cultural movie shoots?, work experience sharing, academic experience sharing?, cross-institutional debriefing on recently completed international experiences,</li> </ul>
<b>(Virtual) Student Mobility</b>	<p>tasks</p> <p>online international collaboration</p>	<p>debriefing ¿??</p> <p>already defined, see 3rd row</p>

<b>Blended mobility (short definition)</b>	UP proposal	Any mixed form of online and physical collaboration.
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<b>Blended mobility</b>	<p>hybrid = virtual and physical collaboration on tasks which involve both f2f and online contexts</p> <p>joint performance first rehearsed online - premier live</p>	<ul style="list-style-type: none"> <li>• Blended mobility can be defined as a deliberate combination of both physical and structured online collaboration. This may involve a physical mobility course which is supported by online interaction, or an online course or project which is supported by physical mobility (e.g. at the start or the end of a one-year online project or virtual collaboration) (European Association of Distance Teaching Universities,</li> </ul>
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		<p>Henderikx &amp; George Ubachs, 2019 ).</p> <ul style="list-style-type: none"> <li>The European Commission has announced that blended mobility will play an integral role in the Erasmus programme 2021 – 2027. This will involve combining short, intensive physical mobility for students (5-30 days) with a virtual component before, during and/or after the physical mobility. The Commission understands this virtual component to consist of collaborative online learning exchange and teamwork which can be carried out through joint projects and/or online courses (Tegovska &amp; Dumitrescu, 2020)</li> </ul> <p>(UP ok)</p>
<b>Internationalisation</b>	formal/informal activities “at home” and abroad”: e.g. intern. collaborations, organisation development,	
<b>International students</b>	Erasmus programme students	<p>International students can be divided into two groups:</p> <ul style="list-style-type: none"> <li>degree seeking students</li> <li>non-degree seeking students</li> </ul>
<b>Incomings/ Outgoings</b>	<p>Define <u>working principles</u> with these two groups - what events do we have for these two groups? Do incoming students simply turn up in our classes after they’ve had their welcome week with the Intl Office</p> <p>We can share policies regarding advising incomings and outgoings (teaching load reduced for advisors).</p>	<ul style="list-style-type: none"> <li><b>Incomings:</b> mostly international students who come programme based to our institution</li> <li><b>Outgoings:</b> (local?) students who go programme based to another institution</li> </ul>
<b>Internationalisation of higher education</b>		<ul style="list-style-type: none"> <li>“The process of integrating an international, intercultural or global dimension into the</li> </ul>

		<p>purpose, functions or delivery of education” (Knight, 2003).</p> <ul style="list-style-type: none"> <li>• “The main components of internationalization of <a href="#">higher education</a> are recruitment of <a href="#">international students</a>, development of international branch campuses, students, staff and scholars <a href="#">exchange programs</a>, internationalization of the <a href="#">curriculum</a>, and research and education <a href="#">partnerships</a> between institutions regionally and internationally.” (Khorsandi Taskoh, 2014)</li> </ul>
<p><b>Internationalisation “at home”</b></p>	<p>formal and informal</p> <p>Virtual mobility is part of internationalisation “at home”</p> <p>wider term, including virtual student/staff mobility and in addition e.g. language courses and courses on culture</p> <p>Internationalization at Home (IaH) is distinguished as one of two streams in internationalization, which is seen as interdependent rather than independent (Knight, 2006). The interdependence here refers to a more holistic view of planning and implementing IaH and IoC (internationalisation of curriculum) in order to align the institutional vision and mission with individual teachers’ teaching style or teaching philosophy. The ultimate beneficiaries of IaH “are the students, in this case all students, not simply</p>	<p>A highly internationalized curriculum strives to achieve five objectives suggested by the <b>HRK</b> in the 2017 German Rectors’ Conference 22nd General Meeting focusing on IoC (internationalization of curriculum). The five objectives of IoC focus mainly on</p> <ol style="list-style-type: none"> <li>1. allowing students to communicate interculturally;</li> <li>2. contributing to students’ personal development;</li> <li>3. giving students ability to work in interdisciplinary environment;</li> <li>4. enhancing students’ knowledge of foreign languages; and</li> <li>5. increasing students’ employability and global perspectives (HRK, 2017, 1-2).</li> </ol> <p>When customizing internationalization for an individual course it is not necessary to meet all these objectives, but such a course should meet at least some of them.</p>

	<p>those who have a mobility experience” and “IaH is distinctive through this explicit focus on all students in the core (compulsory) curriculum” which means that “locating internationalization of the home curriculum in electives alone is insufficient, since such electives do not reach all students” (Beelen &amp; Jones, 2015).</p> <p>guest lecture, joint courses, virtual classes/collaboration tasks</p>	
<b>Internationalisation “abroad”</b>	includes a physical journey to and activities in a different country	
<b>mobility window vs. mobility corridor</b>	<p>When do students go abroad?  Most go in 3rd or 4th year (Spain)  (Czech Republic - usually final years of both Bachelor and MA studies - it is up to students)  (FRG – German students are more flexible in organising their stay abroad)  Who decides when our students go away. Some partners the students choose when to go but in other countries the institution is the one who decides the semester</p>	<ul style="list-style-type: none"> <li>• Window: the period when students carry out the mobility/  </li> <li>• Corridor: when they can choose from different periods</li> <li>• <b>window</b>: refers to curriculum structure - time when students can elect more than one subject, e.g. holidays, semester break?</li> <li>• <b>corridor</b> - longer stretch of time, not just a programme defined time or semester for mobility when students can plan mobility</li> <li>• “A <b>mobility window</b> is a period of time reserved for international student mobility that is embedded into the curriculum of a study programme.” (Ferencz, Hauschildt, Garam, 2013)</li> </ul>



<p><b>MoU (Memorandum of Understanding)</b></p>	<p><b>MoU:</b> Testing the cooperation, signed by university president</p>	<p>Intent is not a legally binding contract.</p> <ul style="list-style-type: none"> <li>• <b>MoU (Memorandum of Understanding):</b> In most cases, the Letter of Intent leads to a MoU, which is a document that usually tests out the key points of a contract that is still to be concluded. These basic agreements are signed by the president of the university, as they have a stronger external impact and the president represents the university. The MoU is not yet a proper contract, so it cannot be enforced in court.</li> <li>• <b>MoA (Memorandum of Agreement):</b> If the MoU has proved successful and the cooperation is to be continued, the MoU is converted into a MoA on the basis of the experience gained. The MoA is a legally binding contract.</li> </ul>
<p><b>MoA (Memorandum of Agreement)</b></p>	<p><b>MoA:</b> a binding contract between two or more parties.</p> <p>All these legal cooperation agreements are used at the University of Passau. Other partners don't use all these different documents but mostly use the MoA. Our IO is checking this issue, if there is a unique selling point for Passau University</p>	
<p><b>NQT (Newly Qualified Teacher)</b></p>	<p>"Newly qualified teachers are those who have gained Qualified Teacher Status but have not yet completed the statutory twelve-month programme known as the "induction for newly qualified teachers". (Induction guide, England 2018)</p>	<p><b>NQT:</b> The one who has finished the theoretical part of their courses (for one year) After three years (transition period), teachers are not considered novice anymore.</p>

<p><b>FQT (Fully Qualified Teacher)</b></p>	<p>Germany: After completing their studies, teachers must undertake a two-year preparatory service at school, which is concluded with the second state examination. With this, the full professional qualification is achieved.</p> <p>In Germany, a young teacher is called a "Junglehrer" (young teacher) up to the first 10 years of teaching experience</p>	<p>fully qualified teacher after preparatory school service, after state exams (Germany); Czech Rep: university graduate who completed pedagogical course incl. school internship; until approx. 3-5 years' of teaching; in Germany a young teacher to 10 years of teaching experience</p>
<p><b>joint courses</b></p> <p><b>vs</b></p> <p><b>joint degree/double degree?</b></p>	<p>It's a way to start to work together with partners. Start with a course for students traveling between the institutions. Maybe something we already teach. We should already be looking which could be these courses</p> <p>Should we also include these terms?</p>	
<p><b>mobility standards</b></p>	<p>Which standards do we set for student mobility?</p> <p>Spain: Preparation (Information) Social cooperation (work in schools of communities) (Spain) → specific preparation needed</p> <p>Czech Rep: Selection processes depending on grades and number of applications</p> <p>Focus on incomings</p> <p>Faculty and Department level</p> <p>Poland:</p>	

<p><b>Germany: common structural guidelines of the Länder (ländergemeinsame Strukturvorgaben)</b></p>	<p>When do students learn best? Before and during mobility?</p> <p>Germany:</p> <ul style="list-style-type: none"> <li>• Study: Erasmus+ programme standards</li> <li>• School placements: Preparation – accompaniment - follow-up</li> </ul> <p>Bologna criteria</p>	
<p><b>Worldwide Network of schools offering school placements</b></p>		<p><a href="https://www.pasch-net.de/de/pasch-schulen/weltkarte.html">https://www.pasch-net.de/de/pasch-schulen/weltkarte.html</a></p>

**Conclusions:**

**Could we try to accommodate what we offer in our programmes so that incomings can study or do internships in the partner universities?**