**IEREST**

**Intercultural Education Resources for Erasmus Students and their Teachers**

**Module 3 - Activity 3**

**Student mobility beyond the academy**

1. **Introduction**

The purpose of this activity is to have students address the question “What have I got from my Erasmus experience that is not strictly related to my academic career?”. Specifically, this breaks down into two broad foci. The first two tasks concern the theme of citizenship, and ask students to reflect on how they may view themselves as global citizens as a result of their study abroad, and on what European citizenship may mean to them. The second theme revolves around how mobility is perceived in the professional world, what skills the students have acquired from the Erasmus experience, and how they can communicate those gains to future employers.

The estimated overall time for completing the activity is 10 hours.

1. **Learning objectives and outcomes**

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|  | **Learning objectives**  This activity aims to enable students to: | **Learning outcomes**  Learners will be able to: |
| **1** | Explore how an Erasmus experience contributes to their personal and professional identity development beyond the academy. | Identify and explain the benefits of their sojourn experiences for their personal and professional identity development. |
| **2** | Understand and appreciate how language and interculturality are empowering resources for engagement with others. | Use their language and intercultural skills as empowering resources for engagement with others. |
| **4** | Develop the ability to name, critically question and explain to others their Erasmus intercultural experiences. | Name, critically question and explore ways to explain to others their Erasmus intercultural experiences. |

1. **Overview and description of tasks**

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| ***Task 1.***  **Student sojourns and global citizenship** | * Ask individual students to reflect on the concept of ‘citizenship’ while completing *Attachment 1*. * In plenary, students discuss their answers. Stimulate the discussion, helping students to establish a link between the above concepts and their mobility experiences. * Show the video *What is global citizenship.* * Ask students to discuss the impact of their study abroad on their feeling of being a global citizen, and on the perceptions that the wider society has on student mobility. |
| ***Task 2.***  **What is being European?** | * Students collect short man-on-the-streetinterviews about feeling European. * Students video-record themselves while answering the same questions they asked ‘in the street’, and collate interviews together. * Students present and discuss theirinterviews in class and comment on them. |
| ***Task 3.***  **Study abroad and the professional world** | * Ask students to reflect on what one gains through mobility, from a professional perspective. * Show the video *Erasmus Impact Study, Androulia Vassiliou*, and give out the corresponding press release. * Ask students to discuss the questions provided. |
| ***Task 4.***  **Attending a job interview** | * Students watch two videos on how to articulate their gains during a job interview and discuss the advice given. * Individually, they identify five commonly asked interview questions, comparing them to those provided in three websites. * In groups of three, students compile a list of ten job interview questions, design and perform a job interview role-play. * In plenary, they reflect on their own performance during the role-play, and on the gains made during study abroad beyond the academy. * Invite individual students to self-assess their role-play performance (*Attachment 2*). |

***Task 1******. Student sojourns and global citizenship***

Time required: 2 hours

*Task overview: This task is conceived as a set of exercises focussing on the question of the ‘social-political’ benefits of the Erasmus programme beyond the academy. The goal is twofold: to have students reflect on how Erasmus-type mobility is perceived from a social-political perspective, and to have students interpolate those perceptions in terms of what they themselves have acquired through their own mobility experience.*

1. Ask students to complete individually a worksheet outlining different conceptions of ‘citizenship’ (*Attachment 1*). If time is short, this can be given as homework to be done before the lesson.
2. In plenary, ask students to compare their answers in order to obtain a basic understanding of definitions of ‘citizenship’ (as going together with certain rights and privileges, as well as certain obligations). In order to link these issues to their recent mobility experience, stimulate the discussion by asking the following questions:

* During your stay abroad, did you have opportunities to reflect on conception(s) of ‘citizenship’ (‘individualist’, ‘collectivist’, or ‘communitarian’)? Did your ideas change or develop as a result of your period abroad?
* What does it mean to be an European or global citizen? Does it mean having certain freedoms (‘individualist conception’), or having certain guarantees (‘collectivist conception’), or partaking in a certain kind of community (‘communitarian conception’)? Does it mean privileging the European or ‘global’ level of obligations more than ‘local’ obligations?

1. Students then watch the video *What is global citizenship?*, <https://vimeo.com/88796649>. As they watch, give them the following instructions:

* Write down the definition of ‘global citizenship’ provided by the different speakers that you feel to be more significant for you personally.
* Write down the suggestion that appeals to you most among the answers to the question “What could you do?”.

1. Ask students to share their answers to the previous exercise. The following questions can then be asked to stimulate the discussion:
   * Do you think society at large sees mobility as a way for young people to become global citizens?
   * What reactions did you encounter when telling others that you were planning to study abroad? Were they positive or negative? Did they vary according to whether you told your teachers, friends, members of your family, members of the wider society?
   * How do you think student mobility is perceived outside the university context in your home country? Do you think the perception was different in your host country? Give examples that support your opinion.
   * What are some values or benefits typically associated with student sojourns abroad? Who holds these opinions? Academics, other students, members of the wider society?
   * Do you think mobility is a way of encouraging people to feel more European?

***Task 2. What is being European?***

Time required: 4 hours

*Task overview: In this task, students collect short man-on-the-street video interviews about being European. Then, they video-record themselves while answering the same questions they ask ‘in the street’, and collate the interviews together. Back to class, students show their videos in plenary and discuss on them.*

1. Tell students they will have to go out and collect short man-on-the-street video interviews. The aim of this assignment is for students to ask others (students are the primary target, but non-students may also be interviewed) about being European. Some questions they could use are “What does European citizenship mean to you?”, “Who or what is a European citizen?”, “Do you feel like a European citizen? Why/why not?”, “Do you think you would feel more European if you had studied or lived abroad?” Tell the students not to arrange the interviews: they should ask people ‘in the street’, to get a spontaneous reply. They should collect about five interviews. Warn the students to ensure the people they interview give them consent to use their video-recordings to show to the class.
2. After they have collected their interviews, ask them to answer their own interview questions themselves, on the basis of their own Erasmus experiences. They can either video-record themselves while answering, or they can help each other do the video-recording. Ask students to edit their video material to include the five street interviews and their own into one clip.
3. Students then present their short videos to the class.
4. Students compare and discuss what they found out through their street interviews. Are the opinions of the returnees generally different from those they collected through the interviews?

***Task 3. Study abroad and the professional world***

Time required: 1 hour

*Task overview: In this task, students reflect on how Erasmus-type mobility is perceived from a professional perspective and interpolate those perceptions in terms of what they themselves have acquired through their own mobility experience for the purposes of employability.*

1. Invite students to reflect on the question of what one gains through mobility, from a professional perspective. Ask them to consider the following questions:

* What were your expectations before you left, in terms of the potential benefits of study abroad for your future employment? Were your expectations met? Why/why not?
* What did your home university/host university tell you that you would learn during your sojourn? And did you learn what they told you?
* What skills do you think you developed which would be useful for your future career? Can you give concrete examples?

1. Then ask students to view the video *Comments on the Erasmus Impact Study, Androulia Vassiliou*: <http://ec.europa.eu/avservices/video/player.cfm?ref=I092912>. Print and hand out the *Erasmus Impact Study* press release (<http://europa.eu/rapid/press-release_IP-14-1025_en.htm>), so that the students have the relevant data referred to in the video.
2. Ask students to discuss the video in terms of the ways in which mobility gets portrayed as beneficial for their future career. Specifically, students should focus on answering the following questions:
   * What gains are highlighted in the video and the data contained in the press release? Are there any interesting data, in your opinion?
   * Androulia Vassiliou, member of the EC in charge of *Education, Culture, Multilingualism and Youth*, clearly highlights the advantages of mobility in terms of employability. Do you think there are also some drawbacks, which she doesn’t mention?

***Task 4. Attending a job interview***

Time required: 3 hours

*Task overview: Here, students consider the gains they made during their sojourn abroad, and how these can be explained during a job interview. After watching two videos providing advice on job interviews, the students perform a role-play based on interview questions they have selected.*

1. In plenary, students watch two videos on how to articulate the gains they made during study abroad in a job interview. As they watch, ask them to take notes on what they consider to be important advice. The two videos are:
   * *How to use study abroad in an interview*, <https://www.youtube.com/watch?v=yMwiKE32rkc>.
   * *How to articulate skills and competencies gained while studying abroad*, <https://www.youtube.com/watch?v=ZYhLCq99iWs>.

After they watch, ask them to share in plenary the advice they felt was more important. And what are the potential pitfalls of speaking, during interviews, about student sojourns abroad?

1. Ask students to think individually of five commonly asked job interview questions related to study abroad, and write them down. Then ask them to check the following websites to compare their questions with the ones given, and refine their choice:

* <http://www.kent.ac.uk/careers/interviews/commonquestions.htm>.
* <https://www.themuse.com/advice/how-to-answer-the-31-most-common-interview-questions>.
* <http://www.ceswoodstock.org/job_search/intervuquest.shtml>.

1. Explain to students that they are going to do a role-play of a job interview. Then:
   * Divide them in groups of 3, and ask to pool together the questions each of them wrote down, selecting them so that they compile a list of ten possible questions.
   * Ask them to design the role-play, ensuring they take turns at being an interviewer, interviewee, or peer evaluator. The interviewer will choose three questions from the list to ask the interviewee. The latter should answer the questions drawing on the relevant aspects of her or his experience abroad, as well as on any other experiences she or he may have. The interviewee can ask for clarifications or evidence for what the interviewee says, or ask follow-up questions if necessary. When taking on the role of the observer, students should take notes on how successfully the interviewee was able to answer the interview questions, based on the advice provided in the videos.
   * Ask students to act out their role-plays in their group. At the end select two or three to be performed in front of the class.
2. In a final group discussion, ask the students to reflect on how the role-play may have helped them to identify what skills they developed during their sojourn abroad and how confident they feel in their ability to translate their mobility experiences in terms of gains they will be able to apply in a professional, non-academic setting ‘beyond the academy’.
3. Ask the students to self-assess their performance (*Attachment 2*).
4. **Assessment methods**

* Self-assessment using a form (see *Attachment 2*) provided at the end of the role-play performance (*Task 4*).

1. **Suggested readings**

* Streitwieser, B., & Light, G. (2011). The Erasmus citizen: student conceptions of citizenship in the Erasmus Mobility Programme. *Presentation at the Comparative and International Education Society Annual Meeting Montreal, Canada*. Retrieved July 22, 2015, from: <http://www.northwestern.edu/searle/research/docs/erasmus-citizen.pdf>.
* Teichler, U. (2011). Bologna - motor or stumbling block for the mobility and employability of graduates? In H. Schomburg & U. Teichler (Eds.), *Employability and mobility of bachelor graduates in Europe: Key results of the Bologna Process* (pp. 3-41). Rotterdam: Sense Publishers.

1. **Materials and resources**

* A computer, access to the Internet, a projector.
* Video cameras/mobile devices for video-recording and editing.
* Two IEREST attachments:
  + *Attachment 1*: Worksheet outlining different conceptions of ‘citizenship’ (*Task 1*).
  + *Attachment 2*: Self-assessment grid (*Task 4*).

**Attachment 1 (*Task 1. Student sojourns and global citizenship*)**

Individually, read the following worksheet and complete the four exercises about different views of citizenship.

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| **EXERCISE 1**  **The individual approach** |
| * This approach dates back to the beginnings of modern ideas of citizenship, e.g., the French Revolution. * It is based on a liberal view of society, which argues that all individuals should have the same basic rights under the law. * This approach emphasises the need for individual freedom and is opposed to the state intervening too much in people’s lives. * The emphasis is on individual rights rather than responsibilities. |
| *Make a list of rights which individual citizens in your home country are entitled to.* |

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| **EXERCISE 2**  **The collectivist approach** |
| * This approach dates back to the writings of Karl Marx and other socialist thinkers in the 19th century. * It is based on a socialist or social democratic view of society, which argues that society as a whole (in the form of the state or local community) needs to look after the needs of individuals to ensure fairness and equality. * Such an approach emphasises that individuals can only achieve freedom when they are free from poverty and disease and have access to education, decent housing and so on. * The emphasis is on individuals contributing according to their ability and receiving help according to their needs. |
| *Think of three services which are provided by your home country which might be seen as collectivist, i.e. they are paid for according to people’s ability to pay and provided according to individuals’ needs. Note your examples down below.* |

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| **EXERCISE 3**  **The communitarian approach** |
| * This approach can be traced back to the 19th century but has re-emerged more recently in the writings of communitarian thinkers like Amitai Etzioni. * The communitarian view argues that society is made up of groups and communities and only works effectively when individuals feel part of such communities. * This approach emphasises the need for individuals to participate in community activities in order for full citizenship to develop. * This approach emphasises the duties and obligations of citizens as well as their rights. |
| *Think of at least three ways in which citizens might participate actively in their community.* |

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| **EXERCISE 4**  **Individual, collectivist, and communitarian approaches** | |
| *Look at each of the statements below. Decide whether it represents an individualist, collectivist or communitarian view of citizenship.* | |
| **1** | Schools should put more emphasis on citizenship education. Children and young people need to be encouraged to understand their role as citizens in order to encourage them to participate more actively in politics and community organisations. |
| **2** | All citizens should have the right to decent health care free at the point of delivery and paid for by taxation on the better off members of society. |
| **3** | The government should reintroduce National Service. However, instead of serving in the armed forces young people should be expected to participate in voluntary work or community projects of some sort for twelve months after leaving school. |
| **4** | All citizens should have equal opportunities in employment, housing and provision of services irrespective of their gender, sexual orientation, ethnic background or age. |
| **5** | The state has a duty to look after the needs of more vulnerable citizens, such as children and sick, disabled or elderly people on behalf of the rest of society. |
| **6** | The reason why the number of citizens voting in elections has fallen in recent years is because people feel that they cannot make any difference in politics. The government needs to make people more involved in taking political decisions, for example by going out and consulting people and getting them actively involved debating political issues. |
| **7** | The job of the government is to safeguard the rights of individuals, for example to work and create wealth, to assemble peacefully and to speak freely. |
| **8** | Contributing to the well-being of others should be a choice of the individual, for example through voluntary work or donating to charity. The state should not force people to help out others through taxation or compulsory community activities. |
| **9** | Environmental problems such as global warming cannot be left to individuals to solve. The state must act on behalf of society as a whole to tackle such problems, for example by regulating the activities of big business. |
| **10** | The best way of tackling crime and anti-social behaviour is to encourage and assist local communities in initiatives, for example setting up activities for young people, cleaning up graffiti and litter or setting up liaison groups between the police and local community groups. |
| **11** | Citizens have an obligation to safeguard their own well-being for example by taking out health insurance, paying into a private pension scheme and having savings to safeguard against crises and emergencies. It is not the job of the state to provide for the welfare of individuals beyond safeguarding the lives and property of individuals. |
| **12** | Rights such as free speech and equality under the law are of little use if some members of society are so poor, unhealthy or uneducated that they cannot really exercise these rights. Society as a whole needs to ensure an adequate standard of living for everyone so they can exercise their civil rights in reality. |

Adapted from:

Taylor, P. L. (2014). *Individual, collectivist, and communitarian views of citizenship*. Retrieved July 22, 2015, from <https://www.tes.co.uk/teaching-resource/Individualist-collectivist-and-communitarian-view-of-citizenship-6032557/>.

**Attachment 2 (*Task 4. Attending a job interview*)**

This is a self-assessment grid to evaluate your performance as the interviewee in the job interview role-play. Reflect on the questions the interviewer asked you, and on the answers you provided. Then tick the column which best reflects how you feel about your answers, and provide examples of what you did well or could have done better. The aim of this self-assessment is to help you to focus on your learning process.

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| **During the interview…** | **I was able to do this without effort** | **I was partly able to do this** | **I wasn’t able to do this on this occasion** |
| I was able to answer the interviewers’ questions, explaining clearly my views. |  |  |  |
| I was able to provide relevant examples of the skills I had developed during my study abroad. |  |  |  |
| I was able to clarify my answers when required by the interviewer. |  |  |  |
| I was able to link my gains during my sojourn abroad with my previous experiences (for example, by explaining how during my sojourn abroad I had been able to put into practice something learned previously). |  |  |  |