



**GHENT
UNIVERSITY**

WEBINAR ON BLENDED MOBILITY FOR NA'S ORGANISED BY EC

THE ROLE OF BLENDED MOBILITY IN
AN OVERALL STRATEGY FOR THE
INTERNATIONALISATION OF THE
CURRICULUM
(GHENT UNIVERSITY CASE)

Frederik De Decker, Head of International Relations Office, Ghent University

INTRODUCTION – SETTING THE SCENE



**GHENT
UNIVERSITY**

EST.
1817

11
FACULTIES

TOP
100
UNIVERSITY

54
BACHELOR
PROGRAMMES

141
MASTER
PROGRAMMES

47
ENGLISH
TAUGHT
PROGRAMMES

44.215
STUDENTS

3.300
EXCHANGES
YEARLY

600
PHD'S
YEARLY

COMPREHENSIVE UNIVERSITY

PROGRAMMES AND
EXCHANGE OPPORTUNITIES
IN ALMOST ALL DISCIPLINES

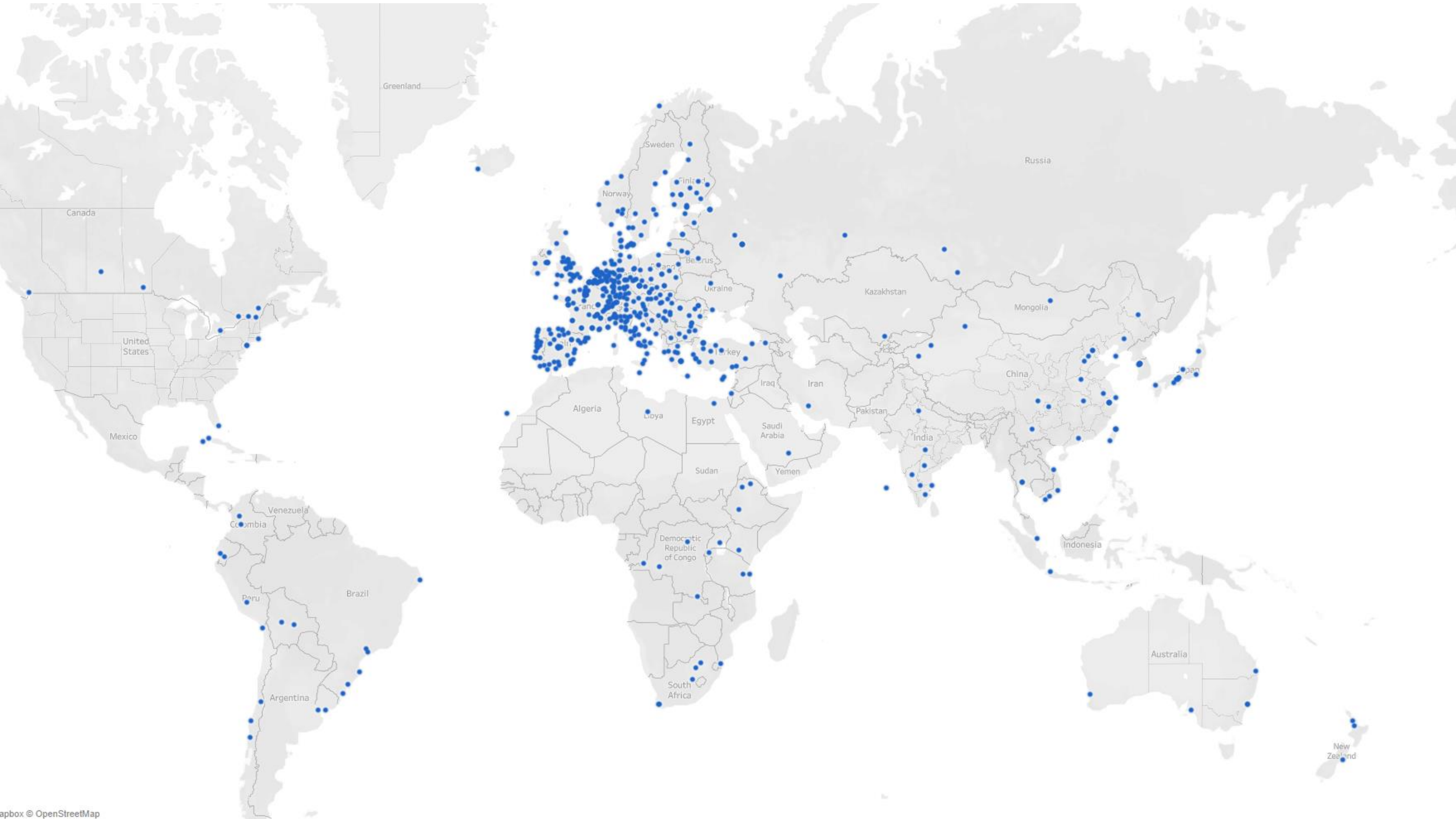
STUDENT MOBILITY

2.000 Ghent University-students studying abroad yearly

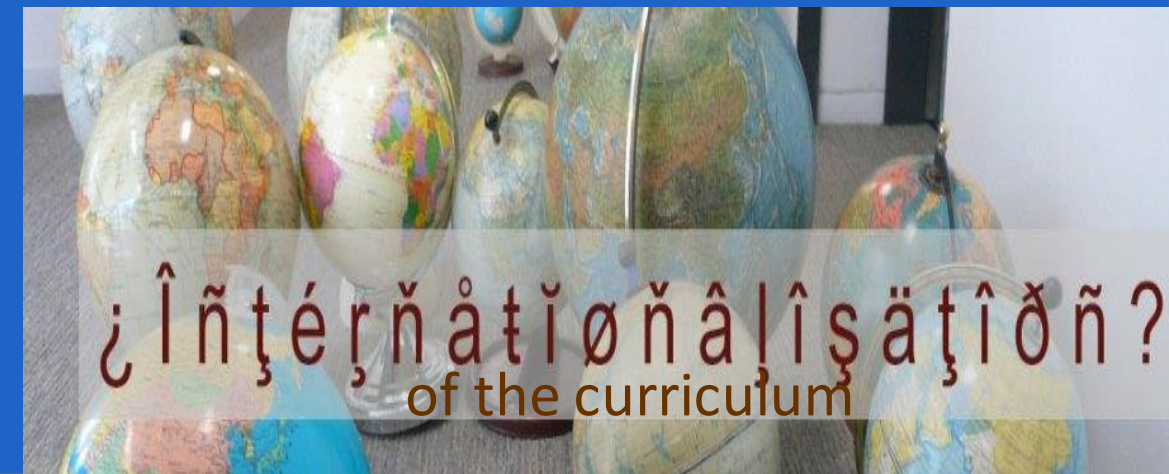
6.200 Foreign students at Ghent University
(regular and exchange students)

European pioneer in digitalization of
student mobility processes





INTERNATIONALISATION OF THE CURRICULUM AT GHENT UNIVERSITY



TWO INSTITUTION-WIDE KPI'S

- *“Internationalisation has a prominent place in Ghent University’s education to offer students maximal chances to gain international/intercultural competences. To achieve this, there is a strong focus on internationalisation projects, optimal student and staff mobility, Internationalisation @Home and virtual mobility.”*
- By 2020:
 - **25% of all graduates have a study abroad experience**

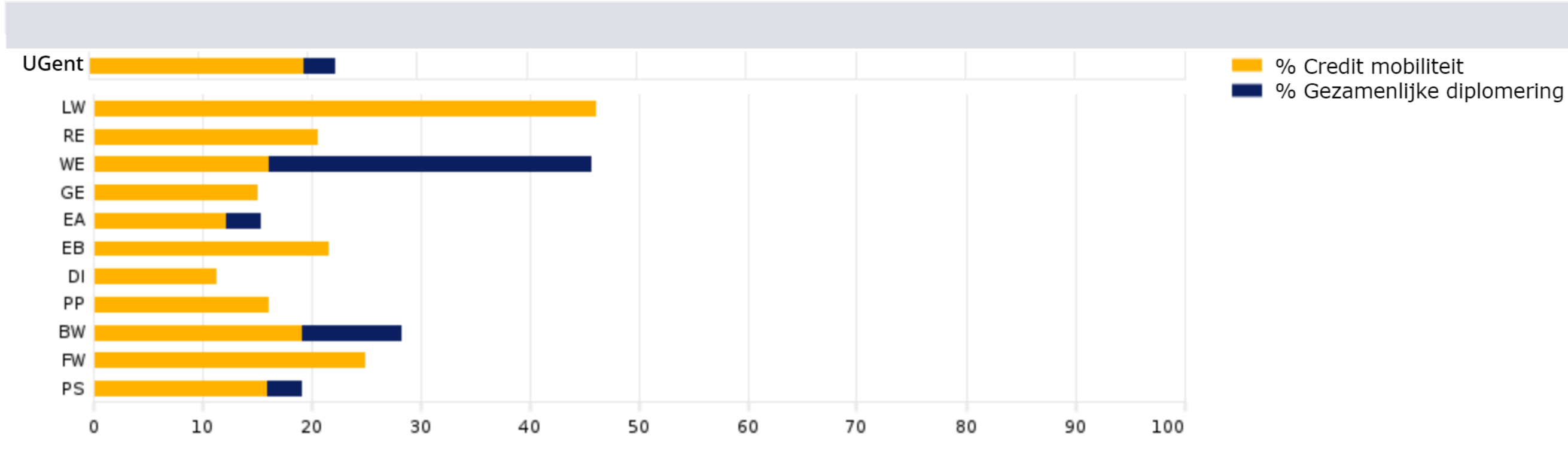
Uw selectie

Slaagjaar:

Verwante pagina's

[Detail ManaBa afgest. met uitwisseling](#)

	Totaal #Afgestudeerd	Creditmobiliteit #Afgestudeerd	Gezamenlijke dipl. #Afgestudeerd	Totale mobiliteit #Afgestudeerd	% Afgestudeerd met mobiliteit
UGent	6.330	1.244	174	1.418	22,4
LW	570	262	0	262	46,0
RE	523	107	0	107	20,5
WE	340	55	100	155	45,6
GE	1.046	157	0	157	15,0
EA	849	104	26	130	15,3
EB	1.209	260	0	260	21,5
DI	259	29	0	29	11,2
PP	625	100	0	100	16,0
BW	416	80	37	117	28,1
FW	125	31	0	31	24,8
PS	368	59	11	70	19,0



INSTITUTION-WIDE KPI'S

- *“Internationalisation has a prominent place in Ghent University’s education to offer students maximal chances to gain international/intercultural competences. To achieve this, there is a strong focus on internationalisation projects, optimal student- and staff mobility, Internationalisation @Home and virtual mobility.”*
- By 2020:
 - 25% of all graduates have a study abroad experience
 - **100% of all study programmes have incorporated international and intercultural competences in the programme competences**



UNIVERSITEIT
GENT

Department of Educational Policy

International Relations Office

International and intercultural competences for all Ghent University graduates: an introductory guide

Preface

*This document is meant to **support faculties in the general introduction of “international and intercultural competences” in all programmes.** There are several reasons to implement this concept. Current challenges in society make us first of all question whether contemporary curricula are acceptable without graduates achieving such international and intercultural competences. It is also a unique chance to anchor internationalisation in the curricula and to broaden internationalisation to all students and to include (almost) all staff members in internal internationalisation debates. It shifts the focus on internationalisation as an end in itself to internationalisation as a driver for educational*

STEPS TO TAKE



- Start by defining a vision on internationalisation
- Three steps implementation phase
 - Defining and describing the programme's international/intercultural competences
 - Creating opportunities for international/intercultural learning experiences
 - Internationalisation dimension: creating international curricula
 - **Internationalisation experiences: creating opportunities for all students**
 - Measuring the achievement of the envisaged international/intercultural competences

THE ROLE OF BLENDED MOBILITY

STARTING POINT

- Internationalisation experiences: creating opportunities **for all students**
- **“Leave no one behind”** as the central, transformative promise of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals



REMEMBER

Mobility is not an aim in itself – it is a means to an end, which is the enhancement of students' international / intercultural competences



blended
short term
online
credit
thesis work
physical
traineeship
degree
studies

CORE PRINCIPLES

- There are **different types of internationalisation** experiences ('mobility')
 - all types are treated equally
 - all students need to have access to all types regardless of their background
 - all are outcomes oriented
- Quality is key (and curriculum committees have a crucial role to play in this – best way to guarantee recognition)



WHAT IF THE REGULAR 'MEANS' DON'T WORK

- Internationalisation in academic year 20-21
 - Decrease in number of international degree students (but still OK – degree mobility = considered “essential travel”)
 - Drastic drop in number of credit mobility students, both incoming and outgoing

	Incoming	Outgoing
1st semester 2020/21	332	224
1st semester 2019/20	1006	1463

NEED FOR ALTERNATIVES



(EMERGENCY) ONLINE/BLENDED ALTERNATIVES

- Set up administrative / technical solutions to organise
 - **Online/blended exchange** → (partially) in stead of planned and approved physical mobility for selected students
 - **Online courses** → allow all students to choose online courses of (selected) partner institutions
 - **Joint online courses (COIL)** → created by staff of Ghent University and partner universities from abroad together and followed by students from all partners involved

FROM EMERGENCY TO SUSTAINABLE APPROACH

- Create online/blended mobility opportunities that can last (especially COIL, webinars of international staff,...)
 - further strengthen international cooperation in this field
 - e.g. through our EUn ENLIGHT
- Has been embedded in our Education and Exam Regulations
- Not to replace but to complement physical, ‘classical’ mobility
- To prepare for next Erasmus+ Programme See definition in Programme Guide 2021: “*Blended mobility is a combination of physical mobility with a virtual component facilitating a collaborative online learning exchange and teamwork.*”

POSSIBILITIES IN NEW ERASMUS+ PROGRAMME

- Explicit link between blended learning and
 - Language learning / multilingualism / language competences
 - Digital competences
 - Learning outcomes/competences in general
- See Erasmus+ Programme Guide 2021 (p. 44):
*“The institutions should promote blended mobility, the combination of a physical mobility with a virtual component, within their institution to offer more flexible mobility formats and **further enhance the learning outcomes and impact of physical mobility**”*

CAVIAT RE. QUALITATIVE 'CLASSIC' MOBILITY

- Attention: mobility in itself does not necessarily lead to international/intercultural competences!
 - Importance of pre- and post-trajectory
 - Guidance during mobility
 - Assessment (especially important for traineeships, research stays,...)
- Can very well be organised in an online way (in combination with physical mobility = blended)

EXAMPLE

- **Traineeships** within faculty of Medicine & Health Sciences
 - Students follow an obligatory preparatory course (3 credits) on international/intercultural competences → online / together with students from partner universities (worldwide)
 - This is followed by a clinical placement of 2+ months

POSSIBILITIES IN NEW ERASMUS+ PROGRAMME: BLENDED IP'S

- Ghent University has a long tradition in IP's
- We want to pick up on this again
- Will be enhanced by an online pre- and/or post-trajectory

EXAMPLE

- **Global Engagement Module of ENLIGHT**
 - 2 x 5 ECTS-credits
 - 5 - 10 students of all 9 universities from different disciplines
 - Online preparatory part (theoretical framework, getting to know each other,...)
 - On campus part in 3 universities/year to work out a specific challenge (with 3 x 5-10 students)

POSSIBILITIES IN NEW ERASMUS+ PROGRAMME: BLENDED STAFF MOBILITY

- Staff mobility is an important factor in Internationalisation@Home → reach out to all students
- But: only if it is well framed and part of regular educational activities
- Combining online and on campus staff mobility can strengthen this

EXAMPLE

- Professor of Ghent University has developed a line of lectures on “Circular Economy”
- An online ‘learning path’ including these lectures (+ formative assessment) on our digital learning environment can be followed by students of partner universities individually (supervised locally)
- Professor then travels to these partner universities to work with these students for 3 days

HOW TO EMBED THIS IN EXISTING SYSTEMS

- Important to take necessary steps:
 - Administrative
 - In digital learning environment
 - From an educational point of view
- Embed this in regular curricula:
 - By creating so-called “**windows of opportunity**”
 - By making use of the **stepping stone principle**

WINDOWS OF OPPORTUNITY

A specific period built in in a study programme in which specific room is offered for acquiring international / intercultural competences, preferably with a choice for students from a range of diverse, complementary learning routes to cater for the diversity in students' abilities, means and possibilities.

'STEPPING STONE'-PRINCIPLE



(Blended)
Degree mobility

(Blended)
Credit mobility

Short term
(blended) mobility

Internationalisation @Home
(incl. interaction with incoming mobile students & staff)

STEPPING STONE'-PRINCIPLE

- Internationalisation @home, in which incoming student and (blended) staff *mobility* play a crucial role and virtual/blended mobility (COIL)
- Short term (blended) mobility, e.g. “(Blended) Intensive programmes”, “Summer schools”, “Field trips” etc.
- Credit mobility, e.g. a semester or academic year abroad, traineeship, research stay
- Degree mobility, e.g. joint master

CONCLUSIONS

CONCLUSIONS

- Blended mobility can be best integrated in overall approach
- Starting from the internationalisation of the curriculum = guaranteeing 'internationalisation/mobility for all'
 - recognized, explicit, inclusive, innovative, qualitative

www.ugent.be



Universiteit Gent



@ugent; @FrederikDD



[instagram.com/ugent](https://www.instagram.com/ugent)



Ghent University

Frederik.DeDecker@UGent.be

STAY
STRONG