

Report on organising International Weeks (IW) and similar events in partner institutions and countries



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Introduction

The aim of Output 1.1. is to summarize evidence regarding past and present of the International Mobility (IM) events in each partner's university, including mode of delivery of lectures, student extracurricular activities, workshops, and assessment methods oriented to international mobility in higher education in Europe. For Output 1.1 a protocol- questionnaire was developed to collect data regarding organizing International Weeks (IW) in higher education institutions of participating countries. The questionnaire was revised and approved by all partners before delivery and pre- tested by MENDELU university before the actual survey in all countries. Each partner invited 3 to 10 universities with minimum study programs on the 1st and 2nd Bologna level or more. An e- survey was then designed to collect data from participating countries. All data was entered in a database and analysed with SPSS Version 11.0 statistic software package.

Findings

General description of participating universities

In total 14 universities participated to the survey, 5 from Greece, 5 from Croatia, 2 from Czech Republic, 1 from Denmark, and 1 from Bosnia Herzegovina (**Table 1**).

Institution	Country
Charles University	Czech Republic
Masaryk University	Czech Republic
Sarajevo School of Science and Technology	Bosnia Herzegovina
University of Copenhagen	Denmark
Hellenic Mediterranean University	Greece
University of Patras	Greece
International Hellenic University	Greece
University of Crete	Greece
University of Thessaly	Greece

University of Osijek	Croatia
University of Rijeka	Croatia
University of Zadar	Croatia
University of Zagreb	Croatia
University of Dubrovnik	Croatia

Table 1. List of participating universities per partner

The majority of participating universities offered professional and/or academic bachelor, professional and/or academic master and scientific PhD programs. Detailed responses are presented in **Figure 1**.

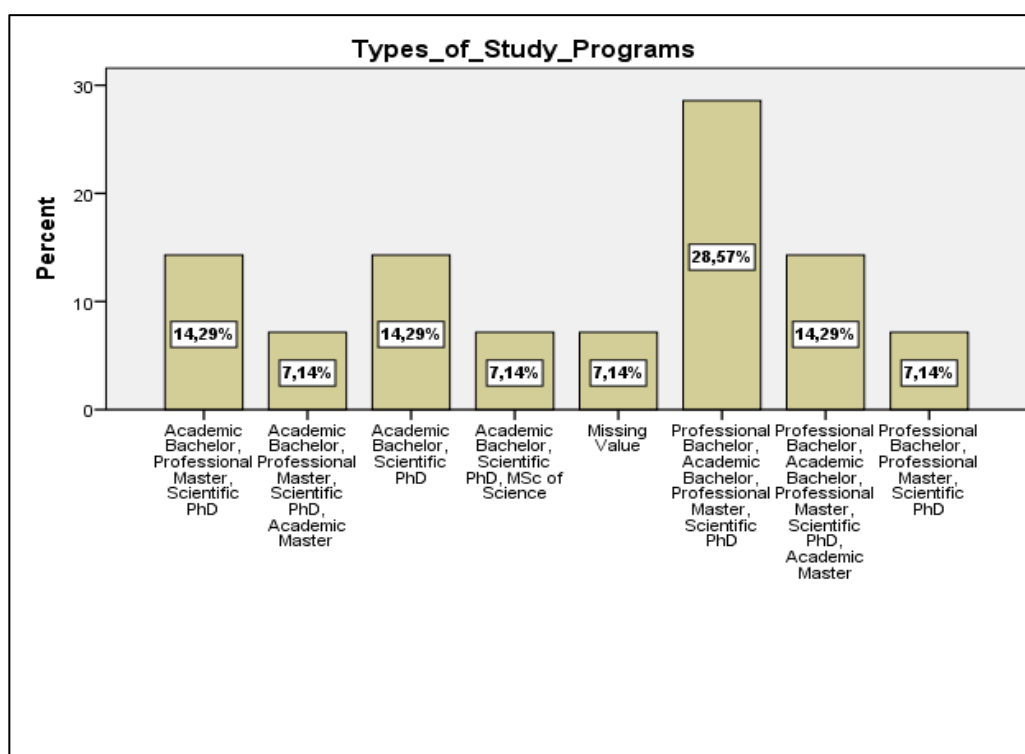


Figure 1. Type of study programs offered

Description and content of IW and similar events in Higher Education

71.43% reported that they organise IW at their institution while the percentage not organising such events remained high (28.57%).

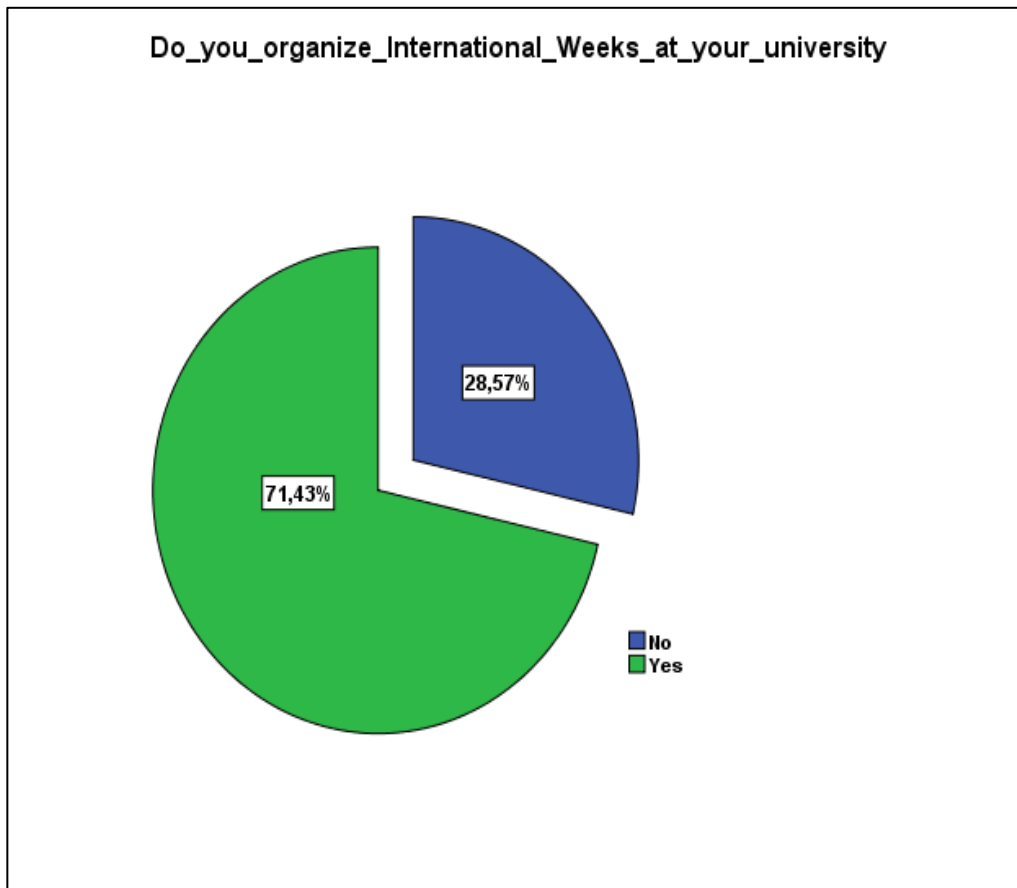


Figure 2. Organisation of International Weeks

28.57% reported offering these events on all Bologna levels and same % reported organising these events for 1st and 2nd bologna level.

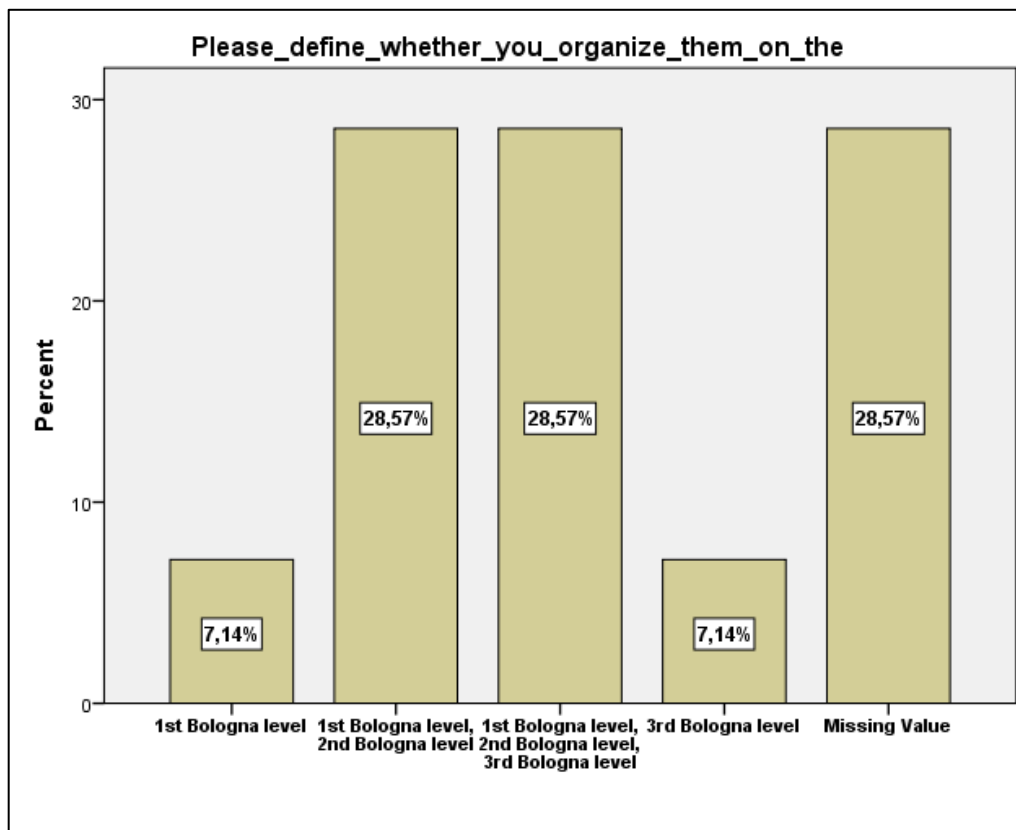


Figure 3. IW offered per Bologna level

70.0% reported organising IW once per academic year and 30.0% twice or thrice per year.

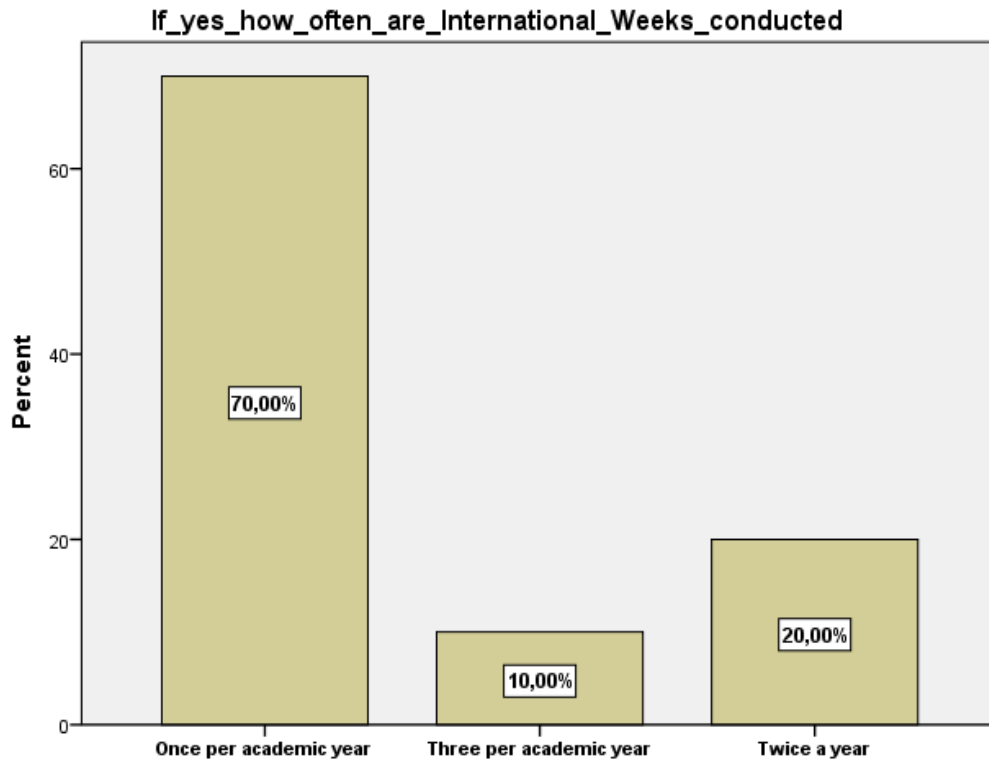


Figure 4. Frequency of offering IW

A significant percentage of participating universities reported that they organize IM events (85.71%) and the majority (60.0%) reported organizing them once or twice per academic year.

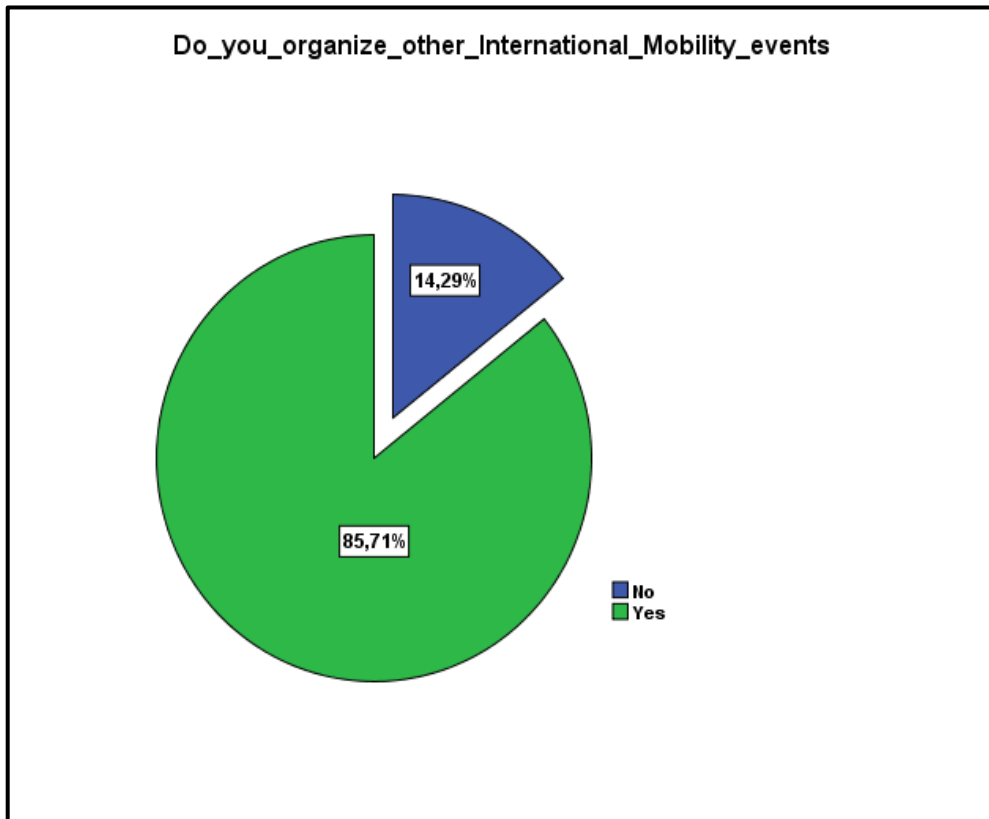


Figure 5. summarises frequency of organising IM events among participating universities.

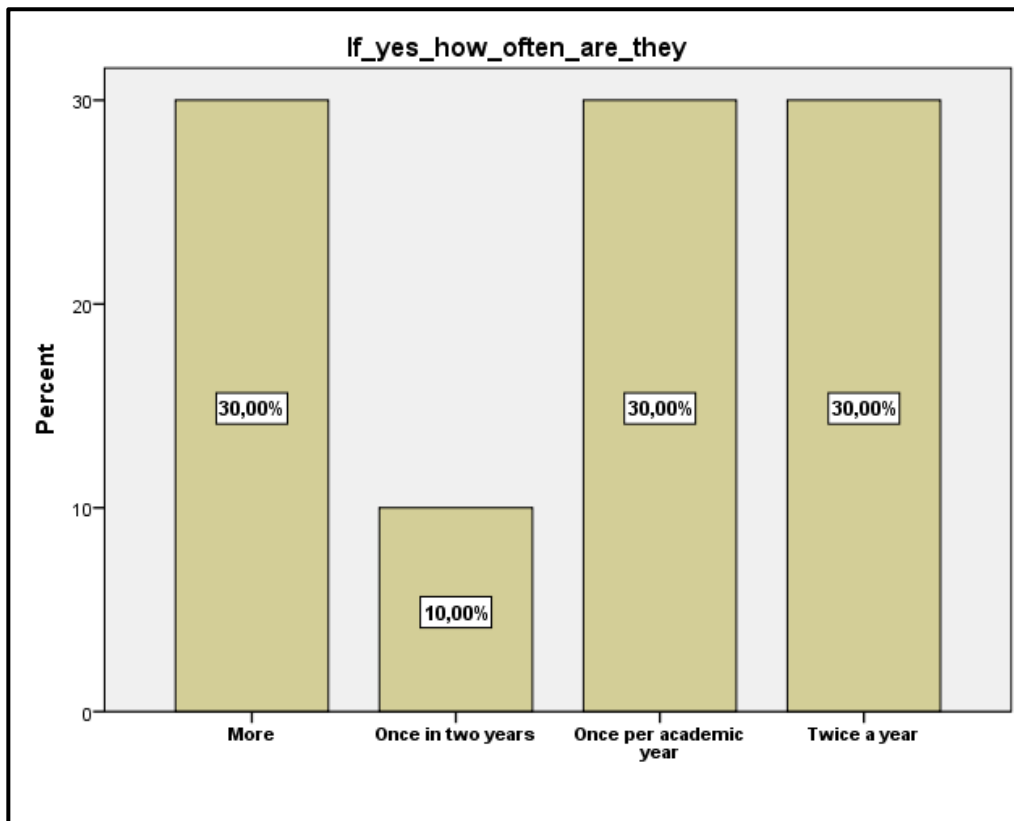


Figure 6. Frequency of IM events

Only 5 universities (35.71%) reported organizing specific events for teachers including international week for teachers, series of lectures/ online colloquial talks, conferences, training for capacity building skills, and info days for those participating in Erasmus programs.

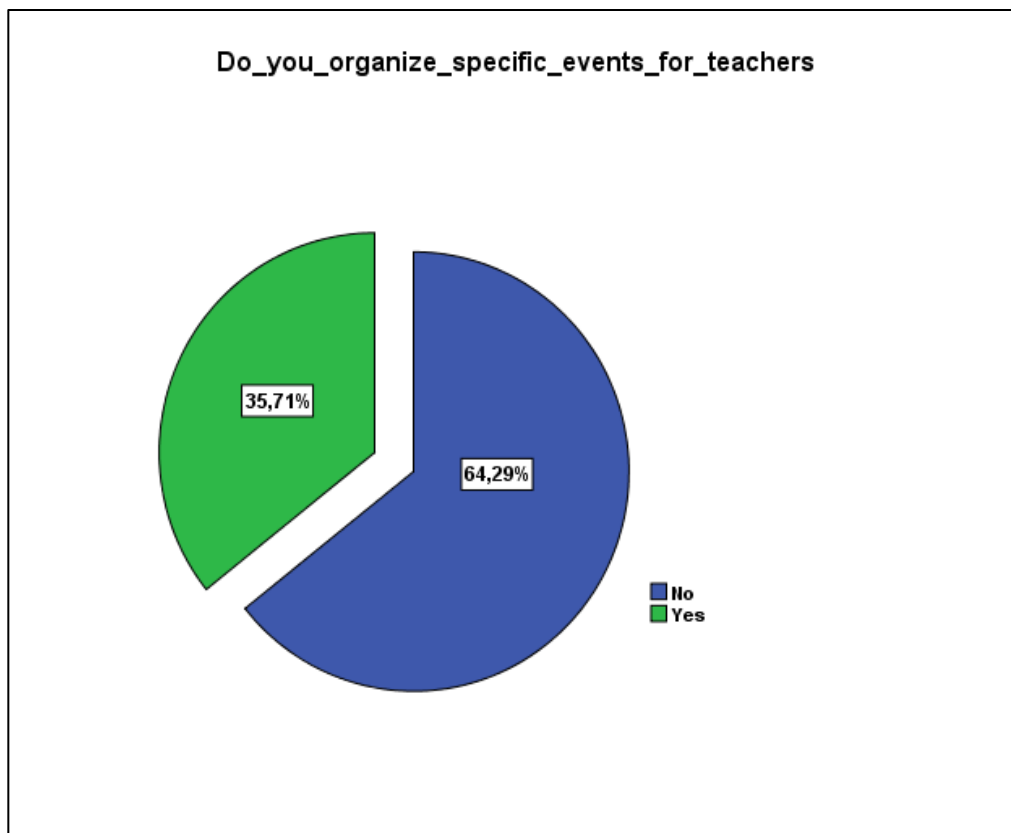


Figure 7. Organisation of specific events for teachers

More than 75% reported that International Relation Office or IRO jointly with University Coordinator Erasmus share the responsibility for organising such events. A percentage of 25% named either the University Coordinator Erasmus as the person responsible or reported that this varies. Some examples of IM events organized in participating universities during 2020-2021 academic year included International Week on Smart cities, Sci- Café Colloquial Talks, Erasmus Mundus Staff & Exchange, Forums, Mobility workshops, Erasmus Days, Erasmus Weeks, International semesters long visits abroad, Internship Mobility Day, Services for Students with Special Needs, Staff training week focused on international relations, and Welcome Days and Webinars.

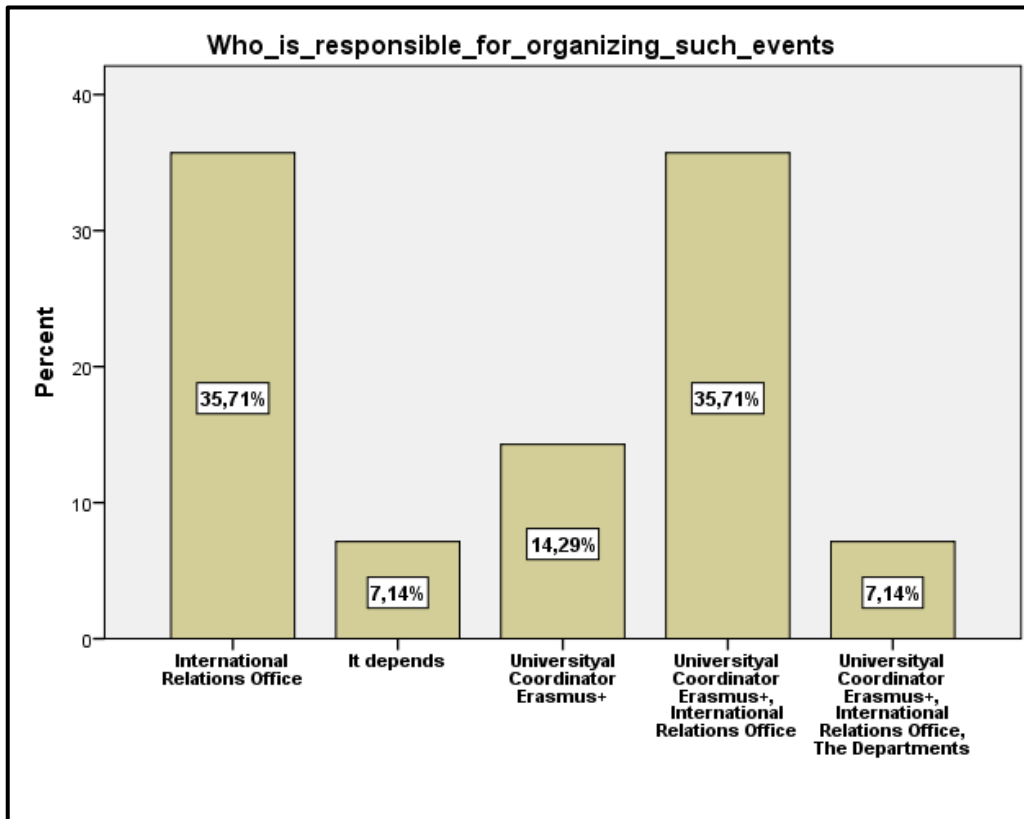


Figure 8. Person responsible for organising IW and IM events

Modules, extracurricular activities, and events organised and offered to international students and teachers

69.23% reported that they organise specific events for teachers including series of lectures, Erasmus staff week and info days and capacity building skills training activities.

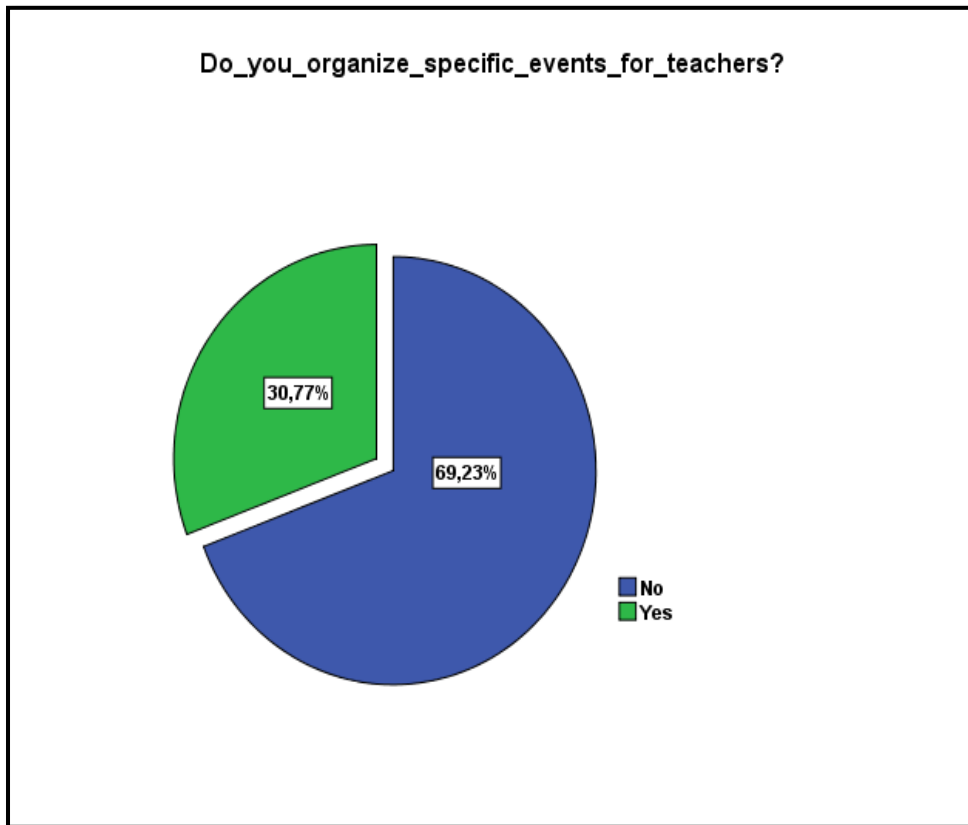


Figure 9. Specific events for teachers

64.29% of participating universities reported that they organise specific academic modules for international students and that they offer the opportunity to international students to attend these specific modules or join same modules with domestic students.

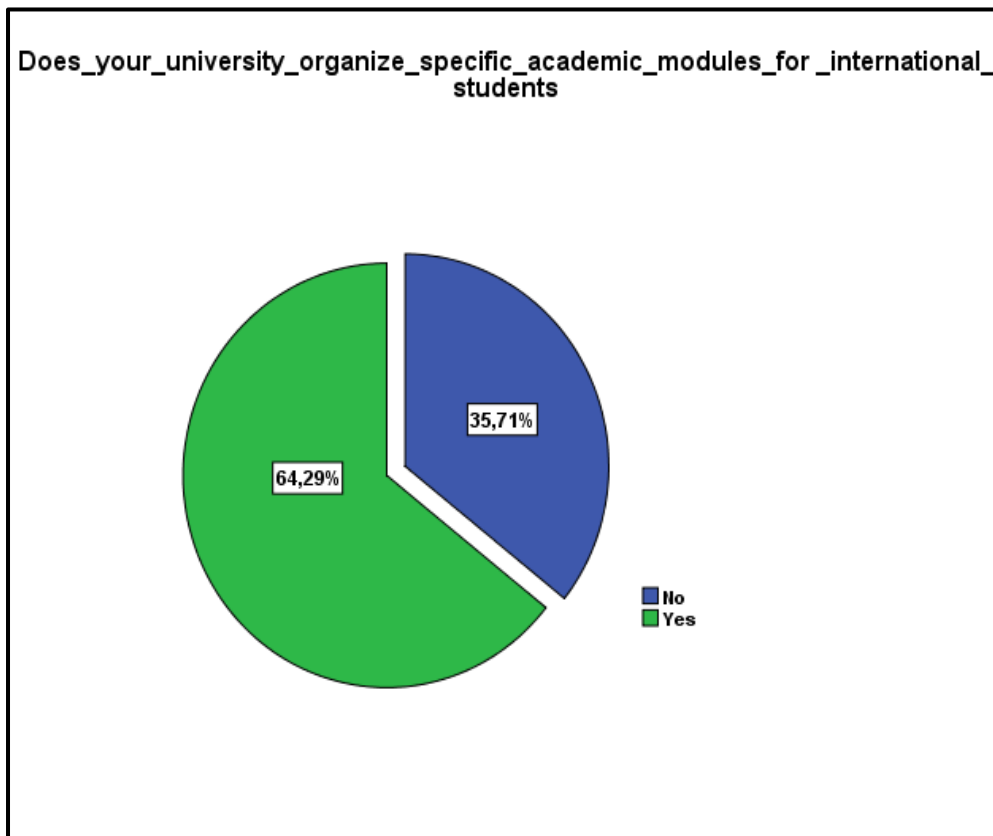


Figure 10. Specific academic modules for international students

78.57% offered extracurricular activities for students and teachers. Main activities included local culture and local history events, Arts- Theater and Dance events, International Festivals, Sports & Gym, Students Newspaper and One Day Trip. Only 14.29% of participating universities reported organising events to cultivate digital competences for international students and teachers.

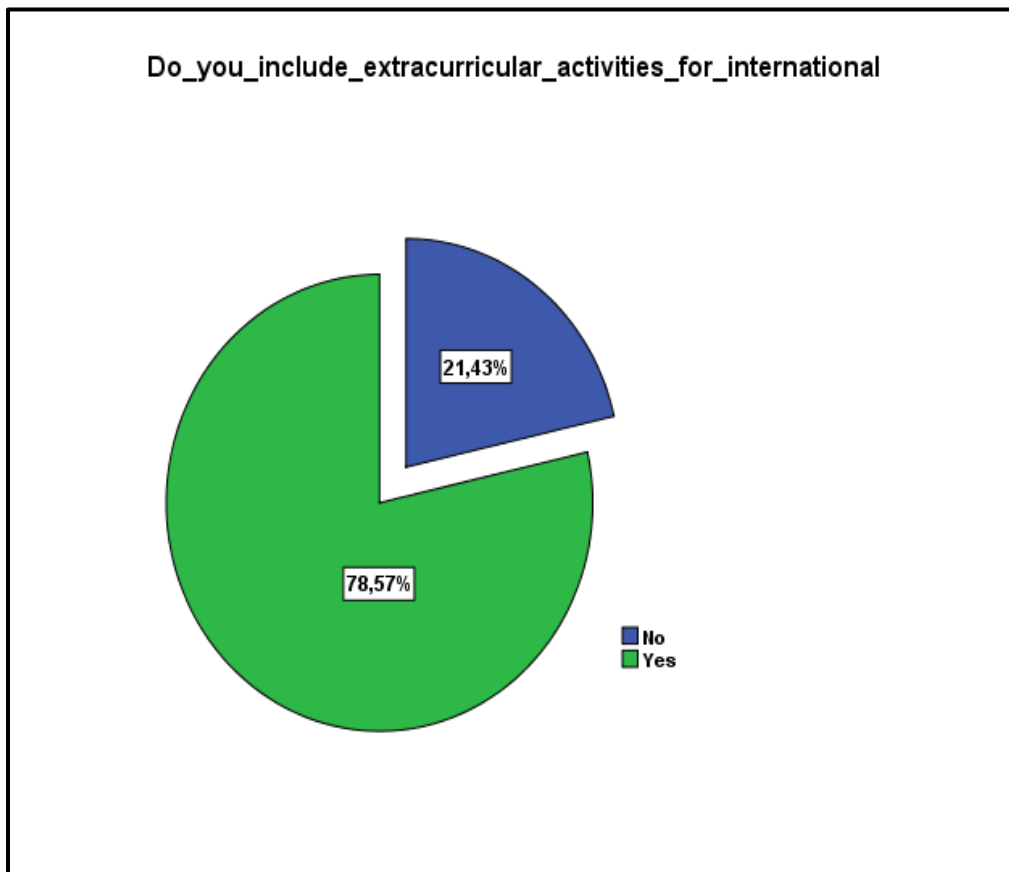


Figure 11. Extracurricular activities for students and teachers

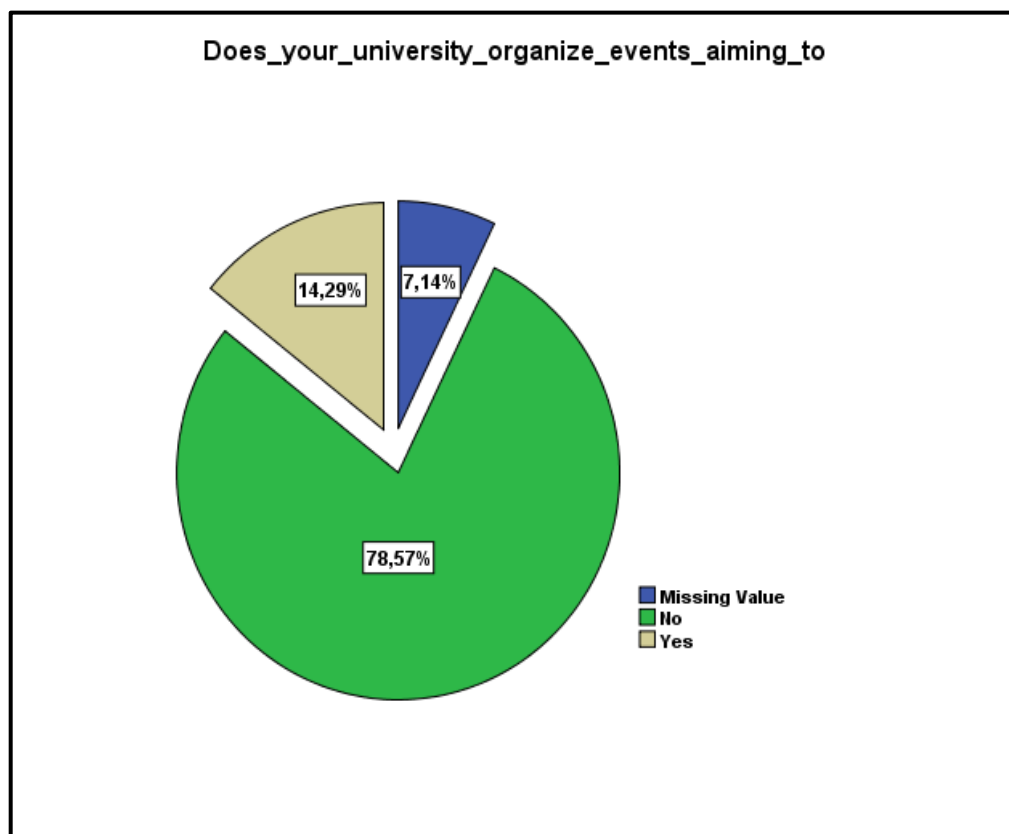


Figure 12. Events to cultivate digital competence

Factors that hinder IW and similar events

85.71% of participating universities reported that COVID-19 negatively impacted the organization of IW and similar events. Most universities had to cancel IM and similar events and some others offered a limited number of events online with the use of virtual platforms and organized digital and blended events.

Complementary key factors that were reported to hinder IW and similar events were financial, timing, and logistical restrictions, and lack of interest from students and teachers and low competences.

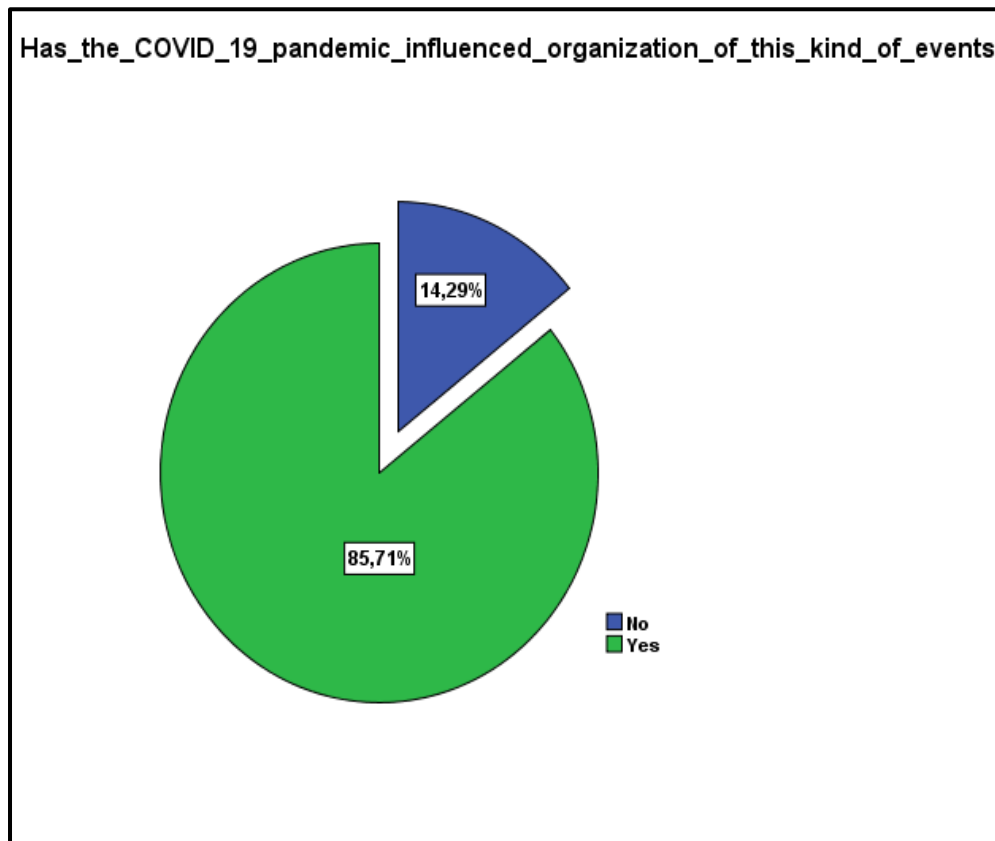


Figure 13. COVID-19 impact on IW and IM events

Skills cultivated through international events

Table 2. summarizes mean, mode, min and max value of responses regarding skills' cultivation through international events for participating universities. In summary, among foundation skills oral communication, thinking skills, continuous learning- document use and working with others scored high. Communication of ideas and information effectively [transferable skills' category] and the development of interpersonal- intrapersonal skills and global citizenship [transversal skills' category] were also found to score high.

Table 2. Mean, mode, min and max value of responses regarding skills' cultivation

	Mean	Median	Mode	Min	Max
Foundation skills					
Reading	2.89	3.00	1	1	5
Numeracy	1.89	1.00	1	1	4
Oral communication	4.10	5.00	5	1	5
Thinking skills	3.80	4.00	5	1	5
Continuous learning, document use	3.20	4.00	4	1	4
Writing	2.60	3.00	1	1	5
Working with others	3.91	4.00	5	1	5
Computer use	2.82	3.00	3	1	5
Transferable skills					
Problem solving	2.90	3.50	1	1	5
Communication of ideas and information effectively	3.70	4.00	5	1	5
Creativeness	3.00	3.00	1	1	5
Leadership and conscientiousness	2.27	2.00	1	1	4
Entrepreneurship	2.09	2.00	1	1	4
Transversal skills					
Critical and innovative thinking	2.80	3.50	1	1	5
Interpersonal skills	4.27	4.00	4	2	5
Intrapersonal skills	3.90	4.00	4	2	5
Global citizenship	4.18	4.00	5	2	5

Media and information literacy	2.40	2.50	1	1	4
Technical and vocational skills	3.33	3.50	4	2	4

Conclusions

- 7 in 10 institutions organize IW and almost all organize IM events.
- 70% offer IW once per academic year and most of them organise IM events 1-2 per academic year.
- The responsibility of organizing IW and similar events is shared between the International Relation Office and University Coordinator of Erasmus.
- 6.5 in 10 institutions organize specific events for teachers and offer specific academic modules for students.
- Main skills cultivated through IW and similar events include oral communication, thinking skills, continuous learning- document use, working with others, communication of ideas and information effectively and the development of interpersonal- intrapersonal skills and global citizenship.
- Key factors that hinder IW and similar events include COVID-19 pandemic, financial, timing- logistical restrictions, lack of interest and low competences.