

# Building on Achievements of ERASMUS Intensive Programmes

## Some conclusions and some questions

Christopher Moss

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Wissenschaftszentrum Bonn – Bad Godesberg





## **Building on Achievements of ERASMUS Intensive Programmes**

# **Workshop A**

### **Results to valorise:**

- **Recognition of the IP's - as part of a studies plan**
- **Deliberate intercultural design leads to a greater cultural awareness and self-cultural awareness**
- **Encourage the students to take part in new initiatives**  
(mobility; going on with new studies; create new organizations)
- **Controlling the aspects of isolation and immersion impacts the learning results.**



## Building on Achievements of ERASMUS Intensive Programmes

# Workshop A

### Key challenges:

- **Students have strong expectations that theory will be strongly linked with practice**
- **How to develop a common language in order to understand different cultural aspects**
- **Sustainability: how to improve the dissemination of the results and the good practices**
- **How to ensure a better organization of the IP's (logistic team // teaching team)**
- **Internationalization at home**



## **Building on Achievements of ERASMUS Intensive Programmes**

# **Workshop A**

### **Recommendations:**

- 1. Innovative approach**
- 2. Multidisciplinary approach**
- 3. Deliberate intercultural design**



## **Building on Achievements of ERASMUS Intensive Programmes**

# **Workshop B/D**

### **Results:**

- **Networks – strong and lasting with stable results**
- **Improvement of soft skills / communications skills**
- **Printed material – web pages**
- **Evaluation with students > developing project**
- **ECTS & Transcript of Records**



## Building on Achievements of ERASMUS Intensive Programmes

### Workshop B/D

#### Key challenges:

- Find & keep enthusiastic people
- Listen to & develop the *network* and *project*
- Language diversity
- Rules & legislation in different countries
- Financial & administrative stability
- Too rigid partner model, time limitation, finance etc.
- Quality control



## **Building on Achievements of ERASMUS Intensive Programmes**

### **Workshop B/D**

#### **More challenges:**

- **Cooperation with external stakeholders**
- **Cultural, inter-cultural & multicultural communication**
- **Cultural, professional & other background diversity**



## Building on Achievements of ERASMUS Intensive Programmes

### Workshop B/D

#### Recommendations:

- Provide feedback
- Involve all institutions – universities & students
- Quality control
- Keep the network open
- Open IP to *all* international students, not only to partners
- Evaluation as a tool for changes, adjustment and development of the project



## **Building on Achievements of ERASMUS Intensive Programmes**

### **Workshop B/D**

#### **More recommendations:**

- **Good organisation and planning needed**
- **Democracy**
- **Support from all actors involved**
- **Anchor IP within the university structure**
- **Allow flexibility in reporting, fix deadline to the end of the project, not to the eligibility to the end of the year.**



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### **Workshop B/D**

#### **More recommendations:**

- **Dialogue and communication vital**
- **Use former ERASMUS students**
- **Transparent rules for NA & Commission**
- **More sustainability**
- **More tolerance, more understanding & less bureaucracy**



## **Building on Achievements of ERASMUS Intensive Programmes**

# **Workshop C**

- 1. Academic recognition:  
4-6 credits/Diploma Supplement**
- 2. Decrease in bureaucratic obstacles, increase  
in planning security**
- 3. Setting up of an IP-database**



## Building on Achievements of ERASMUS Intensive Programmes

### Workshop E

- IPs and engineering education naturally connected with international exchange
- IPs and interpretation of “less attractive” - “lower quality” or “unknown”
- IPs and equality - access to direct and indirect participation – “overstepping the limits of “event character”, optimization of timing,  
using the ICT
- IPs’ efficiency in the Bc-level depending on the model/philosophy of Bc- curricula
- IPs interlinked with the “development” more then with “research”
- IPs added value - joint access to the high-tech at the universities
- IPs deriving the development (and transfer) of new approaches in the education
- IPs’ radiation towards professional environment



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### Workshop E

IPs' two levels and two dimensions of sustainability

- effects and actions;
- individual and institutional sustainability

- IPs' functioning networking with personal commitment
- IPs' limits concerning the range of effects and time - development of teaching material and introduction of new teaching methods based on ICTs.
- IPs and building-up spin-offs in the field of research based on personal contacts built-up in the IPs.
- IPs' sustainability precondition - flexibility and building-up on strengths and achievements.



## **Building on Achievements of ERASMUS Intensive Programmes**

# **General Conclusions & Questions**

### **Key phrase: External & Internal Marketing**

- **Flexibility**
- **Scope of IPs - Sustainability**
- **Intercultural Competence**
- **Recognition - ECTS**
- **Fuelled by degree programmes or fuel for degree programmes?**
- **Tool for recruitment (vertical mobility)**
- **Links to other stakeholders - employability**