

**ERACON 2005  
ERASMUS CONFERENCE**



# **Abstracts**

Editors  
Gr. Makrides, E. Jung

**CYPRUS  
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# **ERACON 2005 ERASMUS CONFERENCE and GO-EXCHANGE EDUCATION FAIR**

**Host Organizing Institution  
Intercollege - Cyprus**

**in collaboration with**

**European Association of ERASMUS Coordinators – EAEC  
SOCRATES-ERASMUS National Agency - Ministry of Education and Culture of Cyprus  
Academy of Humanities and Economics, Poland  
University of Cyprus, Cyprus  
Univerzita Tomáše Bati ve Zlíně, Czech Republic  
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## Introduction



## Welcome to Cyprus

On behalf of the European Association of ERASMUS Coordinators (EAEC) and Intercollege, I would like to thank all the contributors for participating in the ERACON conference. ERASMUS coordinators have a lot of information and experiences to exchange and learn from each other. On 2-4 June 2004 there was an International Conference on Experience of Socrates/Erasmus Coordinators 'What's up among us?', organized in Lodz by the Academy of Humanities and Economics, Poland, where many ERASMUS coordinators were present and a lot of ideas and experiences were exchanged. During this conference a new Association was created with the name "European Association for ERASMUS coordinators". One of the first goals of this Association was to organize a Conference in 2005 and to try to increase the number of participants so that the conference becomes a basis of exchange of experiences as well as become the place where ERASMUS coordinators from all over Europe meet face-to-face. During the conference an Education type Fair is organized but only between institutions so that the fair acts as a basis for the development of new bilateral agreements and therefore to contribute in the European aim to increase mobility of teachers and students.

This Abstracts Booklet is the result of this attempt and it provides a short description of what is presented at the conference. One round table discussion and one workshop is part of the conference and description is included. I would like to thank all contributors for their presentation, which I believe will be found useful by all participants.

This is my opportunity to express in writing my personal appreciation to a person who devoted a huge amount of working and personal time in order to have the communication of this conference run without problems. This is Ms Elena Michael, Socrates Officer at Intercollege, who I congratulate for her excellent work.

Closing, I would like to thank all the partner institutions and representatives and all the ERASMUS community that participated in the ERACON 2005 conference and hope that this Abstracts Booklet is found useful to all. The aim is to publish the proceedings of the conference, which we hope it will be ready soon.

Dr Gregory Makrides  
President of the EAEC  
Dean at Intercollege-Cyprus

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# **CHAPTER 0**

## **Invited**

## **RECOGNITION AND QUALITY ASSURANCE IN THE BOLOGNA PROCESS**

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The presentation will address the current experiences of the speaker, both as Vice-Rector in charge of academic affairs at the only university, presently operating in Cyprus, the University of Cyprus (UOC), and thus as the person coordinating the application of the various Bologna reforms in the educational system of UOC, as well as her experiences as the Chairperson of the Cyprus Council for the Recognition of HE Qualifications (KYSATS).

UOC is a very young university (it admitted its first students in 1992) with a student population of about 4,500 students. UOC participates in the Socrates/Erasmus programme since 1998 and from the very beginning of its participation it adopted the ECTS, just as a credit transfer system. In the summer of 2003 the decision was taken to apply ETCS to all programmes of the university, both as a credit and as an accumulation system (UOC has issued its Diploma Supplement for the first time in 2004). In the forthcoming academic year (September 2005) the university is ready to do so. Although one might say that UOC has achieved a difficult goal in a relatively short period of time, it should be emphasized that the road to this target has been quite bumpy with a number of unforeseen difficulties, and there are still things to be done before it can be safely said that a proper learning-centred educational methodology is solidly, securely and comprehensively in place.

Given that UOC had adopted a modular educational structure from the start, based on credits, albeit credits measuring contact hours and not student load, and three discrete cycles (Ptychio, Magister, Didaktoriko), plus an overall philosophy loosely based on learning goals, and advocating continuous assessment, the immediate expectation was that the transfer to ECTS would have been an easy goal. However, it turned not to be so. Rules and regulations had to be appropriately transformed, a modular allocation of credits was not possible, because in the old system it was not so either, the application of the ECTS gave the opportunity to Departments for a more detailed evaluation and modification of their programmes, resulting in changes over and above those required by the application of the ECTS, etc. Overall there was substantial scepticism as to the true benefits of the reforms, even from students

in spite of the fact that it is a student-centred system, and fears that the reforms could adversely affect quality. There were also objections that the concept of “learning outcomes” was directly geared towards the needs of the work force and nothing else. The presentation will analyse the difficulties faced, the solutions that have been reached and what remains to be tackled.

In parallel with the reforms underlying the application of the ECTS, UOC is considering the development of mechanisms for managing and assessing the quality of its research and educational programmes, based on its mission, thus gradually developing its internal quality culture. The presentation addresses this issue as well, since quality management for the purpose of quality enhancement on a continuous basis is an integral aspect of the Bologna reforms and it should be more explicitly addressed as such.

Assuming that the Bologna process will succeed in bringing about the “unification” of the educational systems in Europe, thus creating a European HE area, still for many years to come there will be many qualifications obtained through the old systems that would need to be understood and recognized. The task of the competent national bodies in charge of the recognition of degrees will be greatly facilitated with the establishment of a European Qualification Framework as a kind of meta-framework overarching the specific National Qualification Frameworks (NQFs) that also need to be established. Cyprus does not have such a framework at present. NQFs should encompass, not only the new degrees emanating from the reformed educational systems, but also the old qualifications based on the old systems, so that these can also be interpreted in terms of levels, learning outcomes and competencies, etc. The last part of the presentation outlines the speaker’s experiences in the recognition of HE qualifications, in her capacity as Chairperson of KYSATS.

## INNOVATIVE UNIVERSITIES FOR A KNOWLEDGE-BASED SOCIETY AND UMAP

### MINEO NAKAJIMA

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There has been increasing discussion over Japan's university education. In fact, I am fully aware of the in-depth debates going on concerning how Japanese universities should be operated in terms of both principles and policies. As a result, several specific ideas for reform have been put forward.

The UMAP (University Mobility in Asia and the Pacific) have extended its activities and the UCTS (UMAP Credit Transfer Scheme) are now prevailing. Meanwhile, in the 21st century, Japanese universities will go through serious competition of international proportions in the areas of research, personnel, student enrolment and facility maintenance. Therefore, I am convinced that our universities will be completely restructured in such a way as to stay internationally competitive.

As the first public independent administrative corporation ever in this country, Akita International University (AIU) has successfully attracted excellent students from across the country through its own distinctive features not shared by other universities. Except for the Japanese language courses, all classes at AIU are conducted in English. All students are required to study abroad for at least a year. The library is open for 24 hours. All first-year students live in the dormitory. All staff and faculty members work under a three-year contract. Whether their annual salaries rise or fall depends on the evaluations of their work and teaching performances. AIU is run on the basis of these unique policies.

# **CHAPTER I**

## **Degrees, Recognition, Quality**

**ACADEMIC RECOGNITION, ACCEPTANCE OF CREDITS  
GATHERED ABROAD PRACTICE AT SZENT ISTVÁN UNIVERSITY,  
GÖDÖLLŐ, HUNGARY**

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Szent István University is one of the country's largest higher-education and research institutions. We have six main educational units on three campuses, three agricultural schools in Gödöllő campus, one veterinary medicine school in our capital, Budapest and an architectural and a teacher's training college branch units in Budapest and in Jászberény. Right now, we provide training for more than 40 % of all students in Hungarian agricultural higher education and play a leading role in a number of fields in agricultural research.

Szent István University attempts to enhance co-operation among the European universities creating a strong network from them. There are numerous bilateral contracts with renowned universities all over the world involving approximately 40 countries and 90 institutions. Additionally, the university participates in the European programs of higher education, e.g. Tempus, Socrates, Cost, etc.

Our University is actively involved in Socrates/Erasmus programme since 1998-1999. We have successfully introduced the European Credit Transfer System and published our first ECTS course catalogue in 2000. 109 courses in English are recommended by the Schools of Gödöllő Campus - Agricultural and Environmental Sciences, Economics and Social Sciences as well as Mechanical Engineering - for the incoming students. These are not complete study programmes for BSc or MSc yet, however interested students have a wide choice to select the subjects to their needs. In order to moderate the imbalance in the student exchange, Szent István University is going to introduce complete degree courses for foreign students, mainly in English and German. The course offering covers economics and management, information technology, engineering, agriculture, environmental engineering and management, animal science, veterinary medicine.

The School of Veterinary Medicine offers training in two major programs, and in three languages. In addition to Hungarian students, a lot of foreign students from all over the world also join the faculty. At present more than 400 foreign citizens study veterinary science in English and German in Budapest. Since 1994 the European Association of Establishments of Veterinary Education, EAEVE, has been regularly

reviewed and accredited the training at the school. Reports compiled by the site-visit committees demonstrate that the veterinary training of the school meets or surpasses the European standard. The diploma of Budapest is equivalent to that of any other Western-European veterinary training institution.

Recognition of studies due to the ECTS system and the EAEVE qualification is operating clearly, transparently and understandable. All of the studies which was accomplished at our institution or brought back from our partners are recognised. Studies are acknowledged completely, if the topics of a given subject fit in an extent at least 80 %. If the similarity is less than 80% an exam should be taken from the missing topics. If a subject does not exist at all in our curricula, it can be accepted as an optional subject of „C” type, which counts fewer credits than the obligatory ones. Our outgoing and incoming students are well acquainted with the recognition process and undertaking even the extra workload for gaining international experience.

On the basis of results and achievements of our activity within the Socrates/Erasmus mobility programmes our institution won the *European Quality Award* in 2004 in Hungary. The motto of Szent István University is: *“Science at the service of rural development.”* In the spirit of globalisation and diversity, it intends to become an internationally acknowledged member of the community of European universities.

# **DOUBLE AND JOINT DEGREES WITH SPECIAL REFERENCE TO THE VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION**

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## **1. DEFINITION: DOUBLE AND JOINT DEGREES**

There is no official definition for double and joint degrees yet. But a widely-accepted definition for joint degrees originates from Andrejs Rauhvargers, from the Latvian Rectors' Conference, and from Christian Tauch, from the German Rectors' Conference who both did a survey on joint degrees in Europe. Besides joint and double degrees there exists a variety of different levels of co-operation between higher education institutions, from minimal to maximal co-operation.

## **2. EUROPEAN HIGHER EDUCATION POLICY**

Double and joint degrees are on the agenda of the European Higher Education policy. In the paper the results on this topic will be presented in short including the Bologna Declaration, the Prague Communiqué, the Bologna Seminars in Stockholm and Mantova as well as the results from the Berlin Conference.

## **3. LEGAL REGULATIONS IN AUSTRIA**

Since the amendment of the University Law in 2002 there is a legal basis in Austria concerning joint degrees. Since the law stipulates that the study period should be about the same at both partner universities there are almost no joint degrees on Bachelor or diploma level. Most examples you find on Master and doctoral levels. A legal regulation for double degrees is not provided since the national diploma is awarded and the foreign diploma has no immediate legal relevance in Austria.

## **4. MOTIVES FOR THE INTRODUCTION**

In the paper motives related to the Bologna process and motives for the higher education institutions will be presented. This includes the improvement of quality assurance, the increase in transparency of the higher education systems, the employability, the valorisation of the own study programs, strengthening of the international competitiveness and the possibility to build new research networks.

## **5. HOW TO INTRODUCE DOUBLE AND JOINT DEGREES**

This chapter deals with the process of the introduction of a double or joint degree. Two different approaches can be distinguished: Either to introduce a completely new study program or to maintain the existing program. The minimum requirements as well as the

main obstacles and problems for a double or joint degree will also be explained in this chapter.

#### **6. EXAMPLES AT WU WIEN**

This last chapter includes examples for joint degrees at the Vienna University of Economics and Business Administration (WU Wien).

## **JOINT DEGREES AND THEIR ROLE IN THE SOCRATES – ERASMUS SCHEME**

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Agreements on Joint Diploma/ Degree Programmes are considered as one of the most positive impacts of SOCRATES – ERASMUS activities, and a model how to design the desired European Higher Education Area. These study programmes provide students the opportunity of receiving -by a joint diploma – the academic degrees of both the participating universities. Examples of good practise are given.

The diploma supplement label is presented as another attempt to raise the international dimension in the framework of the SOCRATES – ERASMUS scheme.

## **MEDICAL EDUCATION IN GERMANY AND THE BOLOGNA PROCESS**

**W. BREIPOHL\***, **M. EXNER\***, **S. MÜLLER\***, **T. HORNING\*\***, **S. MARAIZU\*\*\***  
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Firstly, an overview on the official Bologna policy of the University of Bonn is given. Special attention is paid to interferences with the Bologna Process and other contemporary tendencies influencing tertiary education. This is followed by demonstrating the new structure of the German Medical Curriculum.

The introductory comments are detailed for the policy of Bonn Medical Faculty. Past developments and current activities are documented and commented. Future strategies are exemplified with the help of a survey on Bonn net-workings and partners. Finally Medical Faculty activities and efforts in support of an Internationalisation Concept including undergraduate and postgraduate educational strategies for Europe and beyond are explained and co-operations offered.

**ERASMUS MUNDUS APPLICATION:  
A MASTERS CONSORTIUM APPROACH FOR HIGH QUALITY  
SERVICES TO THIRD-COUNTRY STUDENTS AND SCHOLARS**

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The purpose of this paper is to highlight an example of how five European Schools of Public Health get organised to ensure that their European Master in Public Health meets the expectations of the Erasmus Mundus label in terms of high quality facilities and services provided to third-country students and scholars.

This project was presented to the Erasmus Mundus programme on October 31<sup>st</sup>, 2004 since it provides EU-funded scholarships for third-country nationals participating in these Masters Courses. Although it was rejected in first hand, a large number of positive elements were underlined by the commission experts, notably the quality of facilities and services provided. The Socrates National Agency encouraged the consortium to improve its proposition and reapply on May 31<sup>st</sup> 2005.

## THE TEACHING STAFF MOBILITY, AN OPORTUNITY TO DEVELOP NEW RESEARCH PROJECTS

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The University of Art and Design in Cluj-Napoca is the art higher education institution in Transylvania, the western province of Romania. It has a great tradition in the artistic education.

Through the Erasmus mobility, our teachers had the opportunity to meet the students and the teachers in the partner universities.

Our curriculum is skill oriented and most students from the Western Europe have been very happy to attend the lectures of our teachers. In exchange, our students have benefited from the lectures of the incoming teachers in the sense of developing new ways of expressions and conceptual views on the work of art.

The effective relationships between our university and our Erasmus partners have been built and developed through people involved in the mobility.

By the teacher exchanges performed within the framework of our Erasmus project we succeeded to enhance the international dialogue with our Erasmus partners in terms of organizing workshops, exhibitions. These events have contributed to the value sharing and acknowledgment of what is specific to visual arts within a European framework. Also, we got the transparency of learning outcome and the way that art schools are engaged in the education system reform.

In the field of art higher education the word research has the meaning of artistic creation. The most representative projects developed with our Erasmus partners are: „**Crossed Workshops**” organized together with our partner Ecole Regionale des beaux-Arts de Nantes, October 2003 – May 2004; the project „**Rencontres autour de la jeune creation franco-roumaine**” together with Ecole Superieure des Arts Decoratifs de Strasbourg, November 2003; the **meeting of the Socrates/Erasmus network** co-ordinated by the Jordanstone College of Art and Design in Dundee, April 2004; „**La Gravure en Erasmus**”, exhibition organized together with Ecole des Beaux-Arts „Saint-Luc” Liege, April 2005; Workshop for **Icon Painting** together with teachers from Athens School of Fine Arts, April 2005; the

conference „**The making of works live in a gallery or museum (public interaction)**” held by prof. Tracy Mackena și prof. Edwin Janssen from the University of Dundee, Scotland, April 2005.

## MULTI-TIER EDUCATIONAL PROGRAMMES AND THE QUALITY ASSURANCE ISSUE

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Any system producing goods, knowledge or anything at all is useless if it cannot guarantee an acceptable quality of its product. The problem of quality assurance makes itself especially felt at times of reforms. Educational reforms affect the society at large and, even if carried out in a most "mild" way, the reforms run the risk of "damaging" the old system which is intended to be changed for a new one.

For many European countries, the Bologna recommended multi-tier educational system is a new one and an implementation of this system is a serious reform of the existing higher education system. It is important to understand that the Ba-Ma system presupposes a profound rethinking of the educational system and of the real outcomes of its functioning. The three to four year long period of education which is going to be introduced instead of 5-year programmes, more traditional for a number of countries, is not a matter of pure arithmetic. The new type programmes should be construed first of all as a response to the challenge of the massification of higher education.

Accordingly, the competences planned as the learning outcomes of the Bachelor-level programmes are not lower level competences (as compareds e.g. to more traditional 5-year programmes): they are, rather, some other type of the competences. This means., among other things, that the Bachelor-level quality is not a lower quality but, rather, another type of quality which is still to be properly defined (cf. so called Dublin descriptors which seem to be a good start to be followed by a more profound elaboration).

In any case, quality is not a "grade of goodness" as traditionally defined by dictionaries but, rather, a measure of agreement between an actual property of the thing and that of a predefined property taken as a point of reference.

In other words, before assessing the quality of educational programmes, individual students, etc., one is supposed to have a set of points of reference whose nature is directly dependent on the functions to be played by the learners.

**HOW TO DEVELOP DOUBLE DIPLOMAS IN A FRENCH  
UNIVERSITY OF HUMAN SCIENCES: THREE CASES.  
A DOUBLE DIPLOMA WITH AN ENGLISH PARTNER TO TRAIN  
MODERN FOREIGN LANGUAGES TEACHERS, AND DOUBLE  
DIPLOMAS WITH SPANISH AND GERMAN PARTNERS IN  
ECONOMICS**

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We will explain how University Lumière Lyon 2 has tried to experiment double diplomas with Erasmus Partners, the obstacles we met, and how, with the Bologna Process, we promote other experiments leading to joint masters.

The presentation will be based upon a comparison between a few double diplomas which are delivered in our University: the oldest is a double diploma in Modern Languages which was created in 1993; it involves a consortium of British and French universities. The other ones have been developed more recently; they concern Economics and the Erasmus partners are in one case German, in the other case, Spanish.

The British and French programme was initially conceived in the early 90s in response to the shortage of Modern Language teachers in schools in the South East of England. Several Local Education Authorities combined forces to recruit students from a variety of French Universities in order to undertake a PGCE with the help of European funding. Colleagues in the French Universities quickly saw an opportunity to develop an innovative and creative course of study culminating in a dual award of French and English Diplomas: till last year, it combined French Maîtrise and Post Graduate Certificate of Education (PGCE); with the LMD reforma, the aim is now to organise a joint Master.

The experiment leading to the double diploma in Modern Languages was very helpful to show us the benefits as well as the obstacles we need to overcome if we want to promote more joint degrees based on bilateral agreements. The same elements could be emphasized from our experiments with German and Spanish partners.

The benefits are very important, for both students and teachers involved:

- The international composition of the groups leads to lively cooperation and debate during all elements of the course.
- The dual nature of the course is particularly effective in raising the levels of linguistic competence and cultural awareness of all students.
- Trainees work in two different university systems, each with high expectations in return for high rewards.

**All these programmes also provide a forum for high quality research, as teachers involved learn to know each others by trying to combine courses with the same objectives.**

The benefits have to be emphasized as obstacles are numerous. The first obstacle concerns money: these programmes need more financial support than the Erasmus ordinary funds: they help partners to meet twice a year which is not enough, even with e-communication. The students need to get more financial help than ordinary Erasmus students: they have to study abroad to get a diploma and have no time for a part-time job.

The lack of money is still a problem but the main obstacle is due to the Erasmus regulation: we have to find a way which allows the students to be registered as Erasmus in the host University and to get the diploma.

Thanks to the Bologna Process, it is now easier to convince colleagues to go on; despite of these obstacles which need to be overcome if we want double diplomas in our University to become one of the main goals of our European International Strategy.

# **CHAPTER II**

## **Experiences and Studies**

## **FROM 'WHAT'S UP AMONG US?' TO 'ERACON' – CONTINUATION OF EXCHANGE EXPERIENCE**

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The paper will be dealing with a few topics, concerning AHE's experience on international cooperation.

First of them is to present a genesis of creation of EAEC, First Conference in Lodz and the beginning of our Association (EAEC), general reasons of creating this action. I will follow-up the results of research about students' satisfaction survey. That means general conclusions and some graphics, tables, etc.

The next topic is Erasmus network. In a field of organization rules, there is an informal connection and some kind of help from the ex-Erasmus student; however we are still having some organizational and administrative problems. It is very important to mobilize other students from AHE to participate in a Youth Action from the European Union.

The fourth topic is the extension of collaboration with the Eastern Europe, the South America and institutions from other places. At the end of this paper I will present the possibilities of the International collaboration improvement, opening by Erasmus Project Activity. That is the background to start a new cooperation like on double diploma, MBA studies, Curriculum Development, Erasmus Mundus and others.

## ERASMUS PROGRAMME AND THE UNIVERSITY OF VERONA

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The aim of the paper is to present some data about the mobility of the students of the University of Verona. The University of Verona is a relatively young and small institution in comparison with other Italian universities but this could also be one of the reasons of its specific attention to the mobility of the students enrolled. This behaviour has become particularly clear in the last decade with the change in the corporate governance of the universities, induced by the law named 'On the autonomy of the Italian universities'.

As we may see, the data present a growing number of students going abroad and a growing number of links in the actual European Union, long before the last enlargement of 2004.

A second theme we would like to point out is the importance of the criteria for the selection of the outgoing students. The recent changes in the curricula could impair the growth of students' exchanges increasing the difficulties of comparison with the curricula of the partners.

# **STUDYING AT THE LODZ ACADEMY OF INTERNATIONAL STUDIES AS AN EXAMPLE OF THE POLISH PRIVATE UNIVERSITY TAKING PART IN THE ALLOCATION OF ECTS AND INTERNATIONAL EXCHANGE PROGRAMMES**

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## **PART I**

My friend and I represent the Lodz Academy of International Studies in Poland. At the beginning I would like to tell you a few words about our beautiful country. As many people say it is the centre of the “New Europe”. A country in transformation, bustling with activity; a country of learners – 1,8 millions students out of a population of 38 millions.

In Poland there are both state and private universities. Our school is an example of a modern private university. The institution was created in 1997, with a unique diplomacy, law, business and foreign languages curriculum. The Academy offers regular, extramural, evening and external BA and MA studies, including following disciplines: International Relations, Economics, European Studies, Tourism and Recreation, English, German, Spanish and Russian Philology and MA studies for graduates with a BA degree at the International Studies Department. Our main research areas are e.g. : European Integration, Polish Foreign Policy, Russia in the Modern World, Germany in Europe, Human Rights, Young Generation in the United Europe and European Languages and Cultures.

Lodz Academy of International Studies participates, since last year, in a number of international programmes. Since 16<sup>th</sup> February 2004 till 30 September 2004 we took part in the Leonardo da Vinci II Placement Programme (placement of students in initial professional formation) called OTTO II which offered to our students work practices abroad in the context of European integration.

Our next step was SOCRATES/ERASMUS programme– student and teacher mobility exchange. The, so called, Socrates II program supports European cooperation in eight areas, from schools to higher education. Firstly we were applying for the ‘Erasmus Charter’ which was approved by the European

Commission in April 2004. Our Academy was waiting for this about half a year. After that we could have started our researches in a field of searching partners and signing bilateral agreements between our Academy and other universities with Erasmus Charter. Thanks to Socrates/Erasmus program our institution made an effort to ensure high quality in organizing student and staff mobility.

Each year we search the internet in order to find the other private High schools or state universities that belong or are going to belong to Erasmus program. Polish National Agency of Socrates/Erasmus program and our current partners are also very helpful for us, because they give us lists with partners who are looking for new ones from Eastern Europe.

# STUDYING AT THE LODZ ACADEMY OF INTERNATIONAL STUDIES AS AN EXAMPLE OF THE POLISH PRIVATE UNIVERSITY TAKING PART IN THE ALLOCATION OF ECTS AND INTERNATIONAL EXCHANGE PROGRAMMES

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## PART II

Our exchange network is still expanding. There is already collaboration with the following partner universities in Europe: Belgium (three universities), Bulgaria, Spain, Turkey (two universities), Germany (two universities), Hungary (two universities), Cyprus (Intercollege Cyprus) and Ireland.

In order to coordinate the international programs we have created the International Relations Office which is responsible for our students please concerning a continuation of their education in foreign universities. Currently we also offer help in pursuing their practices in over 20 European institutions.

The main goal of our Academy is however introduction of ECTS (European Credit Transfer System). Socrates/Erasmus programme contains a system of credits that is a systematic way of describing and educational program by attaching credits to its components. This year we have received the ECTS-grant for the European Studies Department. Till the end of September 2005 we have to prepare the catalogue of courses and ECTS-Study Programme in which you will find information on the name of the subjects, the department, lectures and the number of contact hours and credits.

One credit represent not only the number of hours of study time but also reflects the quantity of work a course unit requires in relation to the total quantity of work necessary to complete the full year of academic study at our university. **(diagram and schedule)**

Actually we use the ECTS credits only for our foreigner students in a range of Socrates/Erasmus programme. They can choose the subjects from the Faculty of European Studies or Philology.

If our students would like to study at our partner universities they are obliged to consult their programme of studies with ECTS departmental coordinator (we are new institution so we have only one coordinator responsible for the whole departments with support of the Deans). Our students at the host institution have to follow the programme, elaborated in conjunction with the home institution.

The Academy of International Studies is very flexibly and we do not want to make any difficulties with the acceptation of subjects our students attended abroad. If they bring us the Transcript of Records describing their learning achievements and obtain 30 ECTS for a semester or 60 for a whole academic year, we decide whether they are acceptable and what additional conditions they must fulfil to continue their studies at our Academy and to obtain a diploma or transfer registration.

## **THE CIRCULATING INTERNATIONAL PROGRAM (CIP) IN INFORMATION MANAGEMENT: A CROSS-CULTURAL AND CROSS-CONTINENTAL UNDERGRADUATE LEARNING EXPERIENCE**

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In participating in student mobility, many academic institutions in non-English speaking countries are faced with the challenge of preparing for teaching provided in English. There are several approaches to be considered in fulfilling this purpose. One of the alternatives to be considered is the organising of European or international modules of the intensive type fully taught in English. The present paper intends outlining the background, organisation and contents of an intensive undergraduate programme, multicultural in scope, that circulates between three academic institutions in Denmark, Singapore and the USA. In 2003, the Division of Information Management of the Temasek Information Technology School in Singapore, the Royal School of Library and Information Science, Denmark (RSLIS) and the School of Information and Library Science at the University of North Carolina at Chapel Hill in the United States decided to offer a circulating International Program in Information Management (CIP).

CIP is an annual event that will be hosted by each of the above three partner institutions in turn. The first run of the program was hosted by RSLIS in 2004. In 2005 the program moves to North Carolina and in 2006 Singapore will be the host country of CIP.

In 2004, RSLIS in Denmark hosted the first CIP international course entitled "Information Management in the Network Society". The 2004 CIP course was structured as an intensive six-module programme available primarily to students studying at the three partner institutions in Denmark, Singapore and the USA. However, the CIP also served as a vehicle for student mobility within ERASMUS in that the programme was made available as an exchange option to Library & Information Science students from the European partner institutions with which RSLIS has bilateral agreements. Five ERASMUS students (from the Czech Republic, Germany, Hungary and Sweden) attended the teaching sessions within CIP.

CIP covered an introductory module plus five specialised two-week modules with an overall duration of 12 weeks (running from 16 August to 5 November 2004). The five specialised modules covered subject areas within the broad curricular context of Libraries, Information and Culture. Modules were taught by teachers from the host institution as well as by incoming academic specialists from the two other partner institutions. The intensive programme concluded with students submitting a required "Major Paper" on a selected subject. Class size was small in that 14 students participated in the course.

Although not organised and funded as such, the CIP course can, to some extent, be considered an ERASMUS Intensive Programme (IP) for a cross-continental and multicultural student clientele.

Special problems arising from the teaching of a multi-cultural "class" numbering European (ERASMUS) as well as American and Asian students are examined. In this context consideration is given to the intercultural dimension of the CIP programme, the group dynamic aspects, cross-cultural learning styles, pedagogic issues as well as the "Internationalisation at Home (IaH) opportunity from the perspective of the hosting institution. In concluding the presentation, a few evaluative comments are presented on the first run of the CIP course.

## **A NEW INTERNATIONAL UNIVERSITY FOR THE GLOBAL AGE: AKITA INTERNATIONAL UNIVERSITY, JAPAN, A CASE STUDY”**

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The phenomenon of globalisation has produced well known, if controversial, effects on various aspects of life. It is a process that has increased interdependence in both political and economic spheres. It also has geographic, cultural and social dimensions. The process of globalisation, moreover, affects not only economies, societies and political systems but also higher education. “Globalisation,” as Harvard Professor David E. Bloom has written, “has turned a piercing spotlight onto each country’s higher education systems and institutions.” By this he means that globalisation exerts increased pressures for educational change and reform in schools, colleges, and universities. These transforming forces are felt both in the developing and the developed world.

This paper examines one such attempt at university reform in the global era in Japan. It is a case study of Akita International University (AIU). The publicly funded university opened its doors in April, 2004, to some 150 Japanese students and about 50 international students. Located in Akita Prefecture, some 400 miles north of Tokyo, it is a small, liberal arts college with just two majors: Global Business and Global Studies. This paper first looks briefly at the atmosphere of higher education in Japan at the beginning of the 21<sup>st</sup> century and assesses the need for change. It then examines how AIU came into being, its role and philosophy, and some unique features of the university and especially its Global Studies Program.

## MARKETING OF HIGHER EDUCATION IN EUROPE

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The recent adoption by the European commission (April 2005) of “Mobilizing the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy” is an exciting development for European higher education. Furthermore the attention it pays to Europe’s under represented segments and its call, in section 3.1.3, for better university communication with society through marketing at home and abroad requires, this proposal argues, a comprehensive survey of the marketing activities of European Universities. This survey would be conducted in each of the 25 member and 3 candidate countries and will require a wide range of partners who would work to design appropriate research instrument in order to capture. The initial survey would be questionnaire based, translated in host country languages(s) and centrally coordinated through the project leader. The Survey would reveal:

- The level of knowledge within the administration of European Universities higher of the purpose and role of marketing;
- Notions of what marketing can achieve for higher education institutions
- What are the perceived competencies of the universities and where they stand in relation to their existing skills;
- The barriers (philosophical, theoretical and practical) to the application of marketing within a diverse European higher education area.
- An appreciation of the marketing within universities and its role in achieving the University’s mission and that of the mobility of brainpower
- An objective basis for European and National policy on the promotion of higher education within and outside domestic domains; and
- A platform to design appropriate models for higher education marketing from which could be generated best practice models, training and ongoing monitoring

All these outcomes could be used to inform and encourage Universities to better communicate with their potential audiences, enrich their student base and in so doing directly improve the quality of Europe intellectual capital in line with the goals of the Lisbon accord.

## **CULTURAL AWARENESS**

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What I would really like to focus on my presentation is what I consider as the greatest benefit of participating in the program of Socrates-Erasmus. Apart from the educational benefits- that is getting to know other educational systems, courses, learning a new language and future studying opportunities-what I consider as the most important benefit, is the cultural experience.

The experience of living in a big city like Rome was completely different from what I was used to in Greece and Cyprus as well. I realised how many things a big city can provide you with, but as well as what it can deprive you from. First of all, I was introduced to simple things such as Italian cuisine, music, history, arts; things that someone can also experience by visiting the country as a tourist. But what seemed more important for me were the effects that all these cultural elements have on "people's way of being". There is no way to experience a country's ideologies nor it's people's everyday habits, facial expressions, paralinguistic utterances, gestures or way of thinking, unless you live in this country for at least three or four months.

Of course someone might claim: "Why should I be bothered to know how other people from other countries think, work, live or amuse themselves?." Well, the answer apart from what you hear lately on an everyday basis, which is the fact that we consist a part of a larger community named as European Union, the answer you would get from me is that you also get to know yourselves as well!

You reach a certain point to which everything that you might have considered as normal within your own culture seems strange, old-fashioned, unacceptable or way too modern for other cultures. You see and realise how people from other countries, different historical, ideological backgrounds differ from you. In other words, you reach a certain point that you define your own culture in comparison to other ones and still feel the need to communicate with them. In this context, you learn to accept difference, live with it and some times even adopt it, since you realise that the patterns of your own beliefs within your culture are not always the best. You go through a phase of distancing from your culture's patterns, then through a phase of self-reflection and finally you reach a level of redefinition of who you are and how

you think. There are things that most likely I would have never noticed nor appreciated within the Greek-Cypriot culture and way of living, unless I haven't lived in the context of a different culture. On the other hand, I realised that some of the things that I used to believe were not the way I was being taught, as well as that certain attitudes that I have adopted were quite absolute, narrow-minded and excluding from what seemed different.

To sum up, I believe that participating in the program of Socrates-Erasmus, apart from great fun and help for our carriers as students is very important for ourselves also. We come to a point that we re-evaluate things and it gives us a chance to get to know ourselves away from what we considered as "normal and standard" within our culture.

## THE INTERNATIONAL WEEK AT IPAG

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IPAG Business Schools in Paris and in Nice have been sending students abroad and receiving students from all over the world for over 15 years and the International Week is integrated into our teaching programmes as part of our student preparation for study abroad.

During this week, business courses are taught by visiting lecturers from our partners in German, Spanish, Italian and English speaking countries, in order to give the students a 'taste' of what to expect during their study abroad semester. Students are able to meet lecturers from universities where they will be studying, ask questions about the institution and experience different teaching methods. As the lecturers are all at IPAG during the same week, they are able to meet colleagues from other countries, discuss teaching issues and enjoy a glass of wine together.

The week is organised by language – all students preparing a study abroad period in Italy, will be taught in Italian, similarly for Spanish, German and English. As the majority of our students undertake 2 study abroad periods in 2 different countries and 2 different languages, they repeat the experience in a different language the following year. Where possible, the students will study their major and minor subject areas, such as marketing, human resources, finance or logistics, plus a more general economics course. Between 9 and 12 hours of lectures are organised per student, between their majors and minors and lecturers typically teach up to 9 hours during the week.

Students are evaluated by the visiting lecturers and credits awarded for these courses. The contribution of our visiting lecturers is much appreciated by IPAG students and staff alike and there does not seem to be a shortage of volunteers to come and participate!

# **CHAPTER III**

## **Teacher and Student Mobility**

## **TRANSPARENCY IN ERASMUS STUDENTS' MOBILITY IN "POLITEHNICA" UNIVERSITY OF TIMISOARA**

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"Politehnica" University of Timisoara is part of the Socrates programme from 1996. Ever since, hundreds of students and teachers from our institution have benefited from the advantages of this programme. This year we have reached the impressive number of 100 Socrates bilateral agreements with universities all over Europe.

The students' mobility has an important place in the development policy of the University. The mobility emphasizes professional, personal and social life of the student, because both the students and the teachers change their usual environment by interacting with foreign student or teachers. The professional aspect is influenced mostly by the possibility of studying alone in a completely new group, with new methods, new people and new language, all these increasing the degree of difficulty in the process of training and studying. The final positive assessment by foreign teachers assures professional success in the future for the students. The need to communicate with others, to adapt in a new social and educational environment, in a new community develops the student's social qualities and personality. It is also a challenge regarding the integration of the young student. Living in a different community raises awareness of cultural diversity.

The Erasmus actions are significantly benefice for the "Politehnica" University because of the experience gained by the students and teachers during their departures abroad. Our institution plays an essential role in promoting the programme to students, in organizing the agreements with partner institutions in other countries, and in ensuring satisfactory programmes of study and academic recognition. Hence, in any project associated with Erasmus, "Politehnica" University and its academic and administrative staff, particularly in the International Relations office, are critical to success.

By all possible means, we ensure the transparency of Erasmus programme, from the beginning of the Erasmus academic year:

- We have made-up a hierarchical network all over the university, beginning with faculties and independent departments in order to better disseminate the information and to improve communication.
- Regularly, we organize meetings with students and agreements coordinators.
- We produced information package for outgoing students and we offer counselling about Erasmus mobility at University Erasmus office.
- An entirely new event was organizing the “Socrates Week” in “Politehnica” University of Timisoara in March 2005, 4 days of talking about Erasmus and trying to convince the students that being an Erasmus student is a unique experience.

Even though an initial assessment regarding the changing of the University to the new system implies difficulties caused by adaptation to the new curriculum and syllabus and the credit recognition, we believe that the beneficial effects of this process will increase the students' interest to take part in mobility abroad.

## **“ERASMUS ONLINE” – THE E-GOVERNMENT PROJECT FOR ERASMUS STUDENT MOBILITY IN AUSTRIA**

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On the legal basis of EU directive 1999/93/EC (13. 12. 1999), the Austrian E-Government Act (27. 02. 2004), the Austrian Administrative Signature Decree (15. 04. 2004) and against the background of a new e-government initiative by the Austrian government launched in 2003, the Socrates National Agency Austria started its E-Government Project for Erasmus Student Mobility in Austria. The outcome is a new data base system called “Erasmus Online”. Since the current academic year 2004/2005, all administrative steps around the – in the case of Austria – centralized Erasmus grants for outgoing Erasmus students are workable electronically, updated and safe via internet in a clearly simpler administrative procedure: From the signing of the contract up to the settlement of the payments of the grant, all official communication and accounting is handled via the new online system. It offers electronic delivery, download of the necessary forms and documents, digital inscription and contract signing, payment of the Erasmus grants via telebanking and the complete integration of all back office functions.

For outgoing Erasmus students Erasmus Online means at the one hand more independence and time saving, on the other hand also more responsibility. They not only have a continuous online survey of the latest state of their application and the possibility to access their entries or documents from any internet access, they can also directly and regularly control and update their data. Where they do so, they save further inquiries and, hence, help themselves to expedite the procedures. Instead of filling in paper forms, keeping postal deadlines and ultimately signing the contract at one of the regional Erasmus offices, students now only need one single piece of paper

## HOW TO MOTIVATE THE OUTGOING STUDENTS

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The European Commission's support for student mobility in higher education began in 1987, and in 2002 we had the „1 million” celebrations.

A new challenge is that it is hard to increase the number of participating students in the new Socrates programme generation 2007-2011.

It is a big responsibility of the institutional co-ordinators how to advertise the Erasmus programme in their universities to double the outgoing number.

The goal of this presentation is to show some practical ideas, which were realized in the Budapest Tech, Hungary.

1. How to spread information about the programme - the paperwork is not enough!
  - a. Students need direct contact to get more information about the possibilities. To achieve it informative evenings should be organized, held by guest coordinators, guest lecturers, former outgoing, Alumni and guest students.
  - b. The student Union has to be informed to provide help the students both in information and in the financial problems
  - c. Short professional student exchange programmes with the partners are very useful
  - d. Success stories of other students of the institution, with advice for the future students
  - e. Information materials about the partners have to be available all the time
  - f. The home professors have to inform the students and give ideas to them
2. A very detailed and precise www site is absolutely necessary.

The students need to know

  - a. How to apply
  - b. How to organize the semester abroad
  - c. What to do before going abroad
  - d. What to do after coming back
  - e. Their rights and responsibilities
  - f. How to benefit from study abroad
3. How to prepare the students

- a. The students may need professional and/or language preparation – responsibility of the teaching staff in cooperation with the coordinators
  - b. The students may need financial support – responsibility of the school in cooperation with the coordinators
  - c. The students have to be encouraged - responsibility of the teaching staff in cooperation with the coordinators
4. Other Erasmus and non-Erasmus international projects like Intensive Program, Leonardo, Ceepus, etc. could be connected; taking part on them is not a handicap but a benefit in our school.

All the above work has to be done from year to year again, to provide help and information for the new students of the institution.

## **STUDENT MOBILITY EXCHANGE PROGRAMMES ON LEA: ASSESSMENT AND PERSPECTIVES**

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Numerous students registered on LEA benefited from mobility within the context of the ERASMUS/SOCRATES exchange programmes. This paper will highlight the curricula, their structures, contents, limits and links. An assessment of the actual experiences over a period of five years allows us to raise the following questions: what are the effects of mobility on our students? What evaluations can we make of the programmes, both from the point of view of the university of origin and also of the foreign university? What provision for the students is there and how is this followed through?

The problem to be resolved would concern certification. Student mobility and the quality of the exchanges are strictly connected to the recognition of the period of studies made abroad. Now, the educational process and the evaluation adopted present certain difficulties in the validation of the programmes. Then, it is notably a question of analysing the educational approach which remains different from one country to another, on the one hand, and to examine the methods of evaluation of the students on the other.

The functioning of the exchange programmes was altogether very satisfactory. Higher education was the object of reforms both in France and abroad (Great Britain, Ireland, Denmark, Belgium...). The implementation of the system LMD calls into question, to a certain extent, the problem of the exchanges, in particular for the professional masters degrees because of the contents of programmes which do not correspond to the curriculum in the universities of origin.

In future, international expansion is certainly going to develop more within Europe but there will also extend beyond Europe specific programmes with Japan (P8), the Middle East, Egypt and soon Lebanon and Australia which are also fitting into the framework of student mobility on LEA.

## **TEACHER MOBILITY AND STUDENT MOBILITY ON THE UNIVERSITY OF SS. CYRIL AND METHODIUS IN TRNAVA**

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In the report will author to solve the problems of teacher and student mobility on the University of Saint Cyril and Methodius in Trnava. He analyses professional and linguistics areas of preparation to mobility. On the one side it is occasion for contacts with colleagues and on the other side it is possibility to confrontation of knowledge, experience and opinions. It is very great motivation for study, new ideas and work in future.

But students and teachers have to solve the financial circumstances, because the grants are small for life in western countries. In cooperation of individual interest, additional help of university, faculties and ministry of education is here the possibility of the obstacles to overcome and by mobility farther develop of the friendship, new perspectives, experiences and understanding between the citizens of the Europe.

## **THE ERASMUS MOBILITY IN CALOUSTE GULBENKIAN'S NURSING SCHOOL OF LISBON: PAST AND FUTURE**

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The International Relations Office of our school begun in 1996 in dependence of Scientific Council. Nowadays, we only work with Erasmus Program. Our actual partners are: Katholieke Hogeschool Brugge-Oostende (Belgium); Universidad de Extremadura, Las Palmas, Murcia and Publica de Navarra (Spain); Laurea Politechnic (Finland) and Malmö University (Sweden).

The main goals of this paper are:

- To state the evolution of Erasmus mobility at our school;
- To share the most important benefits obtained by our students in mobility;
- To describe the main problems related with this program and how we managed them.

In 1997 we received teachers, from Belgium, Spain and Finland in preparatory visits. Students mobility begun in 1997: 2 students arrived from Extremadura and in 1998 1 student from the same University. In 1999, we received 1 student from Belgium and 4 from Finland. In 1999 our students begun mobility, we sent 5 students to Finland. With Spain we signed other Institutional Contracts: Las Palmas in 2000, Murcia in 2001 and Navarra in 2002. In 2003 we signed an Institutional Contract with Malmö (Sweden).

In 2004, the number of students in mobility has doubled: we sent 12 students and received 6. This year, we sent 24 students and received 13 (4 for all year long).

Three reasons lead us to expand our partners:

- The increasing number of students who applied to mobility;
- Brussels gave the information that to Spain we only could give 18% of the Erasmus scholarship (from our 7 partners, 4 are Spanish). The other students can go, but without scholarship;
- Until the end of 2005, the 4 Lisbon public Nursing Schools of are going to be together in a single school: probably, the number of students in mobility shall be four times more.

This year we are expanding our partners: Windesheim University of Professional Education (Netherlands), Hungary, Dublin City University (Ireland), Poznan University of Medical Sciences (Poland, with signed Bilateral Agreement), Check Republic and Switzerland.

## **WHAT CAN BE DONE TO PERSUADE BRITISH STUDENTS TO STUDY IN EUROPE?**

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The purpose of this paper is to present a range of views on the possible reasons why British students are so reluctant to study in Europe. It is an accepted fact that the United Kingdom is a net importer of Erasmus exchange students. The reasons why are much less clear. The paper argues that there is something fundamentally lacking in the British education system. It also seeks to invite the sharing of good practice on what works in persuade British youngsters to cross the Channel.

## STUDENT MOBILITY: ENHANCING AND FACILITATING MOBILITY THROUGH COMMONLY TAUGHT PROGRAMMES

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Our experience tells us that it is often difficult to stimulate teachers and students' mobility for those institutions where there is no offer of courses in a common foreign language that can be understood both by teachers and students involved in mobility. Furthermore, national languages and cultures are often disregarded and left to more informal learning settings and students and teachers are usually not offered a structured teaching of the language and culture of the host institutions, thus impoverishing their mobility experience.

Some institutions already have a more or long long-established tradition in the offer of special courses for foreign and/or home students.

These courses are a response of the host institutions' perceived difficulty in attracting foreign students and/or teachers, due to the less significant knowledge of their national language throughout Europe. In spite of the good results obtained, however, such courses do not match what is intended by mobility, since students, by attending *special* courses, are not fully integrated in host institutions.

It is against this background that a group of institutions decided to apply for a MOD Project entitled TEAM - TEACHING IN ADVANCED MULTINATIONAL ENVIRONMENTS. The Project seeks ensure that every institution in the partnership will be offering a common taught programme for all incoming students, taught in an international language, namely English, and in the national language, according to the modules, which can also be available for their own national students. The experience of teachers in teaching a subject other than English using English as the medium of instruction and the experience for students whose first or second official tongue is not English of receiving instruction in subjects other than English in English, will enhance their language awareness.

In addition, the possibilities offered of receiving formal instruction in the adequate modules, in the national language of the host institution will serve the superior aim of contributing to the knowledge of the less widely used and less taught languages in the European Union and to an enhancement of European culture and values.

# **CHAPTER IV**

## **ROUND TABLE and WORKSHOPS**

## **ROUND TABLE DISCUSSION: HOW TO OVERCOME OBSTACLES LIKE RECOGNITION, ACCOMMODATION, LANGUAGE AND REACH 3 MILLION STUDENTS**

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The Erasmus programme promises: “Full academic recognition will be given to students for courses specified in the Learning Agreements, which students have taken and passed”.

What is “recognition” within the context of Erasmus mobility?

1. Recognition, in the Erasmus context, is the convention whereby a home institution implements unreservedly its promise to give full credit to the returning Erasmus student for the successful completion of the work described in a Learning Agreement in accordance with the terms agreed between the home institution, the host institution and the student concerned at the commencement of the mobility period.

What is the situation of the Erasmus recognition as a high quality international student mobility system in participating HEIs?  
How can things go wrong?  
What is the role of ECTS as a tool for recognition in Erasmus?

2. What can be done to improve the availability of housing in Erasmus?  
What is the situation in view of the ambitions 3 million students mobility?
3. Is Language a big or a small obstacle to mobility?  
How do we overcome the language obstacle in our road to increase mobility?

The above and many more questions and challenges are arising from the goal to mobile 3 million students by 2011. The answer to this achievement is joint solutions.

## **WORKSHOP: INTERNATIONAL TENDENCIES, PROCESSES and NEEDS in (TERTIARY MEDICAL and) HEALTH EDUCATION**

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### Bologna components (Europeanisation/Internationalisation of Education)

- EHEA (functional harmonization of diversity)
- Mobility (students staff, citizens, employing companies, migrants)
- Equivalency of degrees
  - o Diploma Supplement
  - o Joint/double degrees
  - o ECTS credits und CATS
  - o Modularisation, new curricula
  - o BA/MA Degree structuring and third cycle (Doctorate)
  - o Quality assurance at all levels
- Employability driven education (knowledge/skill/PBL solving/ethical quality???)
- CME/LLL and loss of universitarian educational prerogative
- Learning and vocational qualification continuum
- EHEA-ERA
- Health Archipelago
- Beyond Europe perspectives
  - o Erasmus Mundus
  - o Postgraduate Research strategies
  - o Off campus activities
- Transparency, quality and sustainability at all levels
- Accountability to students, society and generations ahead

### Dynamic changes

- demography, epidemiology, nosology, subject and technology diversification all demand flexibility of education and its results
- inter-professional transversal needs and education (Health Schools)
- cooperation with employment sector (conflict or benefit?)
- multicultural societies and intercultural dialogue
- environmental factors and developments

#### Economisation of the (Health and) Educational Sector

- Ranking
- Ranking and funding relationship
- quality assessments (parameters of assessment?)
- transparency of educational processes / knowledge increase and needs of society
- drop outs
- accreditation of curricula and modules
- networking

#### Cooperation and Competition (national and international) for

- students
- patients
- postgraduates
- resources (expertise, equipment, financial)

#### European Attractiveness

#### Legal aspects (national, Europe-wide, beyond Europe)

#### UN-MDGs (Millennium Developmental Goals)

#### National and international educational value/priority denominators

#### ONE WORLD PHILOSOPHY

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