

Session: Mobility – physical, virtual, blended

Short-term mobility

1. Best practices

- Newsletters, Semester reviews in intranet for different stakeholders (INVEST, UNINOVIS)
- Not yet a practice but a dream: omnichannel communication for different possibilities directly for students! Workshops, information screens, intranet, emails....
- Some alliances have a virtual campus where all the students are eligible to apply for exchange.
- Pre-selection of students for BIPs, winter- and summer schools is made by responsible teachers. Students need to apply with motivation letter etc. This brings more equality to the application process (INVEST)
- Co-created practitioners books for BIPs (Ulysseys) and COILs (PIONEER) introducing joint guidelines for teachers.
- Seed funding (project money) for creating new COILs (Ulysseus)

2. Benefits & challenges related to above cases

- Challenge: If internationalisation (and/or alliance) is not strongly presented in the university's strategy, it will be more tricky to get everyone involved.
- Benefits: Move On (Ulysseus) and Mobility Online (EUIST) seem to bring a better user experience than SoleMOVE
- Challenge: Depending on the system, the workload can be heavy.
- The previous applies also for students; some can enroll in up to 5 BIPs annually.
- Challenge: How to ensure that exchanges are allocated equally among the teachers? The same people tend to exchange more frequently, and some need to be encouraged.
- Challenges: Some teachers are being super active, some not. How to get all university members to participate in the implementations?
- How to choose the ones who have the seed funding? First come, first serve, or qualitative requirements? (PIONEER)

- Laurea has reached the point where they need to limit the amount of students going for exchange.

Virtual mobility

1. Best practices

- Shared platforms, in which the course offerings and other possibilities for students (e.g., Hackathons, Living labs, Bootcamps, etc., including the course catalogue)
- Correction: Not a student type but a degree program for virtual exchange in the student register (Xamk UAS has created this in the Peppi system)
- Agreed definition for virtual mobility in the alliance
- Small tastings of alliances for students to get them more interested and involved (one day of lectures from different partners offered to all alliance students > Jamk UAS)
- Joint course catalogue helping the students to find course offerings (for example, INGENIUM, Xamk UAS)
- Student types in the student register for virtual mobility (Xamk UAS has created a new type for virtual student exchange student in the Peppi system)

Long-term mobility

1. Best practices

- Helsinki University: Flexibility between alliance partners (e.g., nominations)
- Helsinki University: 30–50 ECTS elective studies in the curriculum
- Turku University: Flexibility between alliance partners; unlimited number of mobilities. Promoting alliance partners as mobility destinations: It is beneficial for students to choose at least one alliance partner as a desired destination, as there are more available places for incoming students.
- Tampere University: New minor "Internationalisation" in the curriculum
- Hanken: Mobility window in the curriculum (30 ECTS). 3rd year fall or spring (Bachelor). Mandatory.
- Metropolia: Recommended time slot for student mobility

2. Benefits & challenges related to above cases

- Helsinki University: Flexibility between alliance partners (e.g., nominations)
- Helsinki University: To keep the content of electives related to students' main subject. Students like to take a lot of electives: If they are already used up, it may affect their possibility to include long-term mobility in their studies. Do the Alliance Inter-Institutional Agreements (AIIIs) cover all the disciplines students are interested in taking during mobility? It is useful to make the AIIIs as broad as possible.
- Turku University: Have to set some limits on the number of mobile students. The number of long-term student mobilities has increased (to alliance destinations). Incentive to apply to alliance partners because there is a quota available.
- Tampere University: Flexibility in the content
- Hanken: Flexibility in the content of the mobility window
- Metropolia: Limited amount of electives (e.g., 5 ECTS)

3. How these practices can support learning & teaching goals

- Supporting the possibility to learn navigating international circumstances through practical experience
- Within alliances, mobilities support and enable innovation and developing teaching and curriculum jointly: This does not happen if people are not brought together