



TEACH WITH ERASMUS+

# Research and Quality & Impact Tool

Dr. HORVÁTH, László

ELTE Eötvös Loránd University Institute of Education

[horvath.laszlo@ppk.elte.hu](mailto:horvath.laszlo@ppk.elte.hu)



# Introduction

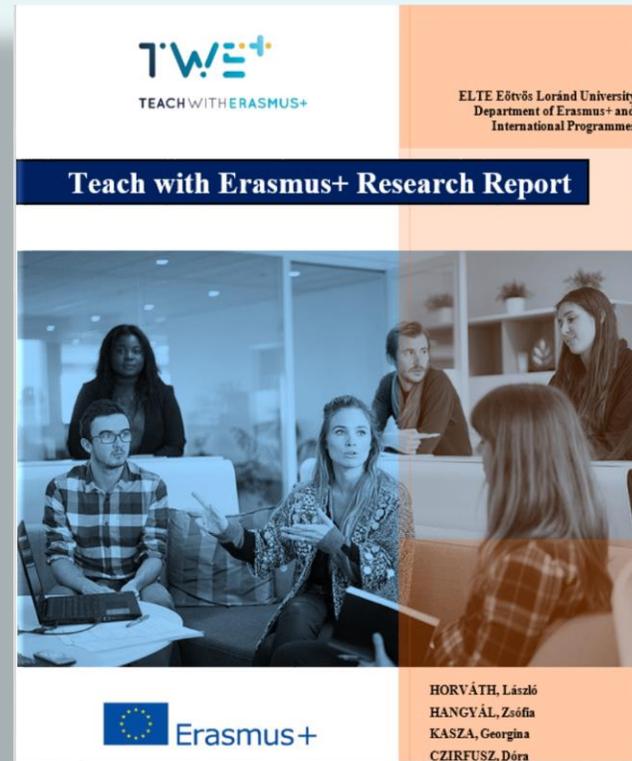
“intentional process of **integrating an international, intercultural or global dimension** into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”  
(de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

- staff mobility is given **less focus in research** regarding the internationalisation of higher education (de Wit et al., 2015)
- strategic approach to academic mobility has **clear advantages for research, teaching and professional development** (Colucci, Ferencz, Gaebel & Wächter, 2014; Svetlik & Braček Lalić, 2016).
- 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)

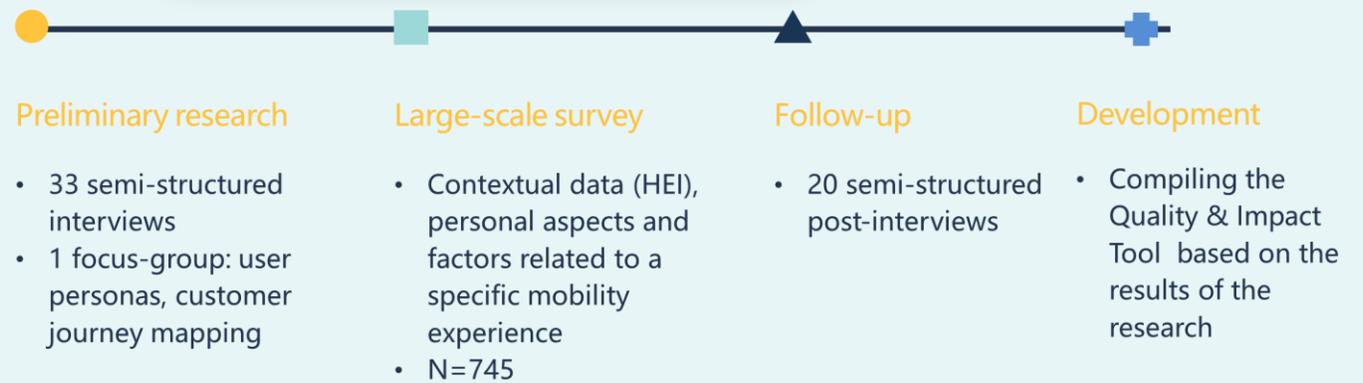


# The research and development process

- 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)



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Presenter's name

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NAME

Dr. Hanna Kristiansson



TYPE

Guardian

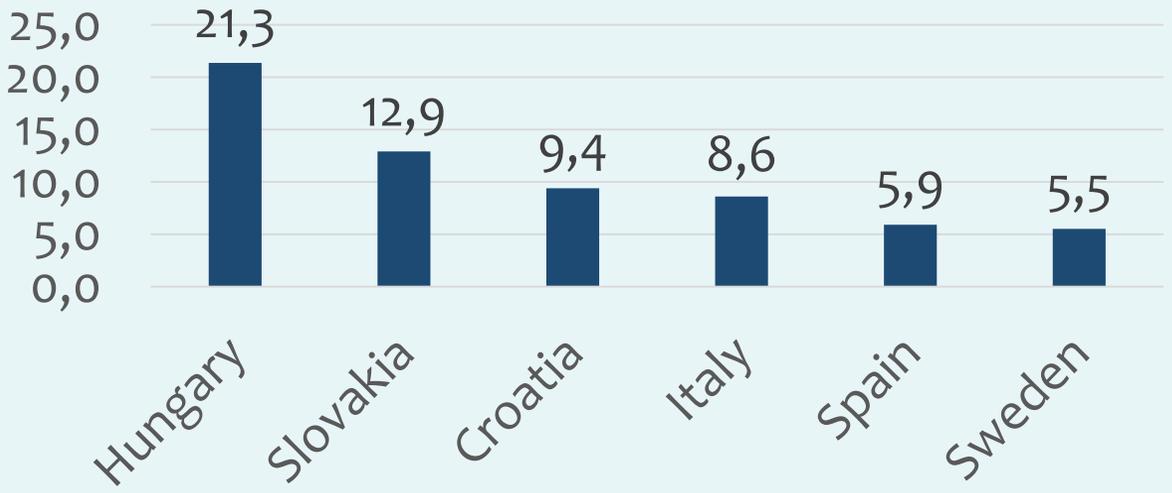


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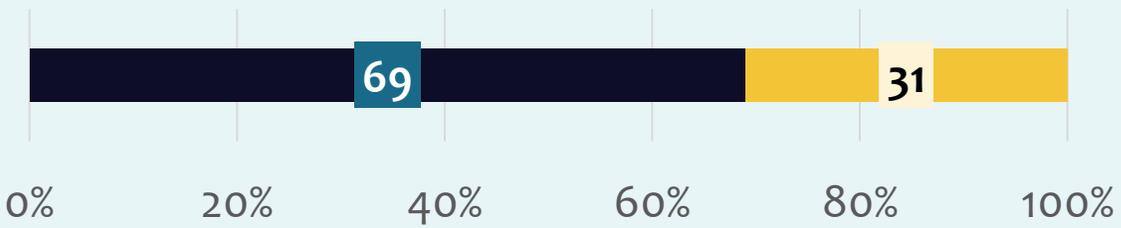
	AWARE	CONSIDER	ACT/APPLY	EXPERIENCE	ADVOCATE		
Goals or expectations	Initial plans	Specific plans	Potential setbacks	Proceed with the application	Organizing	On the teaching mobility	Closing the experience
Actions	To find information on how to go to Hungary to do research and meet other professionals 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.
User experience	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.
Think & feel							
Touchpoints	“ 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. ”
Opportunities and ideas to improve	<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>
	<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</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>

# Sample (N=745)

% of respondents (Country)



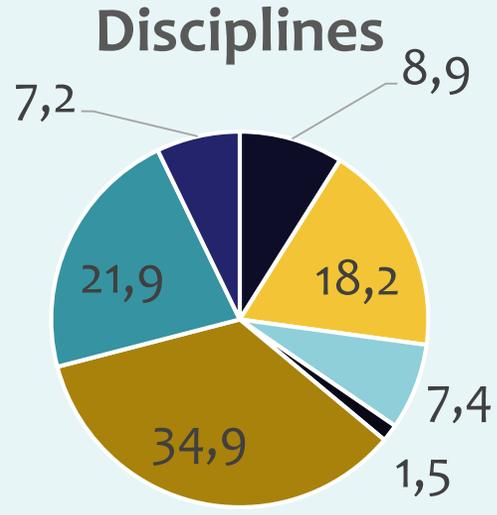
Previous experience/participation in teaching mobility



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■ Yes ■ No

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

# Motivational and hindering factors

## Motivational factors:



1. Development in foreign language and pedagogy



2. Get to know foreign systems, cultures



3. Research opportunities



4. Expectation, stimulation

## Hindering factors:



1. Connections, communication (no answer, not famous enough)



2. Considered not important (not encouraged, not involved in prof. Dev.)



3. Lack of competencies (language, pedagogy etc.)



4. Issues regarding organizing (substitution, time etc.)

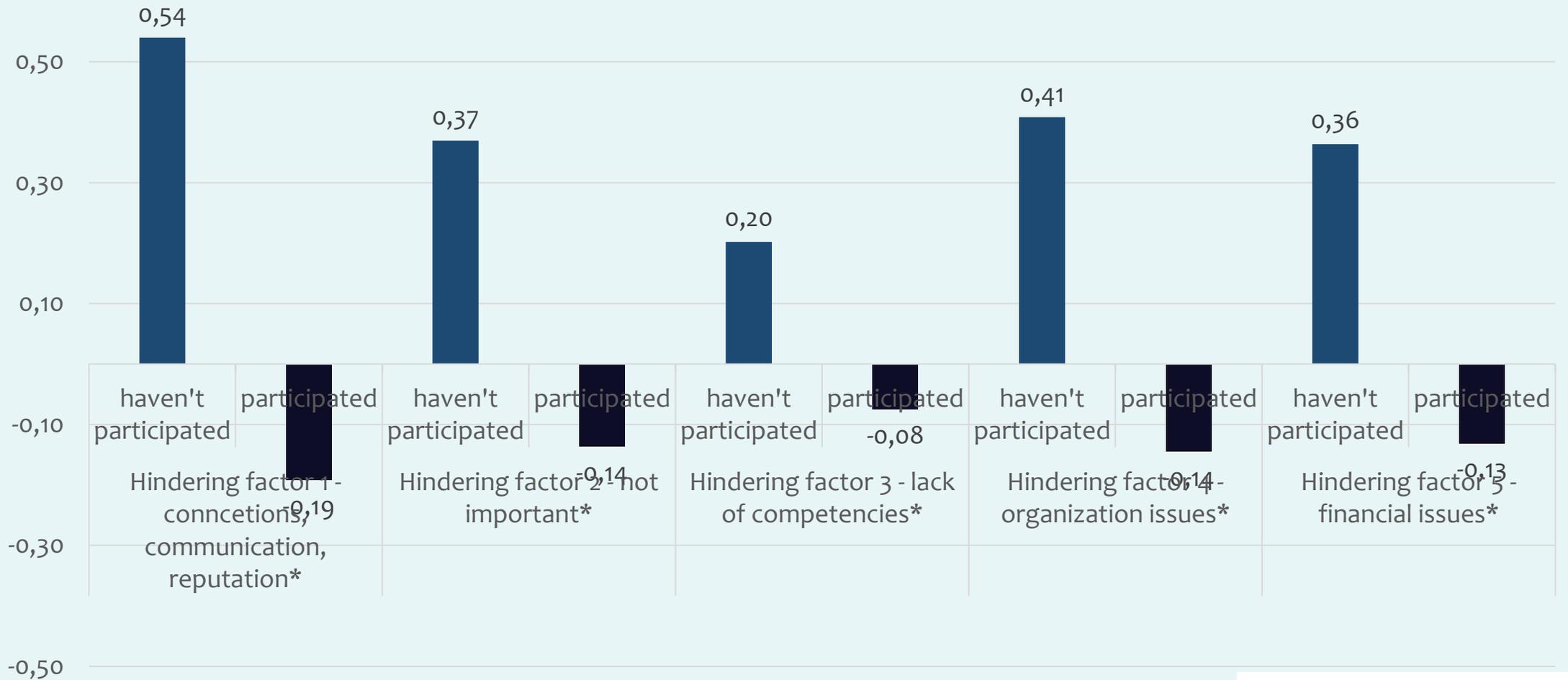


5. Financial issues (self-financing, not enough)

# Motivations for participating in teaching mobility



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



# Factors influencing mobility intention and satisfaction

## Mobility intention ( $R^2 = .131$ )

- Motivation: development in foreign language, pedagogy ( $\beta = .219^{**}$ )
- Work engagement – dedication ( $\beta = .148^*$ )
- **Hindering factor: not important ( $\beta = -.178^*$ )**
- Previous (any) international experience ( $\beta = .166^*$ )

## Satisfaction ( $R^2 = .220$ )

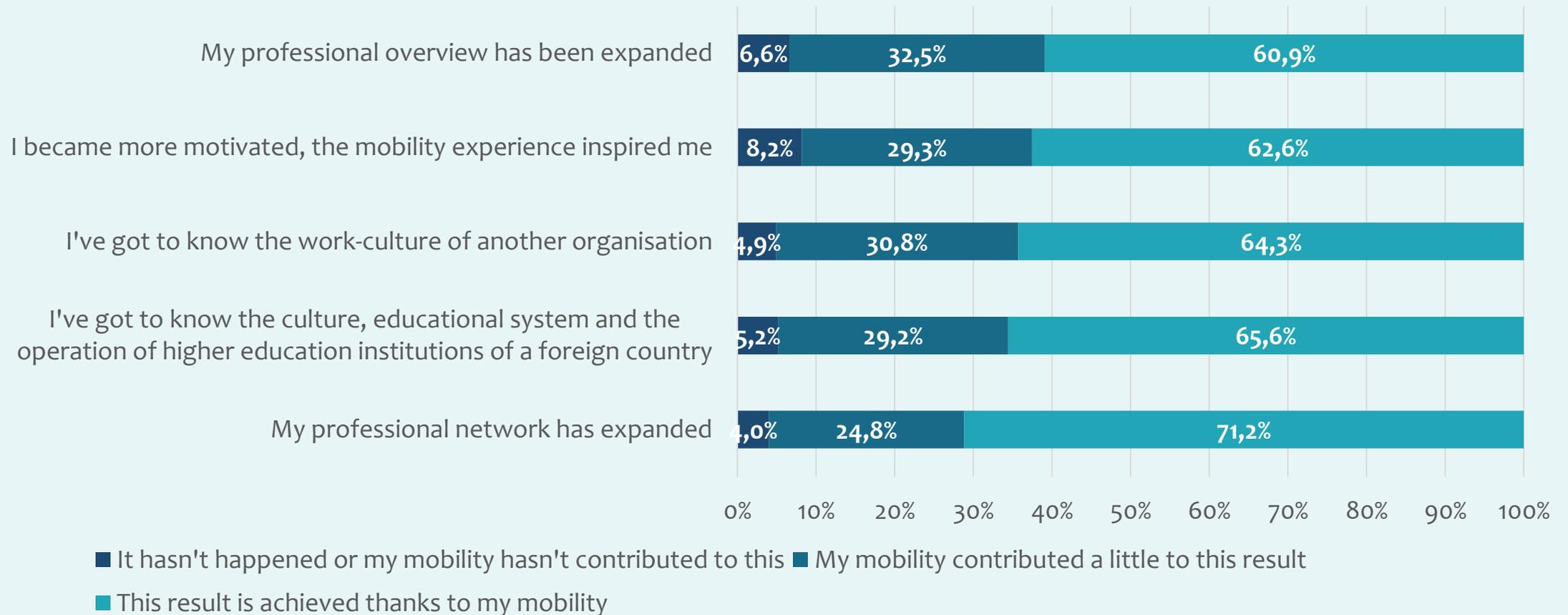
- **Hindering factor: not important ( $\beta = -.354^{**}$ )**
- Useful feedback from students ( $\beta = .190^{**}$ )
- Self-efficacy ( $\beta = .186^{**}$ )

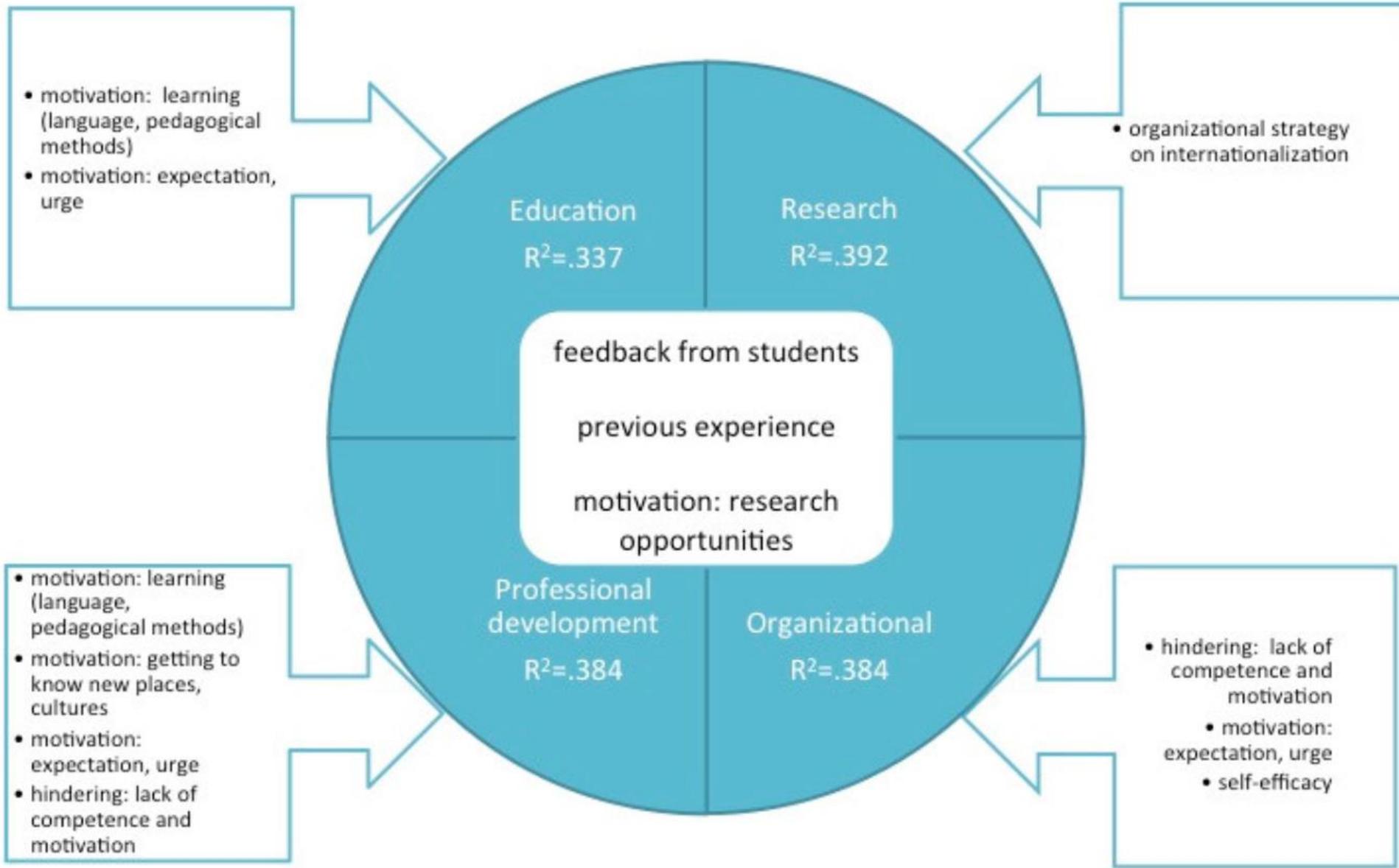


# Most important results of teaching mobilities



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# Quality & Impact Tool for Teaching Mobility Assessment

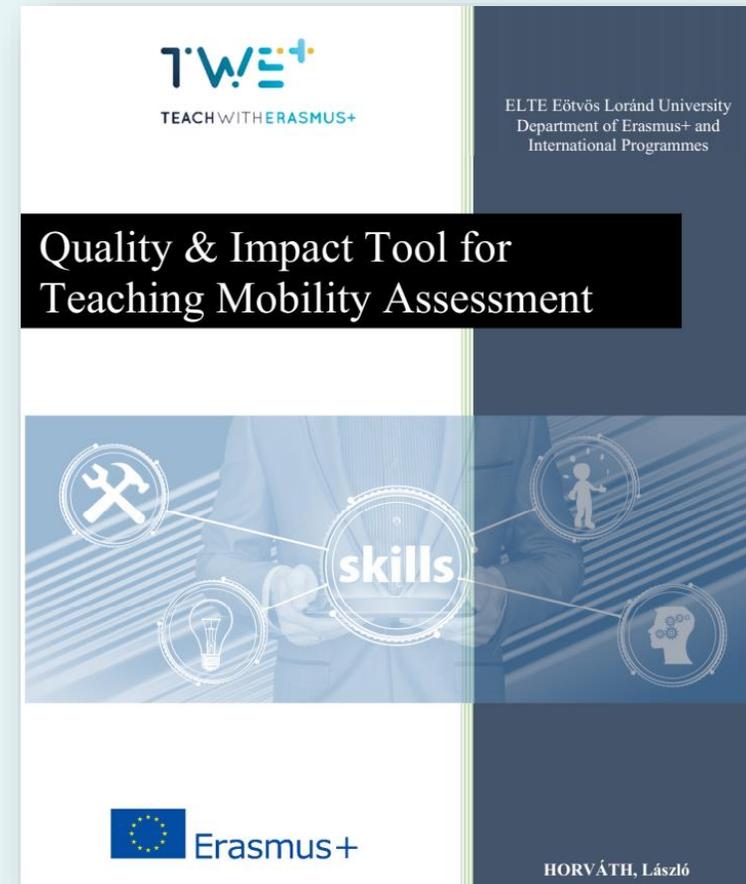


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- Institutional-level tools:
  - Guide points for strategic support of internationalization
  - Teaching Mobility Motivation and Hindering Factors Inventory
  - Teaching Mobility Results Inventory
  - Review of internal communication→ *Using user personas and customer journey mapping to enhance teaching mobility experience*
  
- 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→ *Academic Professional Development Plan*  
→ *Course planning based on ABC-LD*

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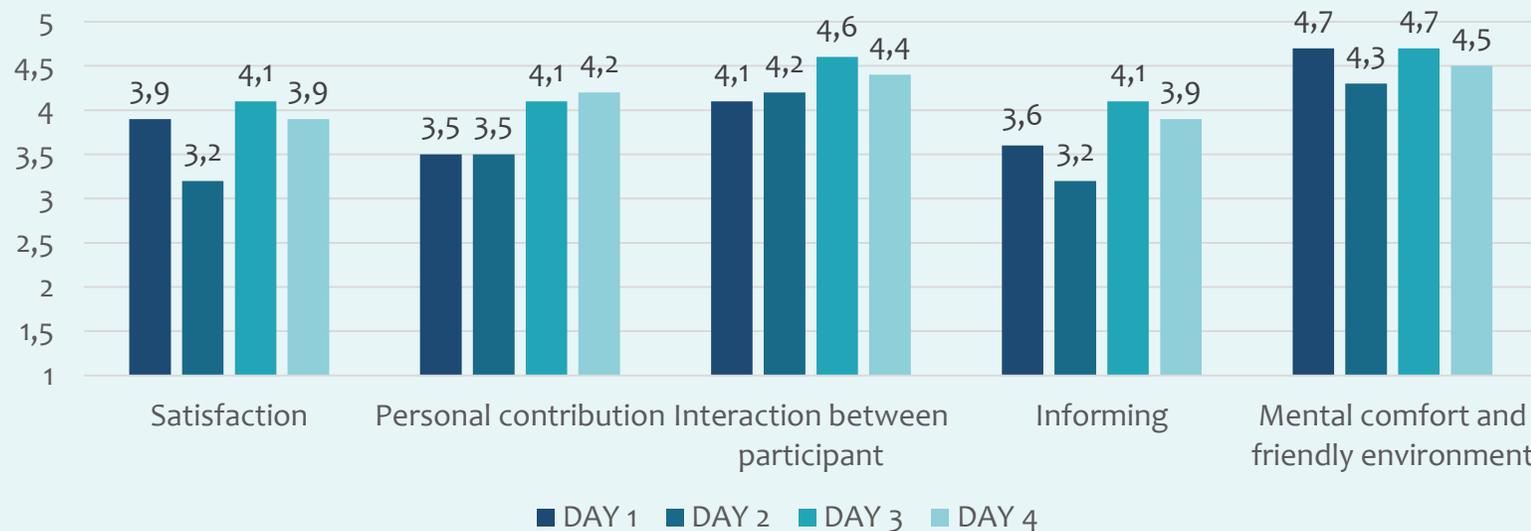


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# Online training: Enhancing the teaching mobility experience

- Module 1 – **Quality in teaching mobility** - 27 January 2021
- Module 2 – **Designing the quality teaching mobility experience** - 11 February 2021
- Module 3 – **Getting the most out of teaching mobilities** - 25 February 2021
- Module 4 – **Pedagogical aspects of teaching mobility** - 3 March 2021



	Module 1	Module 2	Module 3	Module 4
<b>Signed in</b>	70	54	32	31
<b>Participated for at least 80% of the time</b>	47	35	27	27
<b>Completed additional task</b>	N/A	N/A	23	24
<b>Received a certification</b>	47	35	20	21

## Other members of the research team:

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



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# 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)

