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RESEARCH ON ACADEMIC MOBILITY IN HIGHER SCHOOL

Abstract. Higher education institutions in Ukraine recognize the economic and educational benefits of academic mobility for students and teachers. However, only 2% of foreign students participate in academic mobility program in Ukraine, while 87% of foreign students have chosen Ukrainian universities as the basic educational institution. That is why it is of vital importance to examine the phenomenon of academic mobility and develop recommendations on increasing the level of academic mobility of students and teachers. This study provides insights into the main characteristics of the academic mobility of students and teaching staff. The hypothesis regarding increasing student and teacher mobility in Ukrainian universities is confirmed through a set of tasks. It examines how different factors (push factors) affect academic mobility. Looking in particular at the state of internationalization of higher education in Ukraine the study develops recommendations for increasing the rate of students and academic staff participation in international programs. Literature review involved searching literature on academic mobility, evaluating sources, identifying debates and gaps in the research problem. A comparative historical approach is used to examine major historical transformations in the history of academic mobility. To examine academic mobility as a unity of forms, types, procedures, requirements, motivation factors and results the holistic approach is

implemented in the paper. The content, types, forms and procedure of academic mobility, credit transfer system in Ukraine are regulated by Law on Higher Education and are developed to enable the students and academic staff from different countries to participate in academic mobility programs. The findings suggest that to increase the level of internal academic mobility the students and academic staff should be regularly informed about new exchange programs, extra-curriculum activities focused on writing a motivation letter, CV and filling the application forms in. To help Ukrainian students and scholars to participate in the academic mobility programme English language courses should be organized.

Keywords: academic mobility; Ukrainian universities; evolution; forms; push-factors; benefits.

1. INTRODUCTION

Academic mobility has become one of the key factors for the formation of the European education environment in the context of higher education internationalization. It is “a response to the challenges and needs that globalization brings more specifically the globalization of education, is one of how a university or country face the repercussions of that, without neglecting the principles of the institution or, what is more, important the idiosyncrasies of the nation” [Codina etc., 2013, p. 49].

Research on academic mobility as well as the process itself started abroad. In 2011 the report was conducted out by the Directorate-General for Education and Culture of the European Commission and its ownership resides with the European Union. The authors have analysed the levels, patterns and the historical evolution of student and staff mobility out of and between 32 European countries. The report also explored issues around the availability, quality, and depth of information and data on student and staff mobility, i.e. it assesses the adequacy or otherwise of the international data collection in the field of student and staff mobility [Teichler etc., 2011]. The following issues that deal with academic mobility are covered by Ukrainian scientists: Bologna process as a framework for academic mobility [17], sociocultural prerequisites for the academic mobility design, academic mobility and the problems of freedom, existential problems of academic mobility actualization, models of academic mobility implementation in the educational space [15], the impact of academic mobility on the economy of the host country and the quality of higher education, the mechanisms to enhance academic mobility, both inward and outward [7]. Most scientists conclude that academic mobility is one of the tools that can help to improve the competitive potential of both educational institution and participants of academic mobility programs in the European educational environment and world labour market. However, to increase academic mobility inside the country, Ukrainian scientists have to explore the phenomena of academic mobility, covey surveys and experimental studies, monitor the state of academic mobility concerning professional, qualification, educational characteristics.

2. AIM AND TASKS

The **main purpose** of this study is to present study developed a hypothesis regarding increasing student and academic staff mobility in Ukrainian universities. To test the hypothesis a set of **tasks** should be performed:

1. To examine legislative acts, reports and research studies on characteristics, forms and types of academic mobility;
2. To determine the push-factors for student mobility that can be used by the institution to improve academic mobility;
3. To develop recommendations for enhancing student and academic staff mobility.

3. RESEARCH METHODOLOGY

Comparative historical research is applied to determine the general and the common in academic mobility management of students and teaching staff for a certain historical period based on the comparison. A genetic approach allows us to consider all issues in the system of organizing the academic mobility of students and teachers in its development. A holistic approach is implemented to present the academic mobility of students and teachers in higher education as an integrative phenomenon.

A theoretical analysis of legislative documents, annual reports on foreign and native students' and teachers' flows, scholarly articles on implementing academic mobility experience in home and host institutions, generalization of the experience of high school teachers were used in the present study.

4. RESEARCH RESULTS

Law on Higher Education determines "academic mobility as the ability of participants in the educational process to study, teach, train or conduct scientific activities in another institution of higher education (scientific institution) on the territory of Ukraine or abroad [9]. U. Lanzendorf and B.M. Kehm use the term "student and faculty transnational mobility" [8]. According to their definition "student and faculty transnational mobility" is defined as the crossing of national borders to study or teach in higher education or engaging in research abroad. Academic mobility will be used here as a generic term referring to both groups of participants (students and faculty). The authors give a historical overview on mobility phenomena and explain the origin of the largest European support program for academic mobility and cooperation Erasmus programme name. There were only a limited number of cosmopolitan universities across Christian Europe that adhered to similar study programs taught in Latin. This enabled students and faculty to gain academic experience at different institutions across the region. They presented the evolution of academic mobility, which is shown in Fig. 1.

Development phase of academic mobility 1. Determined by Teichler and Jahr (2001) as vertical student mobility and lasted until the mid-1970s.

It is so-called "one-way student flows from countries with less-developed higher education systems (South) to countries where higher education was well developed (the United States, France, the USSR, Germany, the UK, Canada, and Italy).

Since the 1920s the programme "junior year abroad" was used as an opportunity for students to get "intercultural experience and strengthen their foreign language proficiency"

As a rule, home universities of participating students organized this kind of study through own branch campuses abroad

Development phase of academic mobility 2 (mid-1970s to 1987).

Student mobility between similarly developed national higher education systems has been called Teichler and Jahr (2001) horizontal or temporary (U. Lanzendorf, B.M. Kehm)

Temporary means that the participants didn't obtain a degree abroad, but only to spend part of their study program at a foreign higher education institution. Promotion of faculty mobility in Europe

Development phase of academic mobility 3. This phase started with the introduction of the European support program for horizontal academic mobility called ERASMUS in 1987 and lasted until 1999.

Development phase of academic mobility 4. It starts with the Bologna Declaration in 1999 and running until the present. Mobility at this stage enables European students to change countries during their course of study without facing problems of recognition of prior learning.

Fig. 1. History and typology of academic mobility. Source: U. Lanzendorf, B.M. Kehm, in *International Encyclopedia of Education (Third Edition)*, 2010 Elsevier Ltd.

The right of students for academic mobility is regulated by the Law of Ukraine On Higher Education and the regulation of the order of realization of the right to academic mobility [9]. According to the place of realization the academic mobility can be divided into several types:

- internal academic mobility when the right to academic mobility is realized among the participants of the educational process within Ukraine and Ukrainian institutions-partners;
- international academic mobility is realized academic mobility, the right to which is realized by Ukrainian participants of the educational process in higher educational institutions outside Ukraine, as well as foreign participants of the educational process can take part in Ukrainian programs of mobility.

Academic mobility can differ according to the learning outcomes:

- degree mobility – a participant of the program studies in a higher educational institution in another country to obtain a degree of higher education, which will be confirmed by the document on higher education;
- credit mobility – a participant of the program studies in a higher educational institution in another country. To complete a program course a participant gets awarded ECTS credits assigned per certain degree type. The diploma will be recognized in the higher educational institution of the program participant's permanent place of study. At the same time, the total period of study for such participants under credit mobility programs remains unchanged.

As a result of university cooperation, the whole educational establishment or certain faculties can join the double degree programme. So after graduating, students receive Ukrainian and European country Diplomas.

There are different forms of academic mobility. Fig. 2 shows forms of academic mobility for some categories of participants.

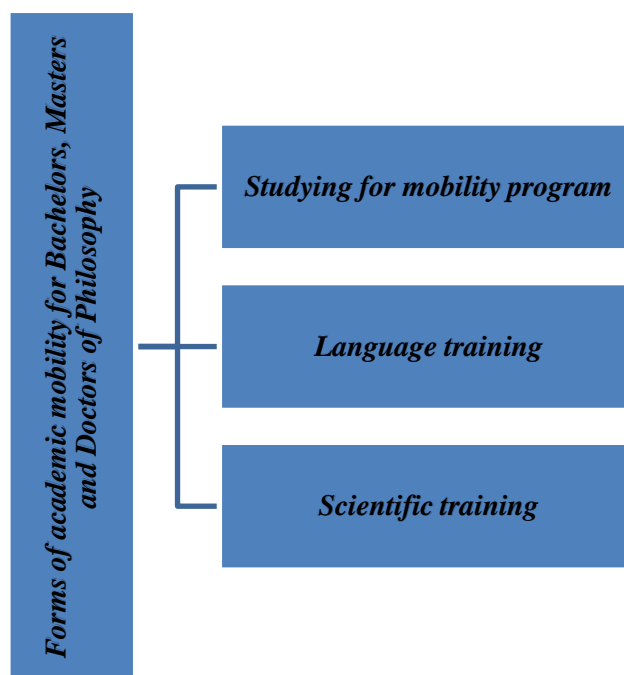


Fig. 2. *Forms of academic mobility*

Forms of academic mobility for Doctors of science and academic staff differ from forms of academic mobility for bachelors, masters and PhD students. And they are shown in Fig. 3.

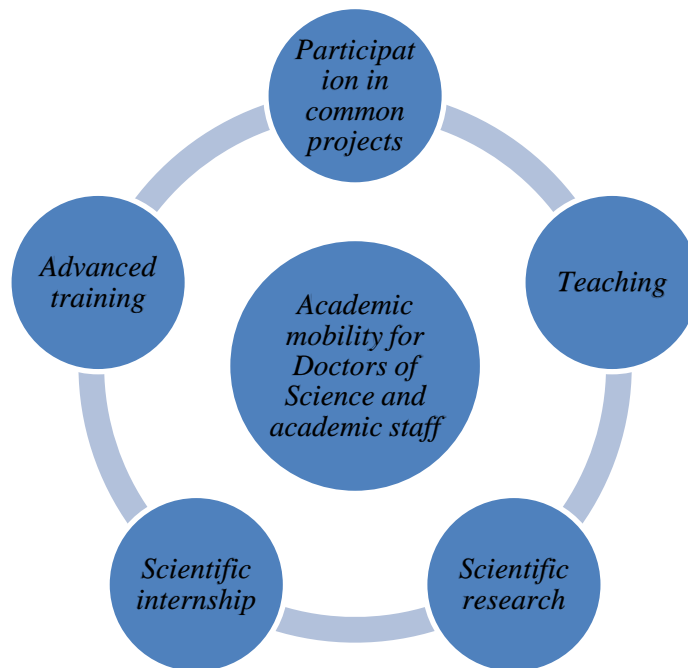


Fig. 3. *Forms of academic mobility for Doctors of Science and academic staff*

The host and home education institutions select students to participate in academic mobility programs, make the list of requirements and documents necessary to confirm participation in the academic mobility program. They consider the procedure and the terms of their submission; determine the stages, financial conditions, types and forms of academic mobility, duration and content of training and internships in higher educational institutions (scientific institutions), discuss the conditions for recognition of the results of training, internship or conduct of scientific research and reporting of scientific-pedagogical, scientific and pedagogical workers.

All the mentioned above characteristics and forms are regulated by the Ministry of Education of Ukraine, Experts from the Ukrainian National Quality Assurance Agency for Higher Education and administration of universities. However, some factors influence the level of mobility, first of all, among students. It is a so-called push factor. The push-factors for student mobility became the subject matter of numerous studies and they are listed below:

- A lack of access to higher education (e.g. in Asia and Africa) [9];
- the commonality of language [9];
- the geographic proximity of the home and host countries [9, 10];
- “climate” in the destination country, as well as its physical climate and lifestyle [10], the “local environment” also influences the attractiveness of a host country [11];
- the quality of the tertiary education system available in the home country [9];
- an overseas course of study is better than a local one (pull-push). quality of national offers or a high relevance of international degrees at the home-countries labour market [9];
- to study overseas was a desire to gain a better understanding of the 'West' and an intention to migrate after graduate [12];
- The cost of an international education [11].

To our mind, there is one more important factor that influences student mobility. Higher education is most developed in comparison with other spheres due to the support of the Erasmus programme [4]. The students should be informed about the different programs and opportunities they provide. The experts of the programme determine the following objectives of Erasmus student mobility:

- To enable students to benefit educationally, linguistically and culturally from the experience of learning in other European countries;
- To promote co-operation between institutions and to enrich the educational environment of host institutions;
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals.

Academic mobility can benefit both the educational institution and participants of the educational process and is part of the first strategic objective for the ET 2020 process. Learning mobility contributes not only to personal development and fulfilment but also to enhancing competence in fields like languages and intercultural understanding and, hence, to employability on an increasingly international labour market [3]. Universities can improve their visibility at different levels, increase their attractiveness through recruiting European and third-country scholars and students, develop strong cooperation network, facilitate the exchange of innovative practices and experience, provide financial support of academic and research university mobility activities. The benefits for higher school students from participating in academic mobility programs are given in Fig. 4.

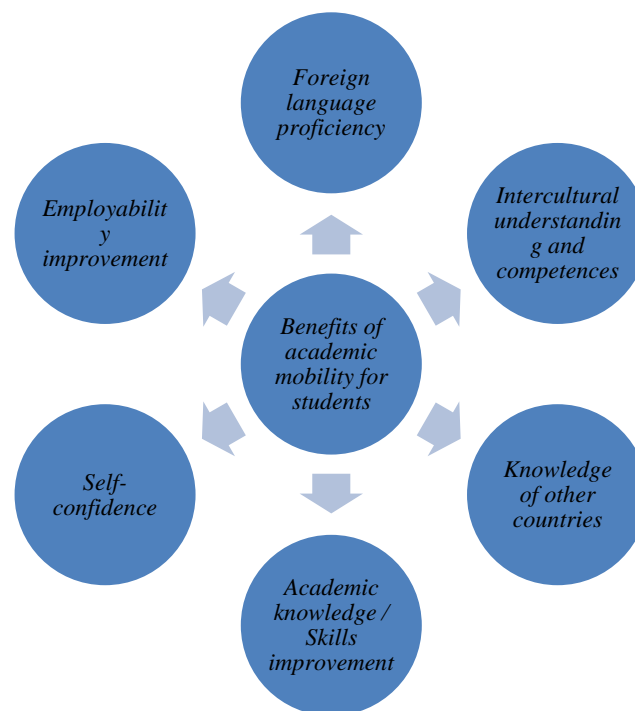


Fig. 4. *Benefits of academic mobility for students*

The benefits of academic mobility for all participants of the educational process are undeniable. That is why universities should popularize the collaboration of local universities with their foreign partners, first of all, through a good command of English.

According to a report of the Ukrainian state centre of international education 75,605 thousand foreign students from 154 countries of the world have already studied in Ukraine in 2019 [1]. It helped to attract 331 million 550 thousand hryvnias to the Ukrainian economy. Foreign students who came to study in Ukraine are from India, Azerbaijan, Morocco, Turkmenistan, Nigeria and Egypt and the most popular areas of study for foreign students are medical specialities, management, finance and law.

This is about 6% of the total number of higher education applicants. The distribution of foreign students according to the sphere of study is shown in Fig. 5.

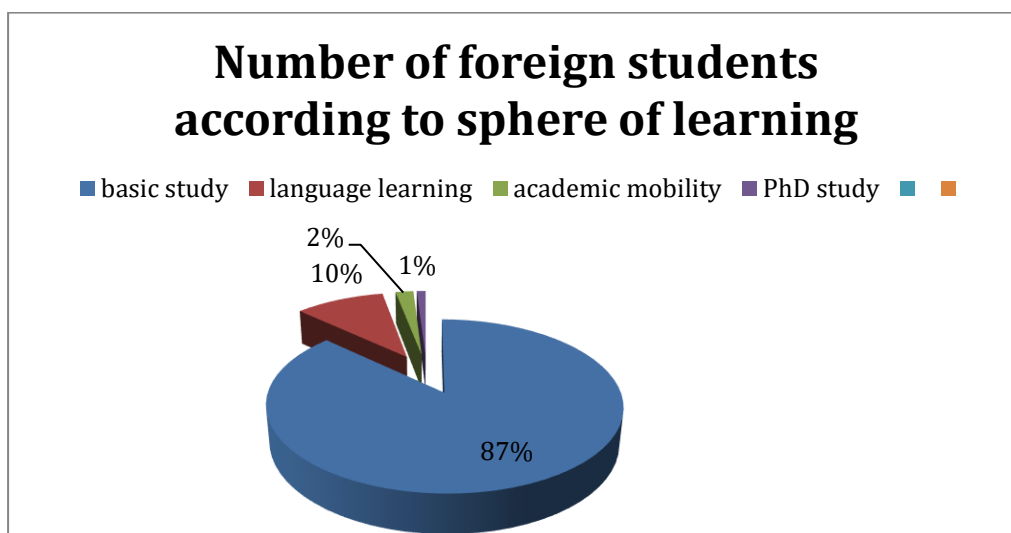


Fig. 5. Distribution of foreign students according to learning objectives (Source: <https://naqa.gov.ua/wp-content/uploads/2020/02/%D0%97%D0%B2%D1%96%D1%82-2020.pdf>)

The disparity between the number of foreign students who are in Ukraine under academic mobility programs (2%), and the number of foreign students for whom the Ukrainian higher education institutions have become the place of basic education (87%) is huge. The authors of the annual report state that this ratio can be explained by the fact that the first group of foreign students is mainly representatives of the European Union countries, where academic mobility is extremely popular. The second group is mainly representatives of Asian and African countries for which academic mobility programs are not available. Experts from the Ukrainian National Quality Assurance Agency for Higher Education state that Asian and African students enter Ukrainian universities in search of better and cheaper education or this is an ability to get to an economically developed European country.

Thus, world universities headed by World University Rankings, on average, have a total share of foreign students and teachers at the level of 31%. Statistics presented by S. A. Moroz shows that the share of foreign students in domestic higher education institutions – from 7.09% to 2.57% – is quite insignificant and, on average, corresponds to the

lowest rates of those universities in the world that are in the lowest positions in the World University Rankings [13].

Deep analysis of data on Ukrainian students' learning abroad is given in the publication "Ukrainian students abroad: data for the 2017-18 academic year", prepared by the analytical centre CEDOS [7]. Thus, according to this study, in 2016-2017 77 thousand 424 persons with Ukrainian citizenship studied at foreign universities. This amounted to approximately 8% of the total number of those studying for full-time higher education programs in Ukraine. Traditionally, our compatriots choose higher education institutions in Poland, the Russian Federation, Germany, Canada, the Czech Republic, Italy, the USA, Spain, Austria, France, Slovakia, Bulgaria. In general, over the past nine years, the number of Ukrainians who have expressed a desire to study at a foreign university has more than tripled – from 24 thousand 104 people to 77 thousand 424 people.

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

1. The rights to academic mobility, its forms, learning outcomes are normalized at the legislative level. The issues of participant selection, documentary, fees, internship longevity and recognition of the results of training, internship are determined in host and home education institutions. Both students and academic staff should be regularly informed about all available academic mobility programs and the conditions of participation.

2. The number of foreign full-time students in Ukrainian universities is rather high (87%), however, the number of academic mobility is very low (2%). The results of the study revealed that there are some push factors of student mobility that can't be improved either by the government or the university itself (a lack of access to higher education, commonality of language, geographic proximity and physical climate). But they can be used in forecasting academic mobility in the future.

3. Such factor as the quality of national offers and popularization of famous academic mobility programs with the students and academic staff through organizing seminars, webinars with experts of international academic mobility programs, academic staff and students who participated in programs, extra-curriculum activities on filling the application forms, writing motivation letters and CVs.

4. *One of the biggest challenges the Ukrainian universities face in terms of academic mobility is student-teachers weakness towards the English language. Language courses for academic staff and students should be provided to improve foreign language competence.*

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ДОСЛІДЖЕННЯ АКАДЕМІЧНОЇ МОБІЛЬНОСТІ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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Анотація. Заклади вищої освіти України визнають економічні та освітні переваги академічної мобільності для студентів і викладачів. Однак лише 2% іноземних студентів беруть участь у програмах академічної мобільності в Україні, тоді як 87% іноземних студентів обрали українські університети базовим закладом освіти. Саме тому важливо вивчити феномен академічної мобільності та розробити рекомендації щодо підвищення рівня академічної мобільності студентів та викладачів. У роботі вивчаються основні характеристики академічної мобільності студентів та науково-педагогічних працівників. Доведення висунутої гіпотези дослідження щодо підвищення мобільності студентів та викладачів в українських університетах потребує розв'язання низки завдань. Вивчено, як різні чинники впливають на академічну мобільність. З урахуванням стану інтернаціоналізації вищої освіти в Україні, розроблено рекомендації щодо підвищення рівня академічної студентів та викладачів. Аналіз літературних джерел передбачав пошук літератури по темі дослідження, оцінку джерел, виявлення дискусійних питань дослідження. Порівняльно-історичний метод застосовувався з метою вивчення основних історичних перетворень в історії академічної мобільності. Для вивчення академічної мобільності як єдності форм, типів, процедур, вимог, чинників мотивації та результатів у роботі впроваджено цілісний підхід. Зміст, види, форми та порядок академічної мобільності, системи оцінювання в Україні регулюються Законом «Про вищу освіту» та розроблено для того, щоб студенти та науково-педагогічні працівники з різних країн могли брати участь у програмах академічної мобільності. Отримані результати свідчать про те, що для підвищення рівня внутрішньої академічної мобільності студенти та науково-педагогічні працівники повинні регулярно бути проінформовані щодо нових програм обміну, позапрограмні заходи, спрямовані на написання мотиваційного листа, резюме та заповнення анкет мають постійно функціонувати у ЗВО. Для того, щоб допомогти українським студентам та науковцям взяти участь у програмі академічної мобільності, необхідно організувати курси англійської мови.

Ключові слова: академічна мобільність; українські університети; еволюція; форми; мотивація.

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