

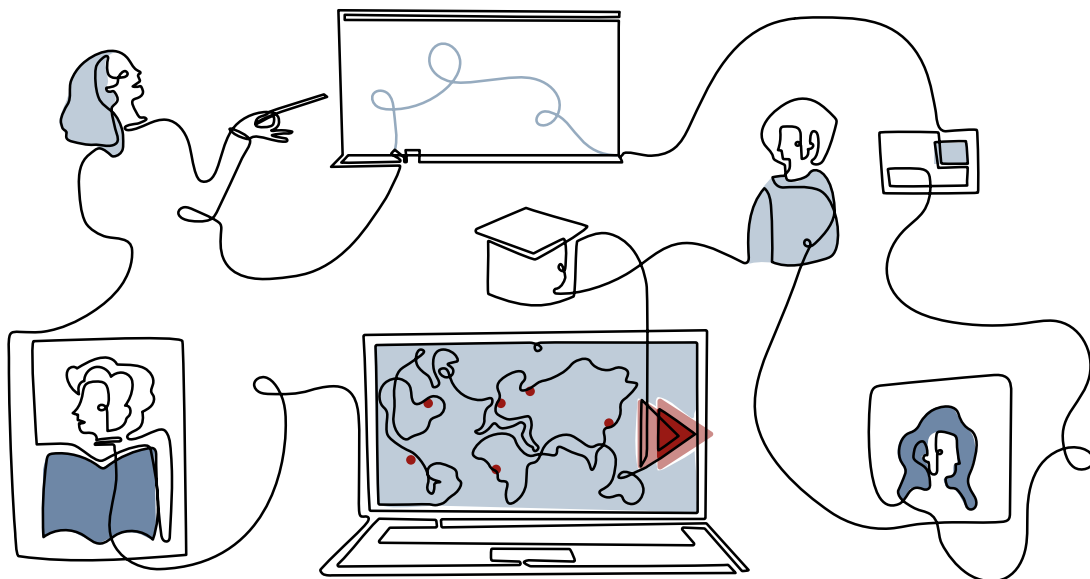


HRK ADVANCE Praxiswerkstatt Rahmenbedingungen virtueller Mobilität von internationalen Studierenden

2./3. Mai 2023, KOMED, Köln

Ergebnisdossier Keynote

Nanette Ripmeester:
**New Mobility from a Student Perspective
in International Comparison**





Zusammenfassung

In ihrer Keynote „New Mobility from a Student Perspective in International Comparison“ berichtete Nannette Ripmeester, Director of Expertise in Labour Mobility und i-graduate Europe & North America, zur Eröffnung der Veranstaltung über die Mobilitätserfahrungen internationaler Studierender während der Pandemie und ihre Erfahrungen mit dem Online-Studium in Deutschland.

Für einen internationalen Vergleich wurden erste Ergebnisse des internationalen Student Barometer 2022 präsentiert. Ripmeester ordnete die Erfahrungen von internationalen Studierenden im internationalen Vergleich ein und arbeitete heraus, dass die Ergebnisse der deutschen Hochschulen an einigen Stellen leicht überdurchschnittlich waren – z. B. haben deutsche Hochschulen positive Bewertungen beim Thema Beratung und Information erhalten und Online-Materialien wurden positiv gewürdigt. Hingegen wurden die Möglichkeiten der Gruppenarbeit sowie die finanzielle Unterstützung für ein Online-Studium in Deutschland als eher unbefriedigend bewertet. Insgesamt würden aber über 60% der Befragten erneut online in Deutschland studieren, wobei ein hybrides Studium bevorzugt werden würde.

Nanette Ripmeester gab Impulse dahingehend, virtuelle Mobilität als Teil einer internationalen Mobilität so zu verstehen und auszurichten, dass eine Kompetenzentwicklung für die Studierenden ermöglicht und gefördert wird, die nicht nur fachlich zu verstehen ist, sondern auch für den globalen Arbeitsmarkt befähigt:

"The pandemic accelerated labour market trends and the need for certain skills. The skills that support students' employability are enhanced by a mobility experience. It's not about being virtual or in-person, it's about being intentional about the desired outcomes when designing a mobility experience. The future will be hybrid if we listen to our students: 54% of international students in the global ISB benchmark 2022 say they would choose to study online again based on their current experience."

Nannette Ripmeester:

Als Director of Expertise in Labour Mobility ist Nannette Ripmeester Expertein für globale Mobilität von Studierenden und Fachkräften, arbeitet an der Schnittstelle von Studium und Arbeitsmarktbefähigung und unterstützt Organisationen und politische Akteure u. a. auch in ERASMUS+ Projekten dabei, Studium und Arbeit über Grenzen hinweg zu stärken.

Zugleich ist sie Director Client Services Europe & North America für i-graduate – die verantwortliche Institution für den International Student Barometer, der auch in Deutschland ein wichtiges Instrument für das internationale Benchmarking und den Vergleich von Studierendenmobilität darstellt.

Nanette Ripmeester hat für die EU-Kommission gearbeitet und die EURESS Datenbank mit aufgebaut. Sie ist Mitglied des supervisory board for Codarts University in den Niederlande im NAFSA Trainer Corps involviert.

New Mobility from a Student Perspective in International Comparison

HRK Keynote
Nannette Ripmeester
2 May 2023

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NANNETTE RIPMEESTER

Expertise in Labour Mobility

- Corporate bodies
- Higher Education Institutions
- Individuals
- (Regional) Governments

i-graduate

International Student Barometer (ISB) - Global benchmark survey covering 4.2 M students

CareerProfessor.works

App with gamified international careers advice bridging the gap between education & the global job market

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A changing world ...

Today's agenda:

- Labour Market Trends
- Job Market Requirements
- The Value of Mobility
- Definitions **COVID19**
- Future of Mobility
- Student Expectations re Online Learning
- Q&A

Expertise in Labour Mobility
@labourmobility

"You can't use an old map to explore a new world" - Albert Einstein

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LABOUR MARKET TRENDS

1. Technological change
2. Globalisation
3. GEN Z & Demographic changes
4. Environmental sustainability
5. Increasing inequality
6. Political uncertainty
7. ... COVID-19

SKILLS FOR A POST-PANDEMIC ERA

EMPATHY ADAPTABILITY

CULTURAL AWARENESS DIGITAL SKILLS

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THE 'NEW' WORLD OF WORK



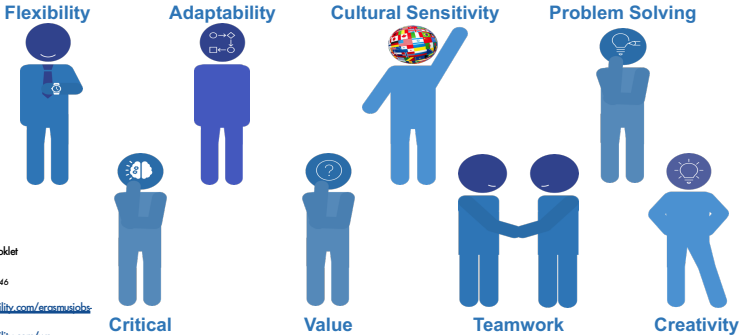
" 'Globally mobile' does no longer mean being able to relocate or being able to travel extensively, it is about being able to do a **global job**."

-- Robin Lewis from Cigna
EFMD Careers with Coffee discussion.

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What skills does mobility bring that match employer needs?



Source: Competence Booklet
Erasmus Jobs:
14 mobile students = 3,346
25 companies

<https://www.labourmobility.com/erasmusjobs-competencebooklet/>
<https://www.labourmobility.com/erasmus-jobs-competencebooklet/2017/Erasmus-Jobs-CompetenceBooklet.pdf>

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"if you're not outside your comfort zone, you won't learn anything."
Andy Molinsky



Can this be achieved virtually?

<https://www.eaie.org/blog/words-matter-virtual-mobility.html>


To be mobile or not to be mobile?

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What's in a name?

Collaborative Online International Learning (COIL)
Virtual Exchange (VE)
vs
Virtual Mobility (VM)



With COIL and VE the "emphasis is on (sometimes challenging) international and intercultural collaboration and the forging of productive personal relationships that is often missing from so-called 'virtual mobility'."

Piet van Hove in EAIE Blog *Words matter: why we should stop talking about 'virtual mobility'*


<https://www.eaie.org/blog/virtual-exchange-iah-terminology.html>

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Some figures on the 'Future of Mobility'

- 0.3 million internationally mobile students in higher education in 1963 --> 2 million in 2000 --> up to 6 million in 2019. But 'only' 6 million international students were **mobile** in 2019 (equals **2.6% of the world student population**). *Mobility is highly exclusive!*
- Covid19:** higher education institutions and schools were closed in 185 countries, affecting about 1.5 billion learners --> virtual mobility on the rise!
- UNESCO report says that the future of student mobility will **combine physical international experiences with digitally driven virtual opportunities** that reach a wider range of students.
- Big potential to open access for students who are unable to travel due to physical, social or financial reasons. However, still restriction to access for students with certain disabilities (audio or visual) and may exclude students from countries where internet or device access is lower.
- 75% of students say they would do Virtual Student Mobility again.**



https://www.iesalc.unesco.org/wp-content/uploads/2022/03/IESALC_220315_RE_VSM_EN.pdf

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Student motivations to participate in a virtual mobility experience

Figure 7: Motivation to participate in VSM
WHY DID YOU TAKE PART IN THIS VSM EXPERIENCE?

Experience seemed academically challenging/enriching	82
Experience provided international work experience	41
Could not travel due to the pandemic	22
It was more financially accessible than physical mobility	14
It was a more environmentally sustainable option	13
No choice – it was a compulsory	10
Work or caring responsibilities meant I would not have been able to physically travel	10
Other	3

Students were allowed to check more than one option. Values represent the number of answers received per option.
 Chart: UNESCO IESALC • Source: UNESCO IESALC VSM student survey • Created with Datawrapper

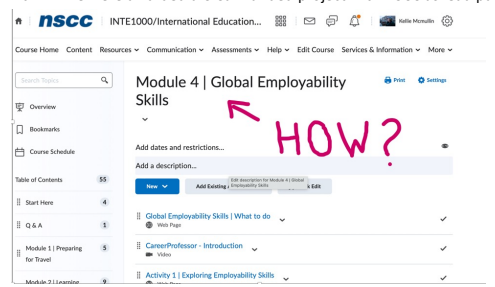
Available to download at <https://datawrapper.dwcdn.net/1hUME/1/>

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Good Practice Example

- Canada started with a government funded mobility programme in ... March 2020.
- At ELM we were awarded a CiCan funded project with NSCC as lead partner.



THE CHALLENGE

"...the majority of students don't know what to do with those skills, how to translate them in order to improve their job prospects, or how to apply them in the workplace, either at home or abroad."

— S. Christoforou & N. Ripmeester: Global Employability: Common Challenges in Preparing Students for a Global World of Work • CIMA Publications

INTENTIONAL

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Survey response International Student Barometer ISB 2022 (2)



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Some key findings from the ISB 2022



- 146 institutions took part in the ISB 2022.
- 120,622 international students answered the survey.
- The top 2 nationalities for international students globally are China (21%) & India (17%). In Germany, Indian students are the largest group (19%), followed by China (7%).
- The largest group that answered the global ISB were Master level students (48%), followed by Bachelor (36%), and PhD (11%) level students.

54% of students across the globe answered 'yes' to the question "Based on your current online study experience, would you choose to study online again in the future?"

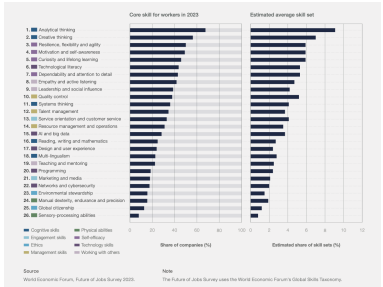

The ISB 2022-23 was supported financially by the DAAD for German Higher Education Institutions. A report based on the ISB data will be released after summer.

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Hot of the press

Nice to know:
Jobs in the Education industry are expected to grow at around 10% during the 2023–2027 period.








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Food for Thought

- The pandemic speeded up on already **existing trend**.
- The workplace needs people able to **adapt to change**.
- The skills in need by the workplace are (still) those that **mobility** experiences bring.
- It's not in-person OR virtual → the future of educational mobility is **HYBRID!**
- Covid is no longer the big disruptor but the adoption of **new technologies** (driving transformation in 86% of companies) is expected to **drive the evolution of workplace skills** across the full spectrum of skills, knowledge, abilities and attitudes.

7 SKILLS GAINED THROUGH MOBILITY THAT MATCH EMPLOYERS NEEDS

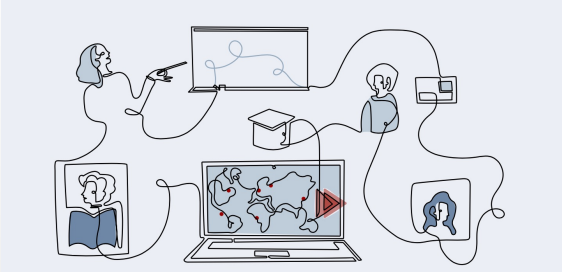
-  **Adaptability**
-  **Communication Skills**
-  **Teamwork Skills**
-  **Creativity**
-  **Problem Solving Skills**
-  **Professional/Career Orientation**
-  **Proactivity**

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Thanks for listening
Any questions?

Danke fürs Zuhören
Haben Sie irgendwelche Fragen?



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