

As of May 31st

## **Research Report on Student Exchange Programs in the era of the New Normal (International Survey)**

2021/08/02

In 2020 and early 2021, student mobility across borders was forcibly stopped or suspended. Instead, Higher Education Institutions often transformed their physical mobility opportunities into on-line programs.

The research team believes that to maximize the pedagogical outcomes for students, and to minimize administrative conflicts between institutions, HEIs need shared guidelines such as rules to balance on-line and on-site mobility options when they resume global student exchange.

We have already posted the survey outcome among 180 Japanese universities on the web in mid-July. On the other hand, this is also a preliminary report replied by 85 universities globally, based on an identical survey prepared in Japan. Via a web-based survey, colleagues of international education revealed their levels of preparedness for mobility and offered their opinion on the subject.

Post-pandemic student mobility frameworks should be educationally meaningful and administratively manageable. We welcome any comments, suggestions and, indeed, advice, for our survey and ongoing research.

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Fig.0 # of Samples

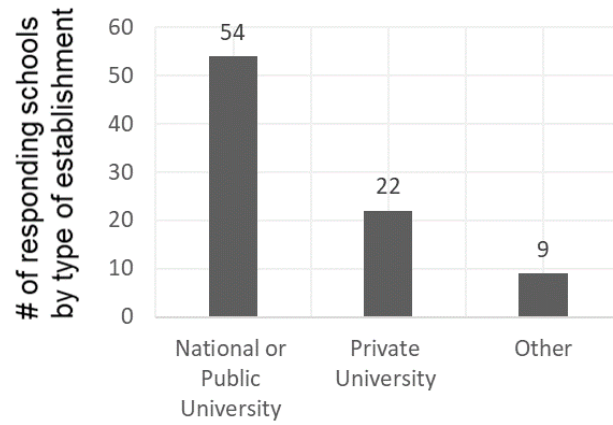
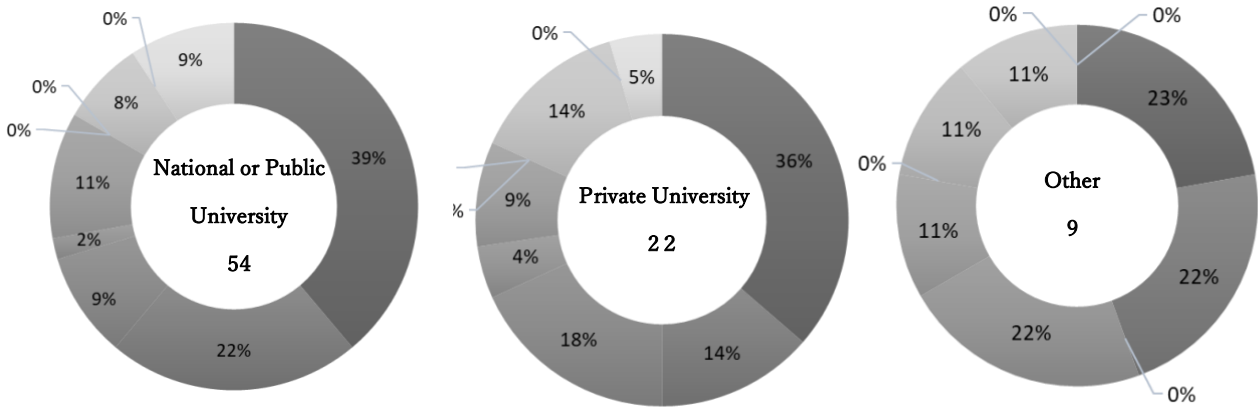


Table.0-1 The types of universities established by United Nations GEOS-chem

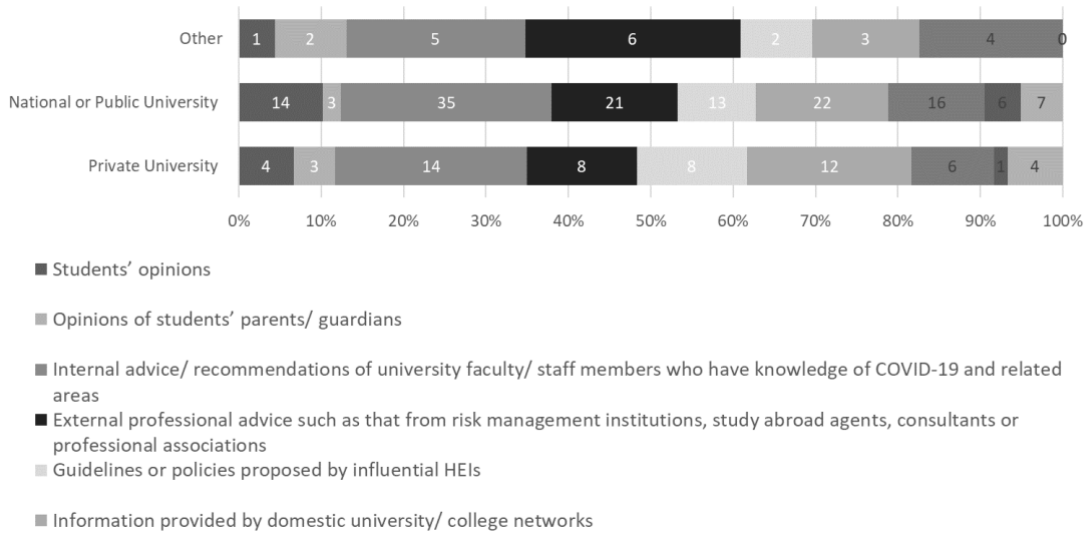
|          | National or Public University | Private University | Other | Total |
|----------|-------------------------------|--------------------|-------|-------|
| Africa   | 0                             | 0                  | 0     | 0     |
| Americas | 11                            | 11                 | 8     | 30    |
| Asia     | 6                             | 9                  | 1     | 16    |
| Europe   | 36                            | 2                  | 0     | 38    |
| Oceania  | 1                             | 0                  | 0     | 1     |
| total    | 54                            | 22                 | 9     | 85    |

I . Does your institution have a vision for how to resume on-site inter-institutional student mobility, when this becomes possible? Select the answer that best describes your vision.

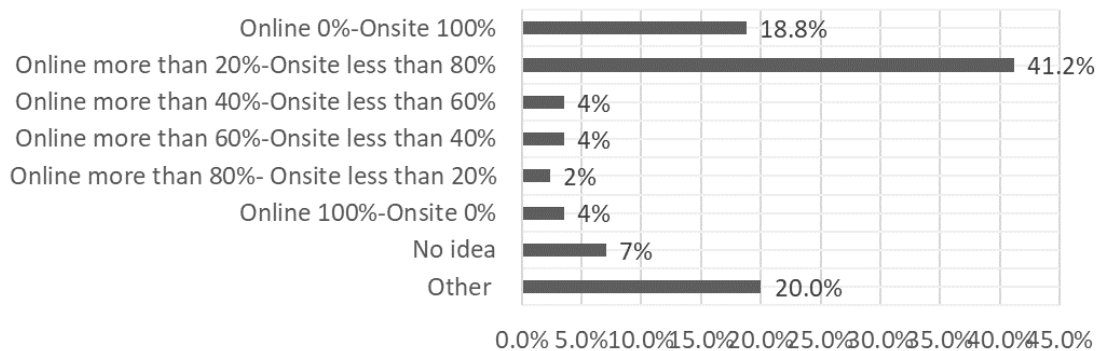


- Yes, it does. We have already issued student mobility guidelines for the period during or after COVID-19.
- Yes, it does. We will issue student mobility guidelines for the period during or after COVID-19.
- No, it does not. However, we have been discussing this.
- No, it does not. However, we are collecting information / resources to help us decide on guidelines.
- No, it does not. We will resume student mobility once local health guidelines or other regulations/laws permit.
- No, it does not. We are consulting with external professional advisers.
- No, it does not. This is because we will not resume student mobility, for the time being, whatever the conditions (jump to (4))
- No, it does not. We will just resume the previous forms of student mobility as soon as possible.
- No, it does not. We do not know where to start.
- Other

I -(a) In addition to government policy and immigration regulations, what do you consider and refer to when resuming student mobility at your institution? Please choose up to 3 of the following.

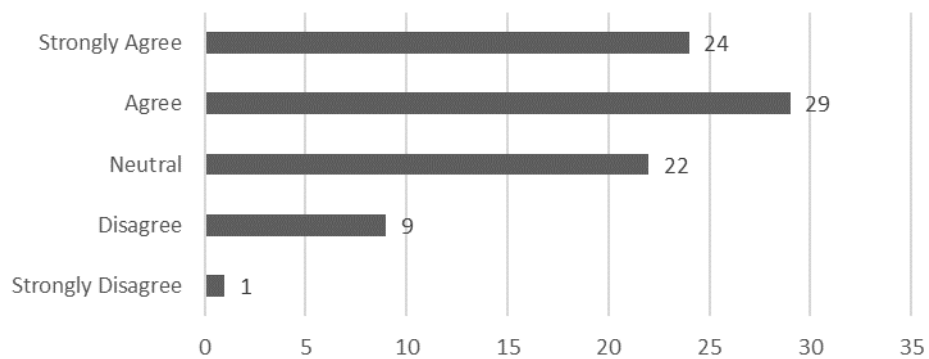


II . Due to the COVID-19 pandemic, higher education institutions have been forced to halt on-site student mobility, and offer education services online in many cases. Once the present restrictions on international travel are lifted, which of the future visions below do you consider to be the closest to your institution's vision and design of post-pandemic mobility?

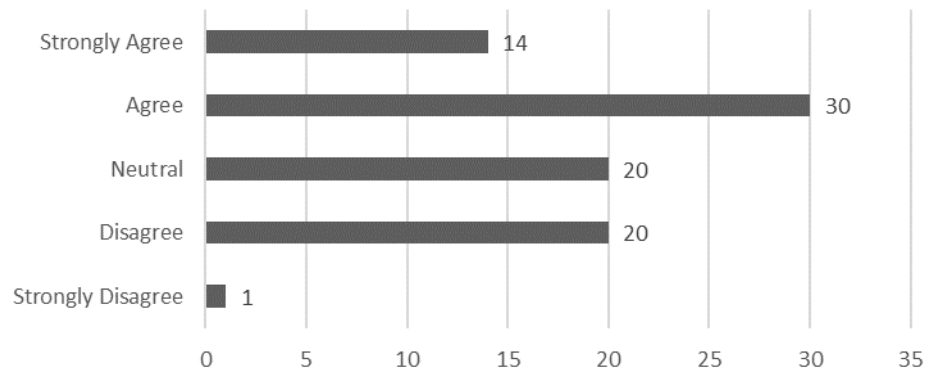


III. Once we are able to move across national borders, how will you select students for inter-institutional on-site mobility from amongst a number of candidates in your institution? (Please choose one of the closest options)

III-(a) [Equal treatment] We will give equal priority both to students selected in the previous years (2019/2020) and to new applicants.



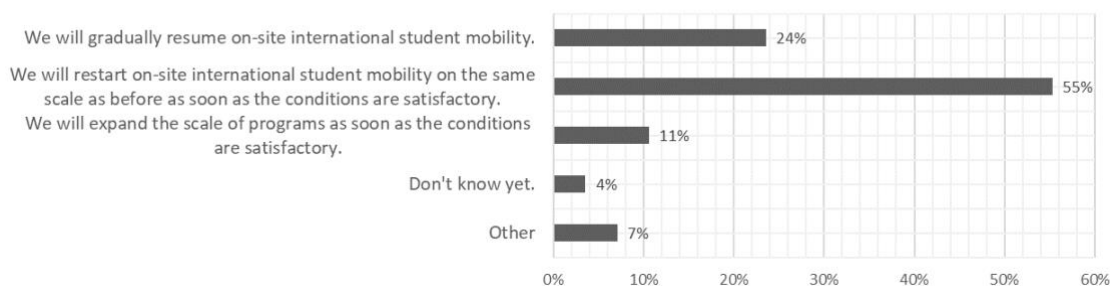
III-(b) [Prioritize suspended] We will prioritize those students who were selected in the previous years (2019/2020) but whose exchange programs were suspended.



**Table III Matrix table**

|                      |                   | Equal treatment |       |         |          |                   | total |
|----------------------|-------------------|-----------------|-------|---------|----------|-------------------|-------|
|                      |                   | Strongly Agree  | Agree | Neutral | Disagree | Strongly Disagree |       |
| Prioritize suspended | Strongly Agree    | 3               | 6     | 3       | 1        | 1                 | 14    |
|                      | Agree             | 3               | 9     | 11      | 7        | 0                 | 30    |
|                      | Neutral           | 8               | 7     | 5       | 0        | 0                 | 20    |
|                      | Disagree          | 9               | 7     | 3       | 1        | 0                 | 20    |
|                      | Strongly Disagree | 1               | 0     | 0       | 0        | 0                 | 1     |
| total                |                   | 24              | 29    | 22      | 9        | 1                 | 85    |

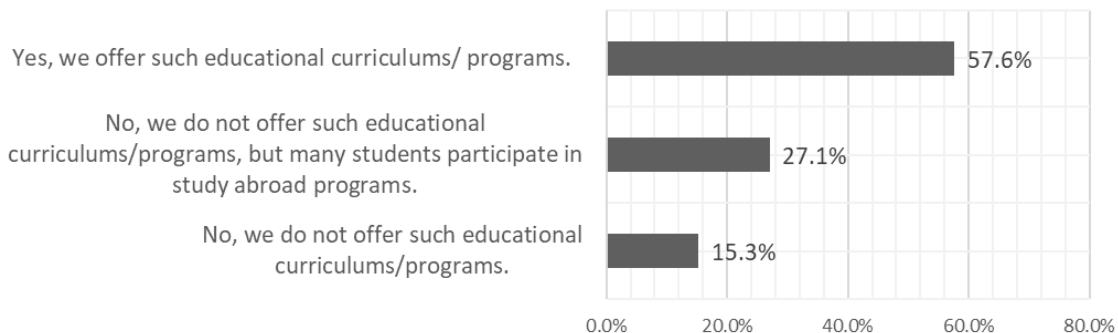
**IV. When we are able to move across borders, which of the following is the closest to your institution’s plan for restarting on-site international student mobility? (Please choose one of the following options)**



**[Other]**

- Even though the number of program participants dropped significantly last year, we have not stopped on-site international student exchange.
- We do not know yet and are in a dynamic decision making process regarding upcoming semesters (online/on campus/hybrid)
- Resumption will be based on country-specific conditions for outbound mobility.
- We approach mobility on a case by case basis. We never stopped 100%.
- We have run the student mobility without any suspension till now.
- We already have a student studying in my country and we have 7 students attending our university from 3 countries.

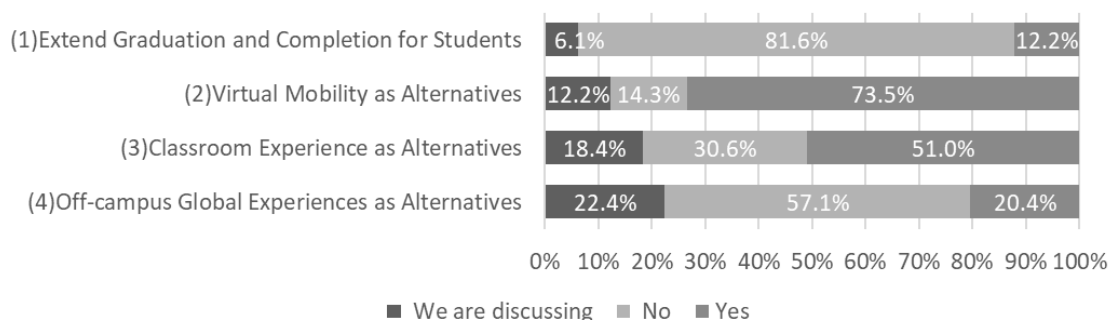
V. Does your institution offer programs which require students to obtain study abroad experience for completion/ graduation? (E.g. educational curriculums that require credits from overseas institutions, double degree programs, joint degree programs, Erasmus+)



(The following graph shows the responses of 49 schools selecting "Yes" to this question.)

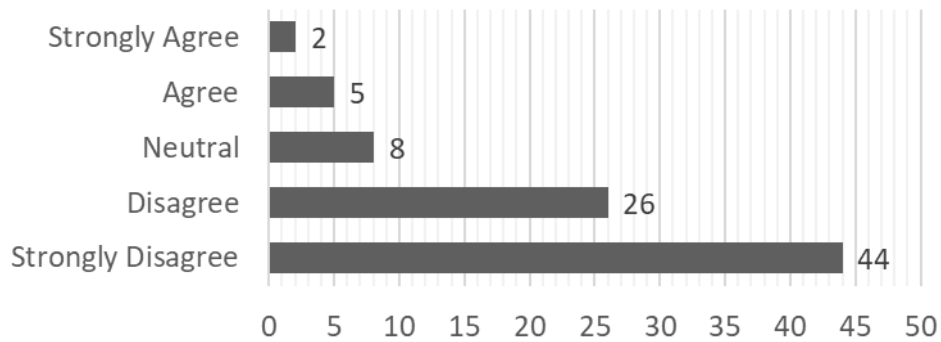
V-(a) How is your institution dealing with this requirement during the pandemic? Please answer "Yes".

1. We request students to suspend/ postpone graduation until we can move freely across borders.
2. [Virtual Mobility as Alternatives] We assign alternative international experience online, such as taking online lectures offered by foreign institutions, as a partial fulfilment of the course requirements.
3. [Classroom Experience as Alternatives] We offer certain classroom experiences, such as lectures on global topics or mixed class with international students held on our own campus, as alternatives to on-site mobility.
4. [Off-campus Global Experiences as Alternatives] We offer alternative international experience outside the classrooms, such as workshops/ fieldwork at local communities of foreigners.

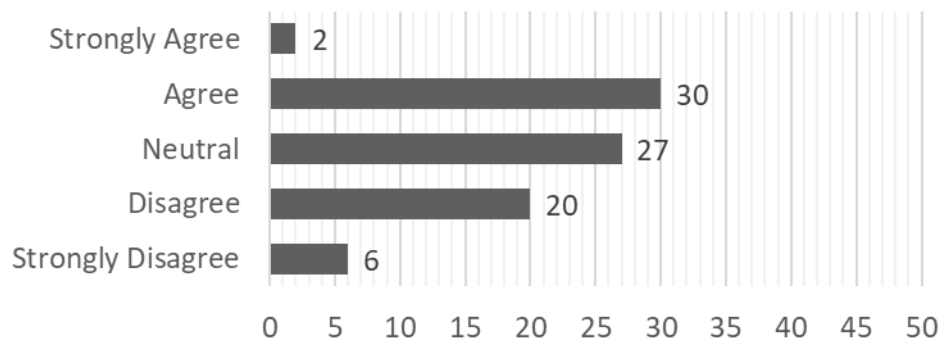


VI. Other than relaxing government regulations and immigration guidelines, what will be necessary to revitalize the globalization of education at higher education institutions in the near future? Which of the following is closest to your point of view about what is needed in order to establish and embed post-pandemic mobility among a number of higher education institutions around the world?

(1) We will not resume international student exchange (for the time being), therefore an inter-institutional global framework is unnecessary.

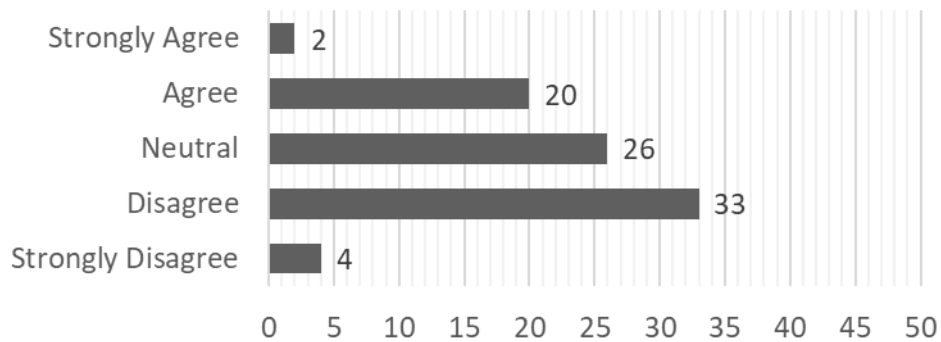


(2) We only need a common understanding amongst (between) a limited number of our close institutional partners for the globalization of our education.

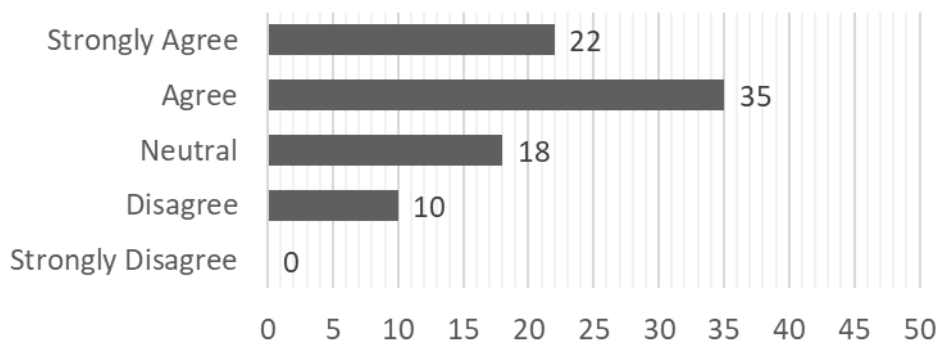




(3) We need common understandings amongst universities in own countries or regions first, then we shall start discussions internationally.



(4) When resuming student exchange globally, higher education institutions around the world need general frameworks and common understandings of post-pandemic mobility which are shared by a considerable number of institutions, including my own.



VI-(a) If your institution is dealing with the requirement in a different way from the ways of the question above, please explain it.

- As travel is still possible in Europe, students usually opt for alternative programmes in the EU or apply for internship placements instead
- For the cohorts concerned, curricula were changed with the approval of the university management and in consultation with the foreign partners, and exchange semesters were moved to later time slots. As a result, at least two cohorts will - as soon as possible - study in parallel at the foreign partner universities.0
- We currently have a number of physical mobilities within Europe which allow some students to fulfil the course requirements
- suspension of the international semester requirement, substitute: study the regular semester at X University.
- Students can postpone their theoretical semester abroad or do an international internship instead of a theoretical semester at a partner university.
- Our university is organising several online collaborative programmes and virtual exchange modules (<https://www.unipd.it/virtual-exchange-docenti>)
- There are different ways of dealing with this issue. Please refer to the respective Y department.
- Spanish majors and minors are required to complete a minimum six-week immersion on a country where Spanish is the primary language. This experience requirement has been waived.
- Waiving requirement
- The requirement has been waived for the time being, and students are advised on remote global learning experiences but not required to participate.
- We hosted a series of virtual Global Intercultural Dialogues with women's college students around the world for global engagement and mutual understanding. We have also invited a few international guest speakers to give lectures virtually to the Z Community.

VI-(b). Other than relaxing government regulations and immigration guidelines, what will be necessary to revitalize the globalization of education at higher education institutions in the near future? Who (what) do you think should initiate the revision of a framework of post-pandemic mobility? Please choose up to 3 options from the following.



[Other]

- university networks and alliances
- Post-pandemic mobility will differ from pre-pandemic conditions, but why not allow for organic development?
- individual universities with there international partners
- Common understanding and necessity for inter-institutional student mobility among partner universities will be necessary.
- Non, our institution never stopped student exchange and still are in close contact to our partners around the world.
- The institutions or organizations involved in the particular exchange.
- We do not know yet and are in a dynamic decision making process.
- Teachers
- For many U.S. universities, the influential organization should be advocating at the government level for changes to State and CDC guidance.
- Students and staff at our institution
- HEIs