Monika Schmidt / Tino Bargel

Expectations and outcome of study
VIII. International Workshop October 2015

Monika Schmidt / Tino Bargel

Expectations and outcome of study

VIII. International Workshop October 2015

Die Autoren tragen die Verantwortung für den Inhalt.

Introduction to the documentation of the VIII. International Workshop "Expectations and outcome of study"

University of Konstanz, October 15th – 17th 2015

Since a couple of years student numbers in the European Higher Education Area (EHEA) are steadily increasing. This shows, that the attractiveness of an academic degree is very high and implicitly it demonstrates the great expectations in the outcome of study at every type of institution of higher education.

In higher education research it is of a special interest to know, why students are choosing this pathway and their special field of study. What are their intentions and prospects for the future professional life?

Of course, it is very often the special or personal interest in their field of study. Also very important are their own talents (ideally motivations) or material motivations like income prospects or perspective of a sure employment. In addition, the professional development is nowadays of great importance.

In the German student survey we ask eight different expectations and their meaning for the students when choosing their field of study. The main reason for the German students is the special interest in the field of study. For 74% of the students at the universities and 72% of the students at the universities of applied sciences this was very important. Secondly, the personal talents are also very important for students. Concerning the variety of the professional possibilities, we can observe great differences between students of universities and universities of applied sciences in Germany. For 66% of the students of universities of applied sciences this is very important, but only for 48% for students of universities. As we can see at this type of institution fewer students have the high earnings in mind (37% at universities of applied sciences vs. 28% at universities) and even less of them see the advantage to get a leadership position in an academic degree.

Of course we can state also differences between male and female students and - much more important - between the different fields of study. But, over time we can observe that all the motivations and reasons for the decision to do higher education studies became more and more important.

As well as the expectations of study and motivations to enroll in higher education institutions, the expected outcome is of a very high importance for students.

In the German student survey we request ten possibilities of what might be the advantage of an academic degree. These are: to get an interesting job, to ensure a secure income, to attain a higher social status, to develop my own ideas and opinions, to find out more about the chosen subject, to receive a solid scientific education, to have a well-rounded education, to help other people, to contribute to the improvement of society and to postpone professional life.

As we can see, every of the proposed benefits of an academic degree is of very high importance for the students in Germany (with the exception to postpone the professional activity). 79% of the German students expect to get an interesting job with an academic degree, and 75% want to have deeper insights in their chosen field of study. 67% want to receive a solid scientific education.

However, for these questions the results show as well that there are some significant differences between the fields of study, but very small differences between male and female students.

Students of all fields of study want to get an interesting job, but for the other questions, we can see big variations.

In natural sciences beside the wish to get an interesting job after studies, these students want also to reach a good scientific education. Students in medicine see a big benefit in help-

ing other people (72% very important) and e.g. students in law (79%) and economics (77%) think that their academic education is very useful for a high income.

What are the results in our European neighboring countries and of our scientific colleagues in comparable surveys? To have deeper insights in the student surveys of different countries, we do this yearly international workshop at the University of Konstanz. Already for the eighth time the Research group on Higher Education has the possibility to invite scientists from various countries to come together and to bring together the results of their investigations.

In this documentation we want to present the contributions done during the workshop. The booklet should be considered as a kind of manual for the participants and for other interested persons. It can also be used to strengthen the networking of the European research groups in Higher Education. The aim is to give the platform for exchange at the University of Konstanz to all scientists, who are interested in networking and in scientific cooperation.

At least we do not want to miss the opportunity to thank the International office of the University of Konstanz for the financial support, which offered for us the possibility to organize this workshop and to welcome the international guests.

Monika Schmidt and Tino Bargel

Contents

IRISH UNIVERSITIES ASSOCIATION

The Irish Survey of Student Engagement: perception and reality

Lewis Purser, Director Academic Affairs

IUA

- Representative Association for the 7 Irish Universities
- Interface between State and Irish Universities on matters of sectoral interest
- Consensus based decision making
- IUA spans the key functions of the universities across:
  - Strategy
  - Academic Affairs
  - Research and Innovation
  - Finance
  - Human resources
  - Legal and Governance Issues

Outline of presentation

IRISH UNIVERSITIES ASSOCIATION

- What is ISSE?
- Context and background
- Development process
- Survey instrument
- Early mistakes
- Some achievements so far
- Analysis and interpretation
- Survey review for 2016
- Ongoing challenges

What is ISSE?

☐ Survey of all first and final year undergraduates, all taught postgraduates

☐ Designed to provide useful evidence regarding student engagement with their learning, as part of a suite of quality enhancement initiatives

☐ 2013 national pilot → 2014 "first full" survey → 2015 → 2016 (revised)

☐ 26 participating institutions in 2013 → 30 institutions in 2014, 2015

☐ 12,732 (10.9%) participated 2013 → 19,844 (15.6%) in 2014 → 27,359 (21.9%) in 2015

☐ Based on US and Australian best practice

☐ First national student survey in Ireland,

☐ First system-wide survey of its kind in Europe

STUDENT SURVEY.IE

Context: why does ISSE exist?

- Poor history of student participation
- Many unconnected internal surveys, but little overall evidence
- To add value for institutions
- 2011 National Higher Education strategy

2   Higher education institutions should put in place systems to capture feedback from students, and use this feedback to inform institutional and programme management, as well as national policy.
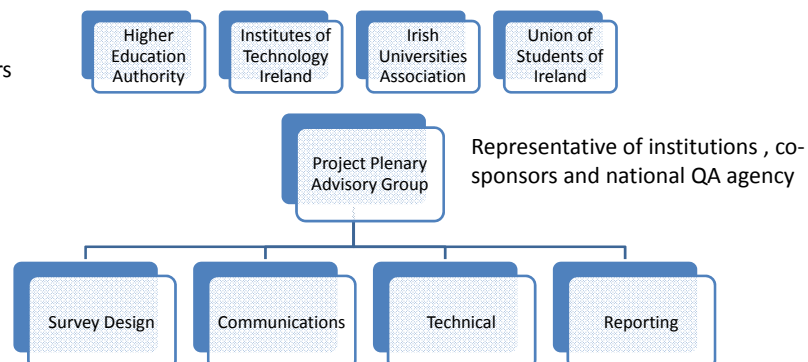
- A national student survey system should be put in place and the results published.
- Every higher education institution should put in place a comprehensive anonymous student feedback system, coupled with structures to ensure that action is taken promptly in response to student concerns.

STUDENT SURVEY.ie

Development process

Project co-sponsors

Higher Education Authority	Institutes of Technology Ireland	Irish Universities Association	Union of Students of Ireland

Project Plenary Advisory Group

Representative of institutions, co-sponsors and national QA agency

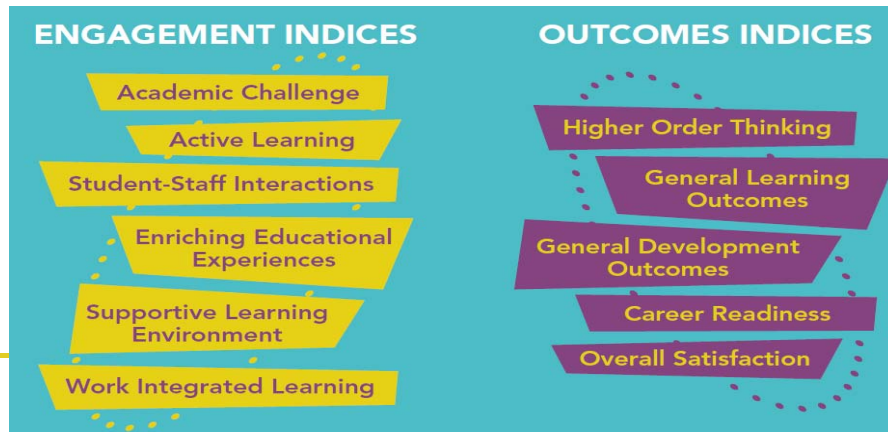| Survey Design	Communications	Technical	Reporting

STUDENT SURVEY.ie

Structure of the instrument

❏ 122 questions, grouped into 6 "engagement indices"

and 5 "outcomes indices", based on NSSE/AUSSE model

ENGAGEMENT INDICES
- Academic Challenge
- Active Learning
- Student-Staff Interactions
- Enriching Educational Experiences
- Supportive Learning Environment
- Work Integrated Learning

OUTCOMES INDICES
- Higher Order Thinking
- General Learning Outcomes
- General Development Outcomes
- Career Readiness
- Overall Satisfaction

Delivery of the instrument

❏ Delivered electronically (emails and website)

❏ Unique student identifiers, linked to student demographic data held by each HE Institution

❏ Permission obtained from students at Registration

❏ 2 reminders by email

❏ Data managed by a 3rd party provider

STUDENT SURVEY.IE

Some early lessons…

Technical
Three delivery methods tested → external data administrator
Queries around Data Protection → Referenced in student data collection notices
Student access to survey too complicated → "single click" access with single URL
Ability to monitor response rates locally

Timing of fieldwork
Too much local variation → National 6 week 'window' from early February - mid-March, with local decision on local 2 – 3 week survey within national window

Communication
Communication "just in time", too long, not sufficiently effective → Focus on early circulation of timeline, checklist, electronic and hardcopy communications resources, "re-branding"
Review of communications to students

STUDENT SURVEY.IE

Some achievements so far

❑ Secured confidence of university presidents and national policy makers

❑ Participation of all state-funded HE Institutions

❑ Increased response rates from 10.9% to 21.9%

❑ Robust data at national, institutional and field of study levels

❑ Growing analysis and use of this data by HEIs

❑ Agreement on revised instrument for 2016

STUDENT SURVEY.IE

Awareness and understanding

Key audiences and multiple levels

- ❑ Senior institutional leaders
- ❑ Heads of school & faculty
- ❑ Student services, careers, library....
- ❑ Students unions
- ❑ Wider student body

STUDENT SURVEY.IE

Awareness and understanding

In the **University of Limerick**, ISSE featured in specific briefings of the Vice-President Academic and Registrar's Management Group as well as in discussions of the Teaching and Learning Committee (a sub-group of Academic Council). ISSE reports were distributed to all faculties for discussion and the specific ISSE themes were aligned with the Student Evaluation of Teaching Survey. In addition, in February 2014, the university hosted a seminar on the ISSE as part of the Seminar Series funded by the National Forum for the Enhancement of Teaching and Learning.

In **NUI Galway**, briefing sessions on the ISSE report, incorporating significant discussion, have been provided to all senior leaders and members of Student Services, and results from the survey were presented to Academic Council. In addition, ISSE data has featured in discussions with staff in relation to the transition of new students to the University.

Within **Dublin City University (DCU)**, formal sharing and discussion of ISSE results has taken place primarily through key university committees. These communications have taken the form of presentations and reports to committees including the Education Committee, Quality Promotion Committee, Academic Council, and Faculty Teaching Committees or Management Boards.

Maynooth University has completed an in-depth analysis of the institutional data for each cohort of students (first year, final year and taught postgraduates) and compared Maynooth students' responses to those of students in all universities in order to identify areas of comparative strengths and weaknesses. The analysis has been undertaken by the Vice-President for Strategy and Quality. The review has been particularly useful as the ISSE provides data that is highly pertinent to the most extensive curriculum reform ever undertaken by the university.
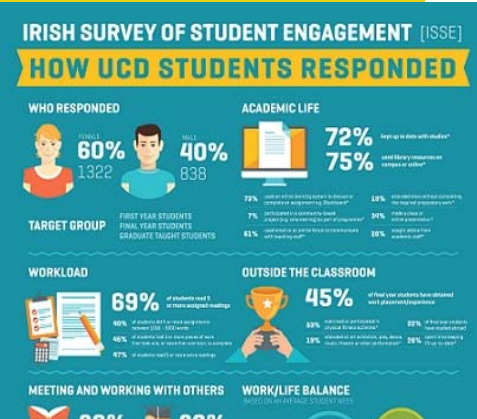
STUDENT SURVEY.IE

Awareness and understanding

University College Dublin designed a specific infographic, "How UCD Students Responded" for distribution to Colleges, Schools and other groups throughout the university.

After 2014 survey fieldwork, the university established a small working group to consider how to provide effective feedback to UCD students and staff. It was decided to present findings and feedback in the form of posters to be distributed across the campus. The presentation of the ISSE Indices in poster form was considered too complex and open to simplistic misinterpretation. It was decided that it would be more suitable and of greater interest for both the anticipated audience and the medium of distribution, to present individual items from the questionnaire.

To present results, all questions from the ISSE questionnaire were categorised into themes. The working group reduced these to 40 items for inclusion in the infographic poster. The themes devised included "Respondent Demographics", "Academic Life", "Workload", "Life Outside the Classroom", "Meeting and Working with Others", "Work-life Balance" and "Overall Satisfaction". The graphics developed for the poster were

STUDENT SURVEY.IE

Analysis and interpretation

Within institutions
- ❑ Link to other sources of data
- ❑ Compare responses to individual question items
- ❑ Review free text responses
- ❑ Explore sub-groups

Between institutions / national
- ❑ Institution data alongside national & similar institution-types
- ❑ Compare responses to individual question items
- ❑ Compare index scores
- ❑ Explore sub-groups

STUDENT SURVEY.IE

Analysis and interpretation

Dublin City University has stated that the future internal analysis of ISSE data will focus on dissemination of faculty-level results. The aggregation of three years' data will provide a sample size that is robust enough to enable reliable analysis at this level.

Trinity College Dublin provided a faculty level report to each of the three faculties as outlined earlier. It included an analysis of:

- TCD across all of the ISSE indices compared with all other Irish Universities
- Trend analysis from ISSE 2012/13 (Pilot) and 2013/14
- Analysis of cohorts within the faculty across all ISSE Indices
- Analysis of cohorts across the faculty by gender
- Analysis of one Field of Study in the faculty with the highest number of respondents.

Institute of Technology Tralee has reviewed its own students' responses to individual questions against responses from similar institution-types nationally. Staff identified those questions where local responses are highest, and lowest, relative to the institution-type Institutes of Technology nationally. Identification of responses to specific questions will inform local discussion at a very practical level in a manner that can easily be explained to students.

Institute of Technology Blanchardstown explored individual questions from two distinct perspectives. The ISSE team reviewed responses to individual survey items, noting those where local responses for final year students differed from the equivalent responses for all final year students nationally and then prioritised items with greatest differences for further discussion. Separately, staff examined responses to individual questions considered to have a bearing on the Careers Service. Fifteen specific questions were identified to inform discussion with the Careers Manager.

Analysis and interpretation

❑ Regional workshops

❑ Navigation and interpretation of HEI-level data files

❑ Configuration of data to match faculty structures

❑ Exploration of potential of faculty-level reporting

❑ Partnership with National Forum for the Enhancement of Teaching and Learning in Higher Education

❑ National workshops exploring data by broad discipline (ISCED one digit)

STUDENT SURVEY.IE

Workshops by broad discipline

❑ Data for my field(s) of study in context of my institution

❑ Data for my field(s) of study in context of my discipline nationally

STUDENT SURVEY.IE

Index Scores (i)

Irish Survey of Student Engagement (ISSE)
Sample institution
Index Statistics Report (Index Scores)

HE Sector: Institution Type

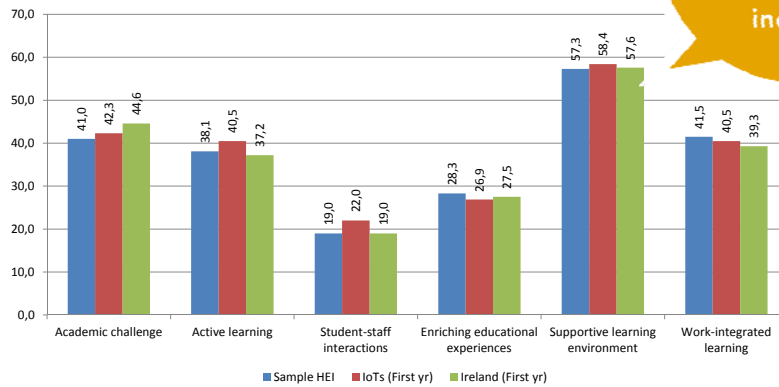|	Sample institution				All ISSE				IS	
Engagement Indices	First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All students	First Year	Fi Y
Academic Challenge	41.0	47.7	49.1	43.4	44.6	49.9	55.4	48.2	46.1	5
Active Learning	38.1	44.2	33.5	40.0	37.2	42.8	42.0	40.0	34.3	3
Student and Staff Interactions	19.0	25.6	18.7	21.2	19.0	25.9	26.2	22.6	16.5	2
Enriching Educational Experiences	28.3	28.1	24.6	28.1	27.5	31.5	29.7	29.3	28.2	3
Supportive Learning Environment	57.3	52.4	49.3	55.5	57.6	52.4	54.9	55.3	56.5	5
Work Integrated Learning	41.5	49.3	58.1	44.6	39.3	53.0	55.5			4
Outcome Indices										
Higher Order Thinking	54.3	61.9	65.6	57.1	60.2	62.7				
General Learning Outcomes	59.2	62.2	67.5	60.5	58.1	63.8				
General Development Outcomes	41.8	41.4	41.2	41.7	42.4	45.3				
Career Readiness	43.2	46.5	61.2	44.8	36.9	47.0				
Overall Satisfaction	67.6	62.2	74.8	66.1	69.5	63.5				

Index scores provide signposts to the experiences of students. These are NOT percentages.

STUDENT SURVEY.IE

Index Scores (ii)

ISSE 2014 (first year): Engagement indices

Compare scores WITHIN each index and NOT between indices.

	Academic challenge	Active learning	Student-staff interactions	Enriching educational experiences	Supportive learning environment	Work-integrated learning
Sample HEI	41,0	38,1	19,0	28,3	57,3	41,5
IoTs (First yr)	42,3	40,5	22,0	26,9	58,4	40,5
Ireland (First yr)	44,6	37,2	19,0	27,5	57,6	39,3

STUDENT SURVEY.ie

Survey review for 2016

The Survey Review Group sought to achieve the following objectives:

a) To continue to reflect the breadth and richness of the higher education experience

b) To focus on aspects of student engagement that can be acted upon by institutions, while taking account of the uses of data by other project partners

c) To maintain the ability to interpret ISSE data in the context of equivalent international measures

by

- improving the survey to increase clarity, and reduce any ambiguity in the wording of question items;

- reducing the number of questions by excluding items relating to data that is available elsewhere.

STUDENT SURVEY.ie

Questions considered for removal

❑ Questions that do not contribute to ISSE indicators

❑ Questions that are unclear or ambiguous

❑ Questions which elicit negative or confused reactions from students

❑ Questions that require excessive time to respond to

(For example, requiring computational skills to calculate time spent on average)

❑ Questions for which data are available from other sources, such as library IT systems

❑ Questions that were deleted in the revision of NSSE

❑ Questions that do not contribute to (revised) NSSE indicators.

STUDENT SURVEY.ie

Revised 2016 Instrument

❑ 66 questions (reduced from 122)

❑ Move to use current NSSE Indices

❑ Where an index has been removed, useful questions are retained

❑ Removed all questions requiring answers based on time e.g. how many hours

❑ New question on assessment

❑ New question on active citizenship

❑ Retained open text questions

❑ Adapted the text for an Irish audience

STUDENT SURVEY.ie

Ongoing challenges

❑ Diverse expectations and aspirations of partners

❑ Credibility – is this a quality, objective project?

❑ Response rates, to allow detailed use within departments

❑ Effective communication – multiple levels

❑ Potential of ISSE to replace existing surveys?

❑ The transparency challenge

STUDENT SURVEY.IE

Thank you!

www.studentsurvey.ie

lewis.purser@iua.ie

STUDENT SURVEY.IE

From expectations to outcomes :
academic skills and representations
of job market

Jean-François Stassen

Piera Dell'Ambrogio

OVE – University of Geneva

Survey «Etudiants 2013»

- 1584 respondants
- Every stages of the basic studies (BA 1, BA2, BA3, MA1, MA2) in the University of Geneva
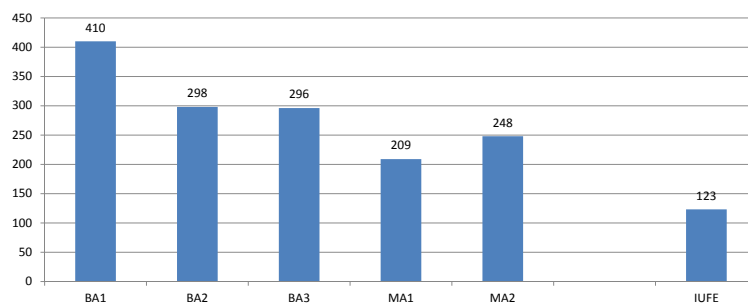
Our dependant variables : academic skills
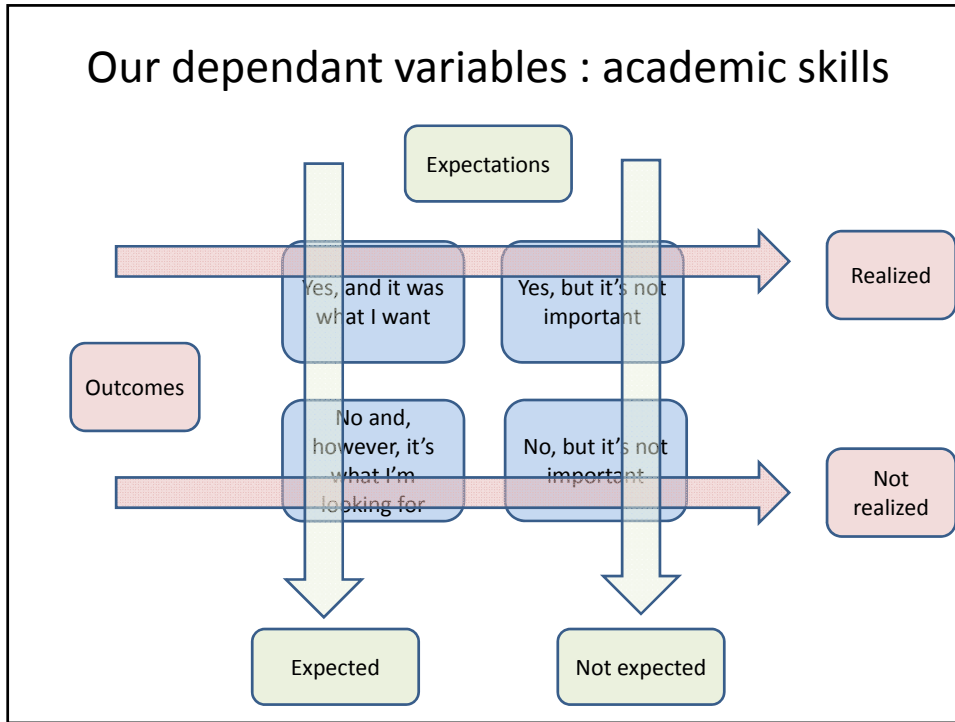
- **Your training permits you to develop these skills…**
    - Intellectual capacities
    - Analytic mind and ability to synthesize
    - Open-mindedness
    - Critical and scientific mind
    - Rigorous method of work
    - Abality to work group
    - Qualification in your field studies
    - Application of theoretical concepts
    - Interdisciplinary approach
    - Autonomy in personal work
    - Computer skills
    - Written language skills
    - Spoken language skills
    - Know-how professionally in demand
    - Knowledges in your field studies
    - Competencies in your field studies
    - Desire to learn new knowledges
    The response items : «yes, and it was what I want», «yes, but it's not important», «no, but it's not important», «no, and however, it's what I'm looking for» ⇨ opportunity to make two variables : «the skill is expected» (expectation) and «the expectation is realized» (outcome).
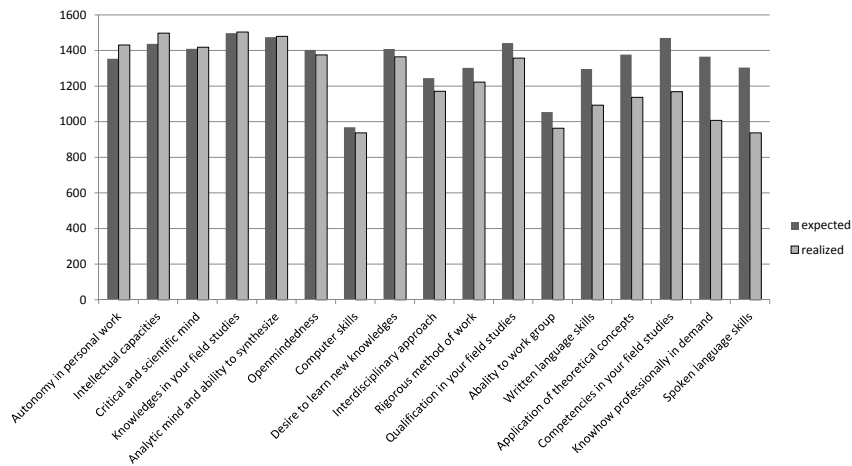
Our dependant variables : academic skills

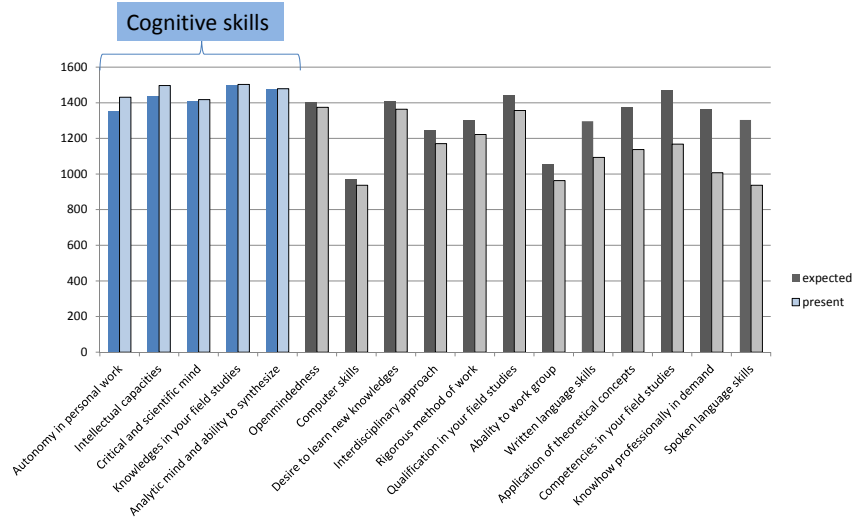| 4 items responses			Realized expectations (outcomes)
	yes, and it was what I want	yes, but it's not important	Yes (realized)
	no, and however, it's what I'm looking for	no, but it's not important	No (unrealized)
Expectations	Yes (expected)	No (unexpected)	

Our dependant variables : academic skills

Academic skills : expectations and outcomes

Academic skills : expectations and outcomes

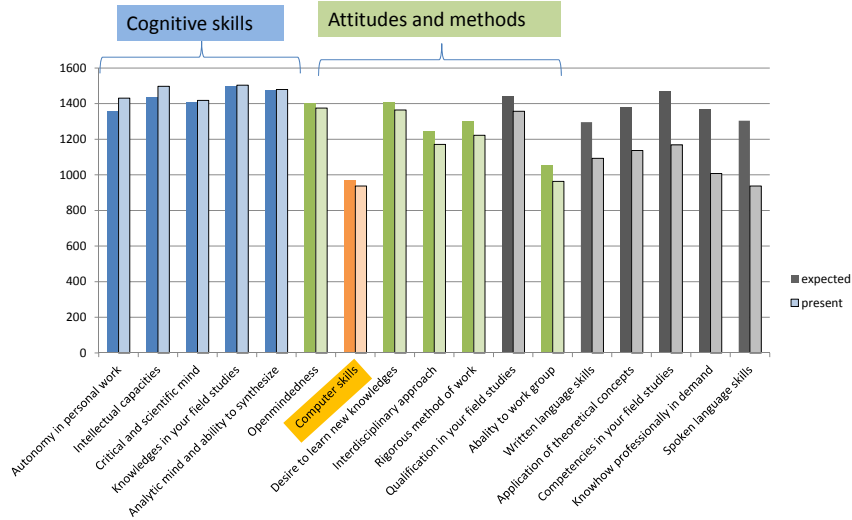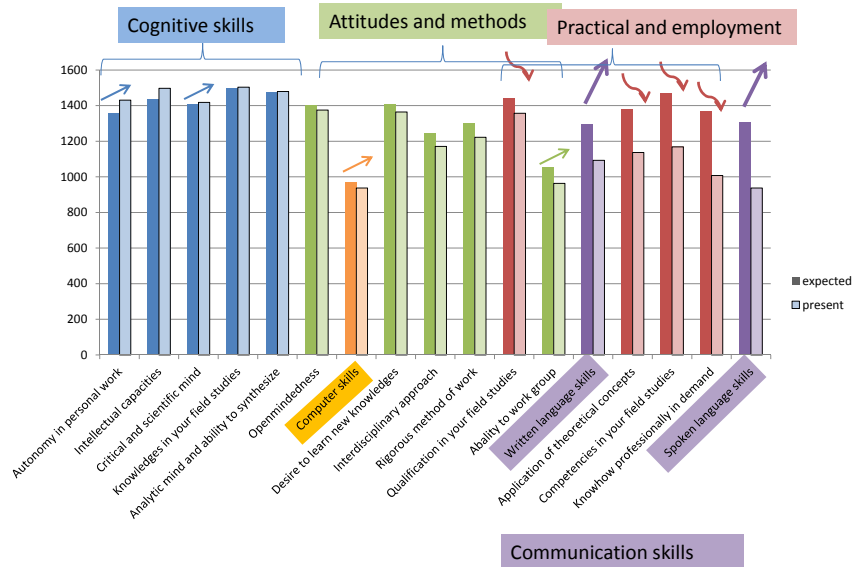Academic skills : expectations and outcomes
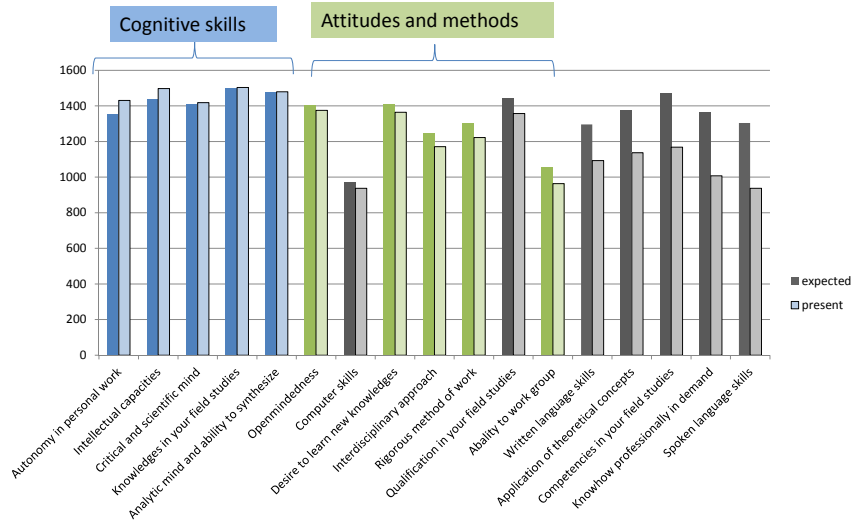
Academic skills : expectations and outcomes

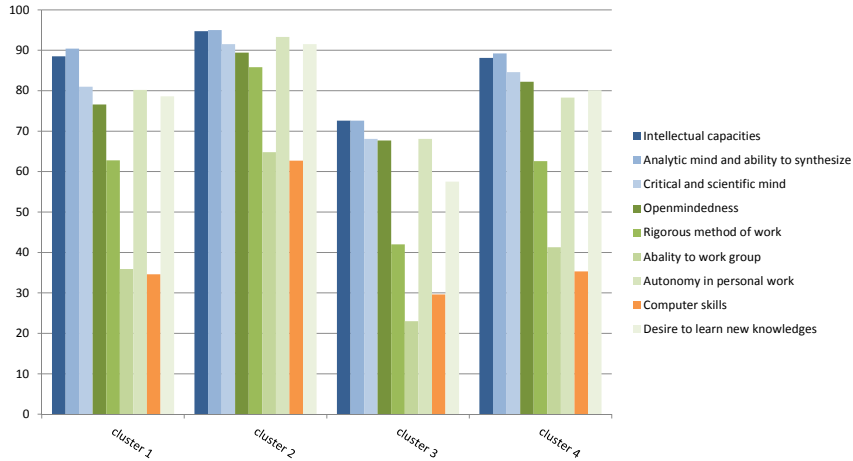Academic skills : expectations and outcomes
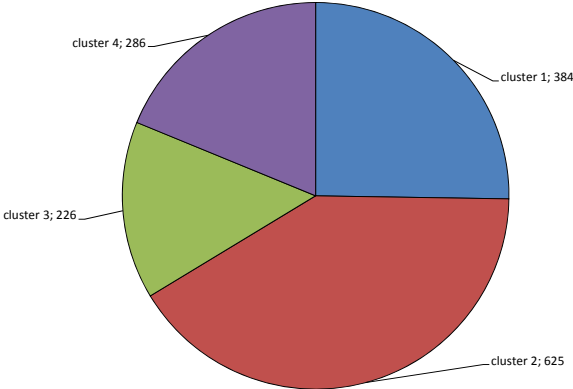
Academic skills : expectations and outcomes

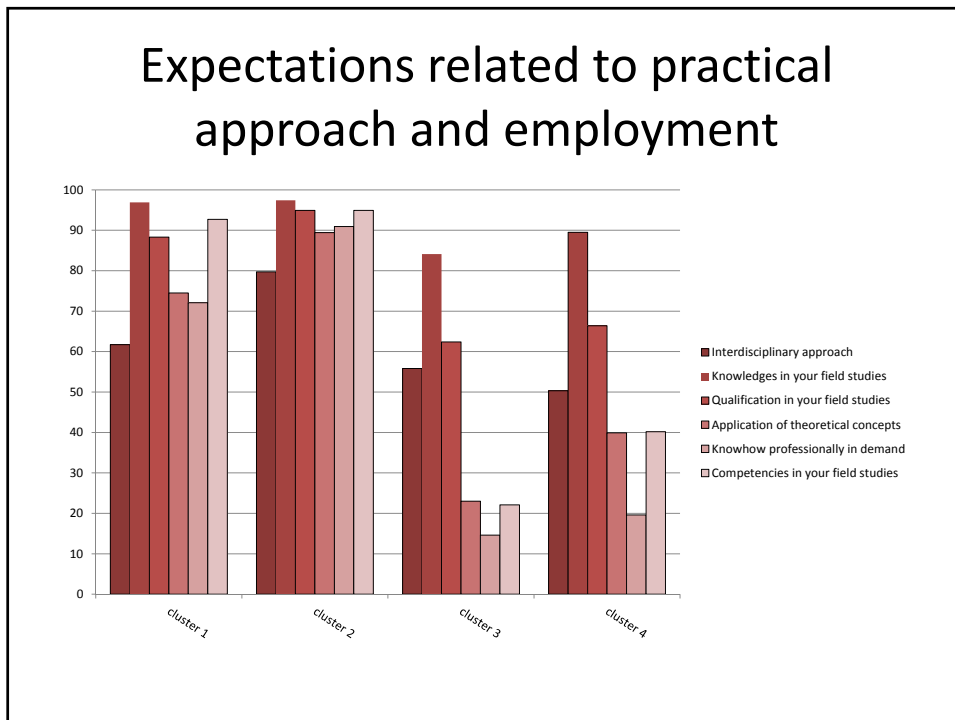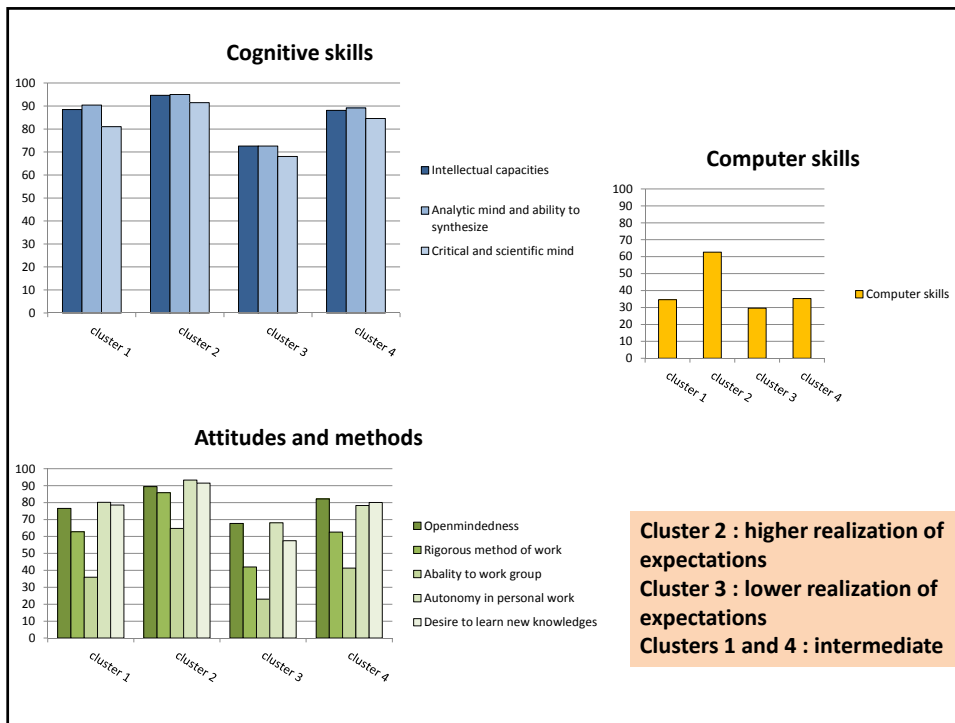# Our dependant variables for a cluster analysis

- **Your training permits you to develop this skills...**
  - Intellectual capacities
  - Analytic mind and ability to synthesize
  - Open-mindedness
  - Critical and scientific mind
  - Rigorous method of work
  - Abality to work group
  - Qualification in your field studies
  - Application of theoretical concepts
  - Interdisciplinary approach
  - Autonomy in personal work
  - Computer skills
  - Written language skills
  - Spoken language skills
  - Know-how professionally in demand
  - Knowledges in your field studies
  - Competencies in your field studies
  - Desire to learn new knowledges
  The response items : «yes, and it was what I want», «yes, but it's not important», «no, but it's not important», «no, and however, it's what I'm looking for»

Cluster analysis

cluster 4; 286
cluster 1; 384
cluster 3; 226
cluster 2; 625

Legend:
- Intellectual capacities
- Analytic mind and ability to synthesize
- Critical and scientific mind
- Openmindedness
- Rigorous method of work
- Abality to work group
- Autonomy in personal work
- Computer skills
- Desire to learn new knowledges

cluster 1   cluster 2   cluster 3   cluster 4

Cognitive skills
- Intellectual capacities
- Analytic mind and ability to synthesize
- Critical and scientific mind

Computer skills
- Computer skills

Attitudes and methods
- Openmindedness
- Rigorous method of work
- Abality to work group
- Autonomy in personal work
- Desire to learn new knowledges

Cluster 2 : higher realization of expectations
Cluster 3 : lower realization of expectations
Clusters 1 and 4 : intermediate

Expectations related to practical approach and employment

- Interdisciplinary approach
- Knowledges in your field studies
- Qualification in your field studies
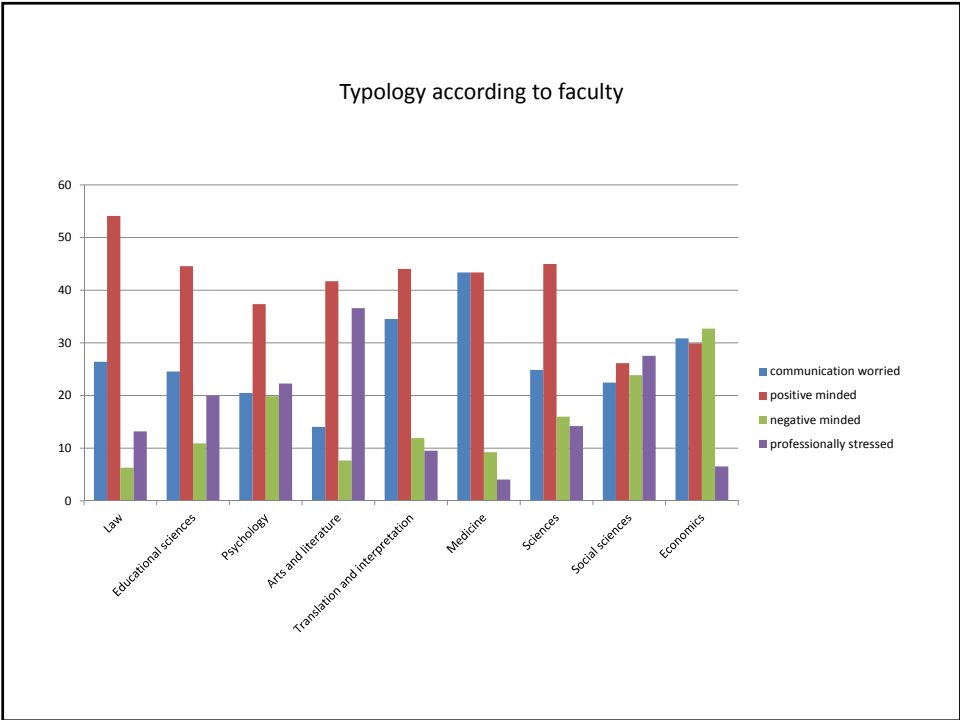- Application of theoretical concepts
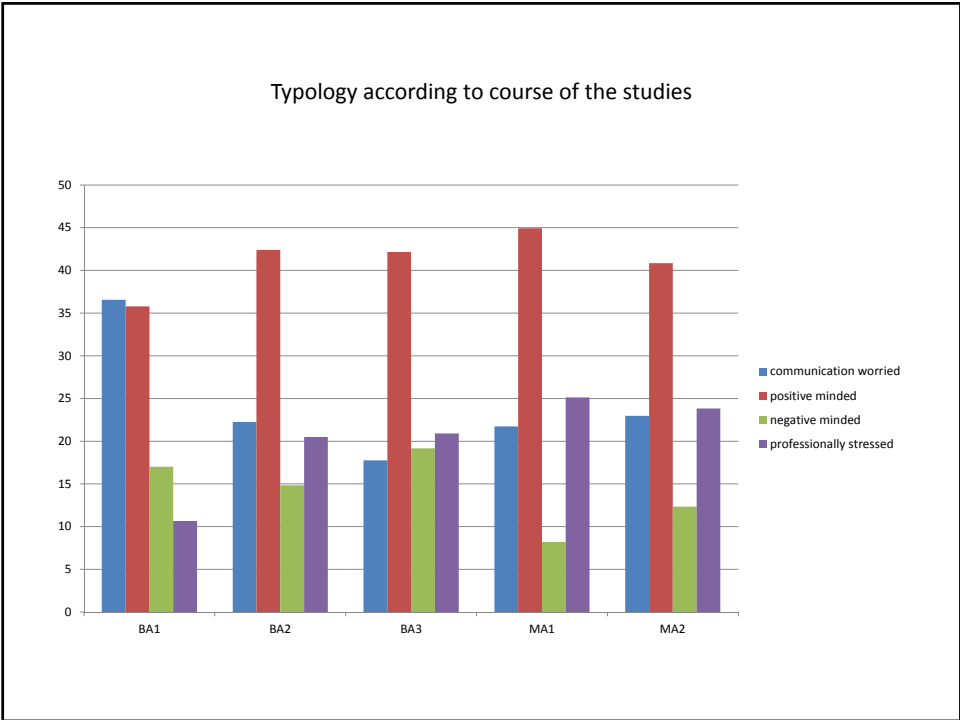- Knowhow professionally in demand
- Competencies in your field studies

Communication abilities

Typology stemming from clusters

	1	2	3	4
cognitive skills	-/+	+	-	-/+
attitudes and methods	-/+	+	-	-/+
computer skills	-/+	+	-	-/+
practical and professional assets	+	+	-	-
communication abilities	-	+	-	+
	intermediate language expectations weakly realized	almost all expectations realized	almost all expectations weakly realized	intermediate practical and employability expectations weakly relaized
	communication worried	positive minded	negative minded	professionally stressed

Typology according to course of the studies

Typology according to faculty

Typology according to gender

Typology according to country of origin
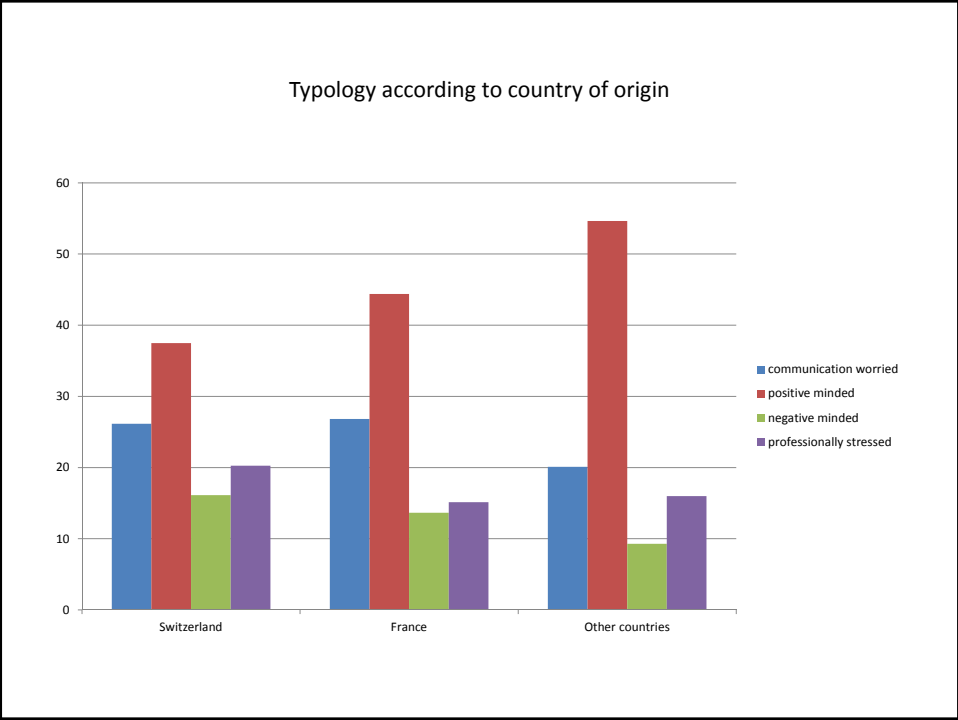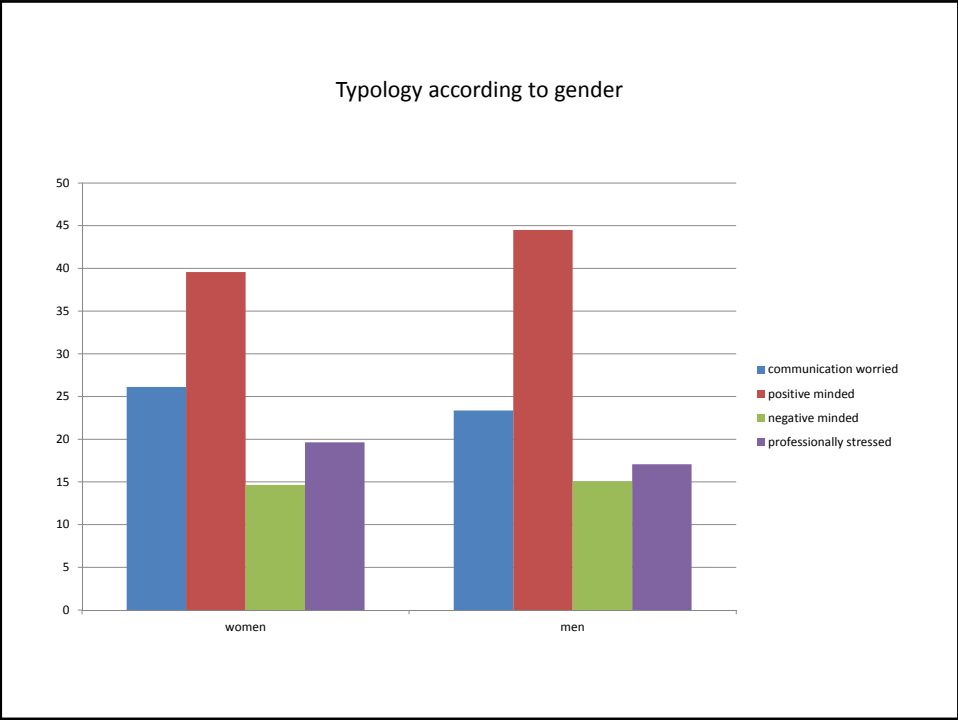
Typology according to conviction to have made to right choice
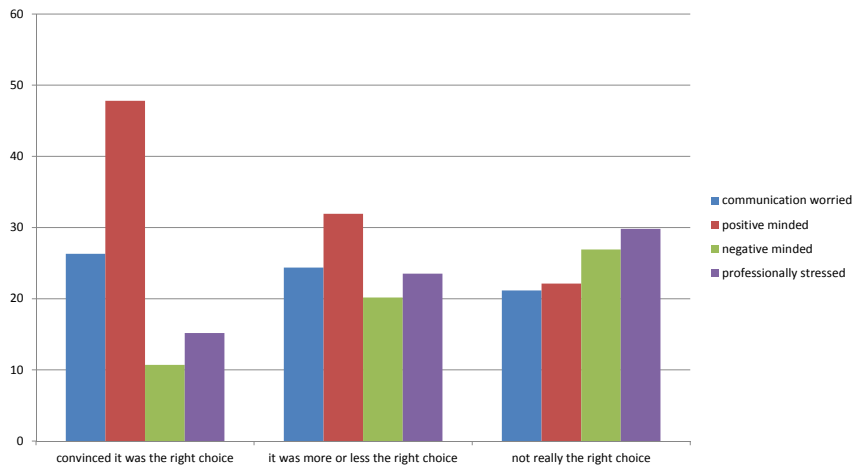
Typology according to motivations for university (associated with less positive- and more negative-minded)
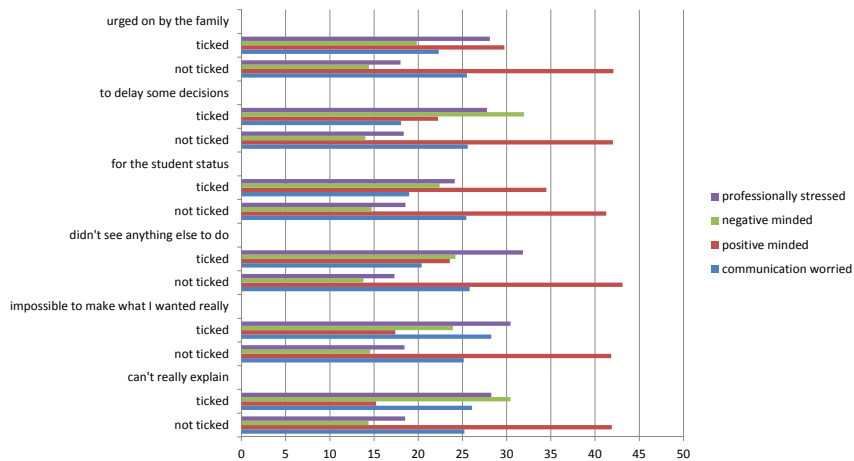
Typology according to motivations for university (associated with less positive- and more negative-minded)
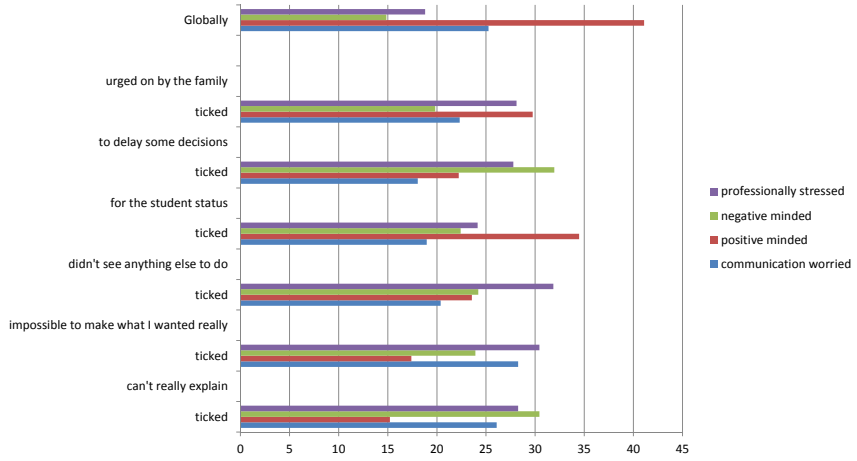
Typology according to motivations for university (associated with more positive- and less negative-minded)
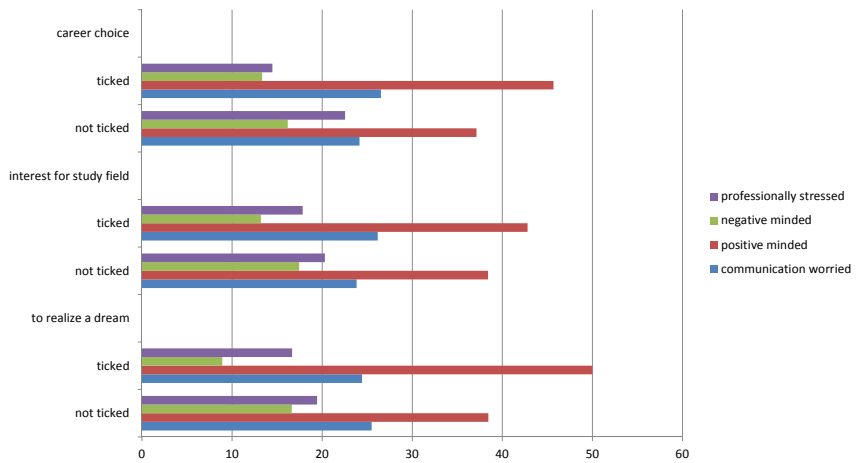
Typology according to global assessment of the studies
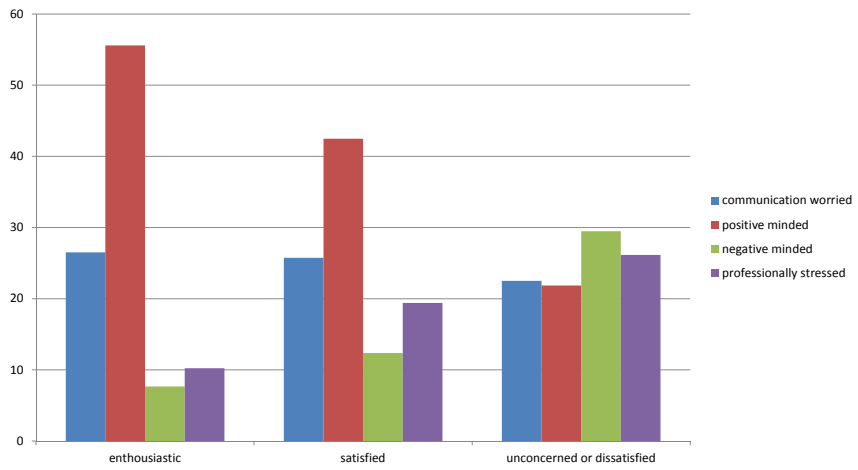
Typology according to satisfaction for living conditions

Typology according to satisfaction for housing

Typology according to easyness and quickness for finding a job after higher studies

To find a job

To find a really interresting job
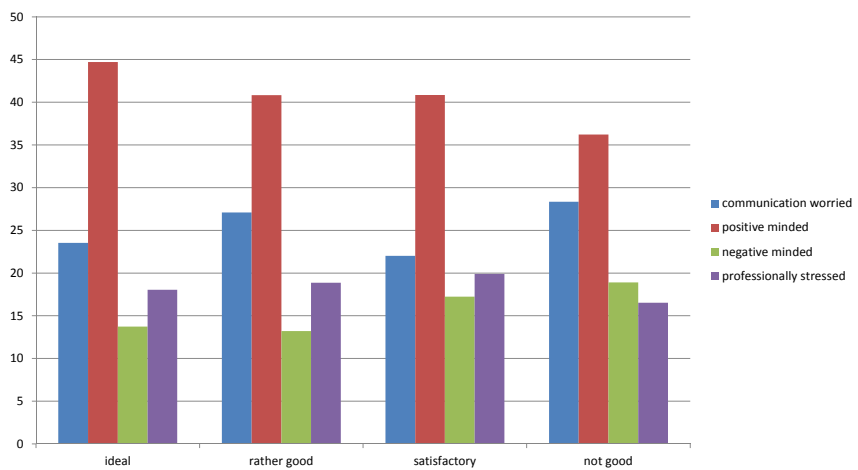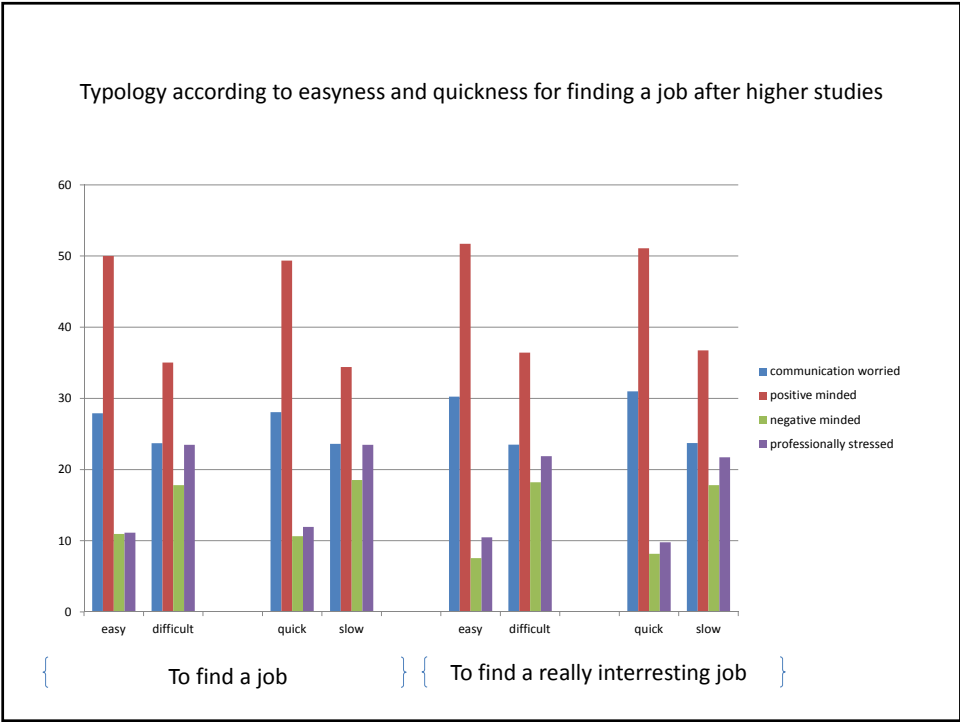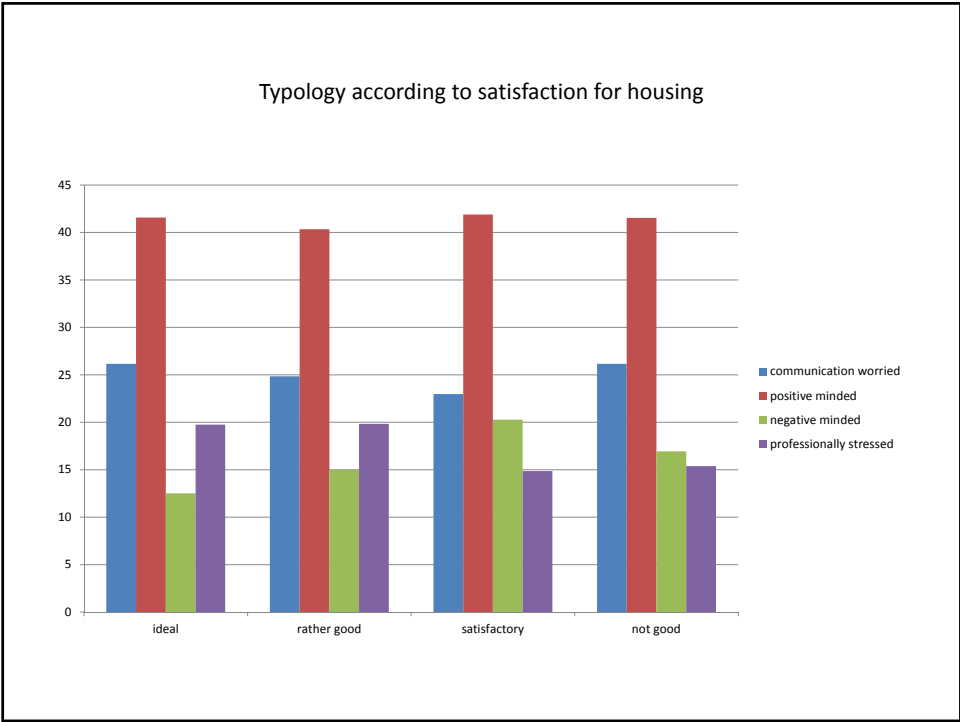
Conclusions

- The expectactions are diverse, and change according to the types of student
- Along the study course, the students are more positive for the realization of their expectations (with a peak for the MA1)
- More the expectation is strong and defined, more likely it will be realized and become an outcome
- The non realization of employment expectations is more problematic than the non realization of communication expectations (partly because the academic skills are seen as more realizable, in particular with the time)

Slide 1

Social class and academic performance: how do they influence expectations and strategies for choosing a degree program?

Helena Troiano & Dani Torrents

Slide 2

Research frame

Probability of future success:	Making a decision
Based on previous academic performance and skills.	Expectations
Cost/benefit evaluation:	↓
Based on social background that makes cost relative.	Transition (yes/no)
	↓
	Degree program choice

Design of analysis

Compulsory education: Lower secondary school. 4 years

1. Expectations of going to university?

Post-compulsory education: Upper secondary school. 2 years

2. Accessing or not?

Upper vocational training. 2 years

2. Accessing or not?

University degrees 4-6 years

3. Which degree program?
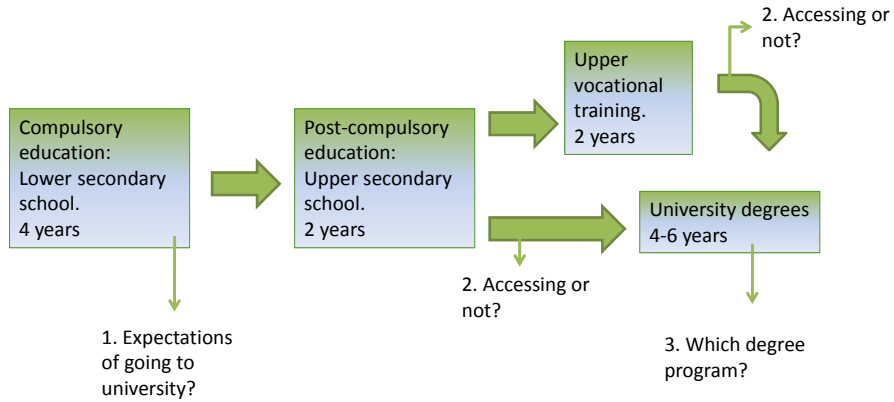
Research frame:
previous research with Spanish data

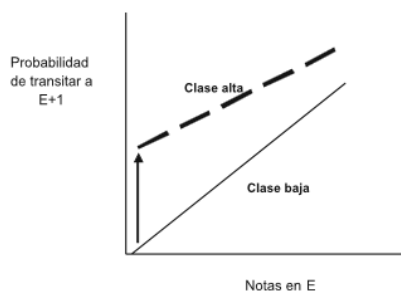Transition to non-compulsory education by previous marks and social background:

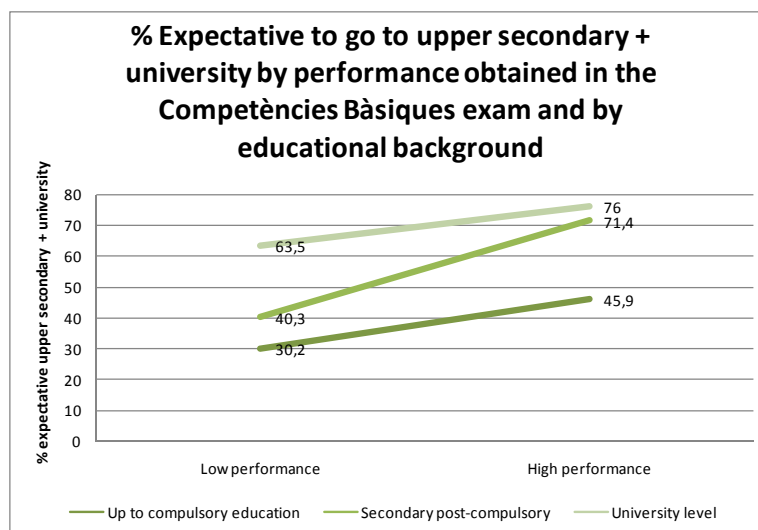Compensation effect (Bernardi & Cebolla)

Probabilidad de transitar a E+1

Clase alta

Clase baja

Notas en E

inequality by social background is greatest among students with the lowest grades

Variables

Dependent variables	Independent variables
Expectations: Constructed variable from two questions. 1. What do you want to do if you obtain the lower secondary degree? 2. What do you want to do if you fail in obtaining the lower secondary degree? Categories: upper secondary (BAT) + university; other.	**Social background**: Educational background in three levels (the highest of two parents): up to compulsory education; secondary post-compulsory; university level. **Qualifications**: Marks obtained in an external exam: high=above median, low=up to median.
Transition: Among those who have achieved the appropriate secondary school degrees: who entered university (irrelevant of their final achievement or not).	**Social background**: Id. **Qualifications**: Answer to a question in a retrospective questionnaire: high=good and very good; low= bad and very bad.
Degree choice: ➢ **Price**: High price: 35,77€ & 39,53€/tuiton fee vs. Low price: 25,27€/tuiton fee. ➢ **Difficulty**: performance rate. Two groups form median by university. ➢ **Labor market expectations**: quality of graduated jobs (IQO). Two groups form median by university.	**Social background**: Id. **Qualifications**: Marks obtained to enter university (average secondary school marks and external exam): high=above median, low=up to median.

Results: Expectations

% Expectative to go to upper secondary + university by performance obtained in the Competències Bàsiques exam and by educational background

Results: Transition

% Transition to university by marks and by educational background
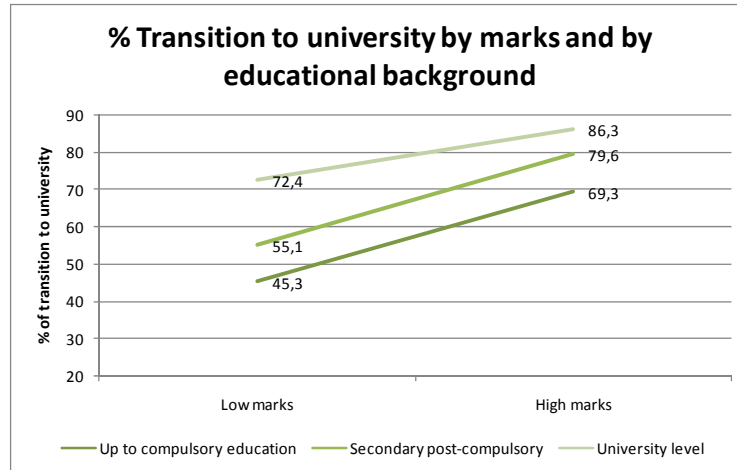
Results: Degree choice (price)

% of **high price degree choices** by marks and by educational background
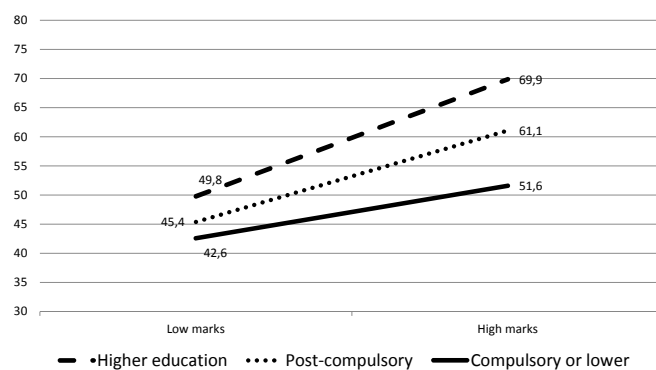
Results: Degree choice (difficulty)

% of <u>high difficulty degree choices</u> by marks and by educational background
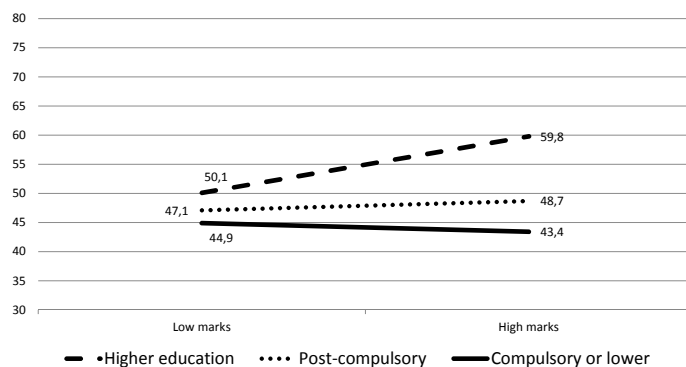
Results: Degree choice (return)

% of <u>high return degree choices</u> by marks and by educational background
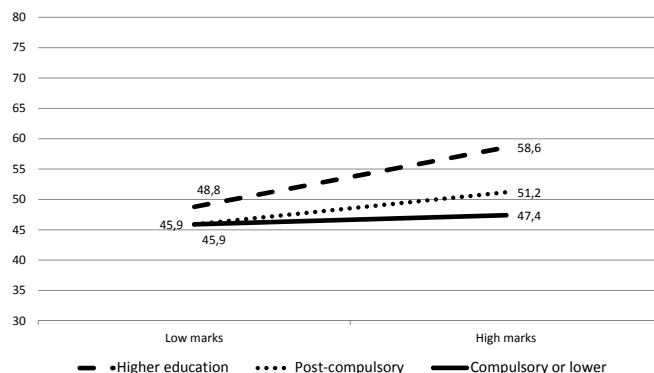
Conclusions

- Adaptation of Preferences:
  - On expectations:
    - High: tendency to go to university.
    - Low: tendency to not go to university.
    - Medium: depending on marks.
  - On transition:
    - High: tendency to go to university.
    - Low and Medium: depending on marks.

Is this change of pattern due to preference adaptation? Or a simple consequence of the different sample taken into account?

Conclusions

- Vertical stratification (MMI) vs. Horizontal stratification (EMI)
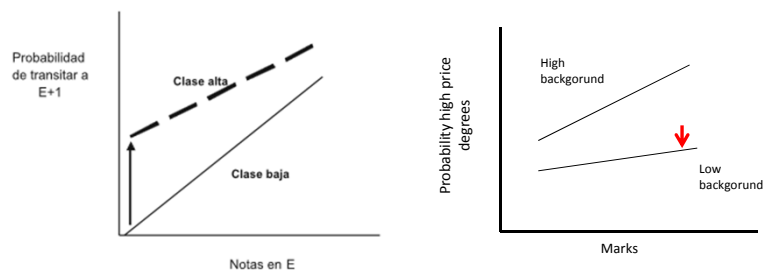
"Study expectations of students in Morocco"

A BOUZIANE, A GONEGAI, M. TALBI

A.   Observatoire de Recherche en Didactique et Pédagogie Universitaire (ORDIPU).
Université Hassan II -Casablanca, Maroc.

AG Hochschulforschung + FREREF Réseau Uni 21
Expectations and outcome of study
VIII. International Workshop at the University of Konstanz October 15th –
17th 2015

Outline

- **Introduction**
- **Research questions**
- **Analysis related to expectations**
- **Recommendations**
- **Conclusion**

Introduction

The education system in Morocco aims to:

- reduce the number of dropouts / amount of failure to graduate,
- improve the quality of provisions,
- guarantee equal opportunities / retention,
- balance training and requirements of job market (customer-based strategy)

- meet students' expectations, society's expectations, and job market's expectations

Theoretical framework (Deci & Ryan)

Behavior	Non-self determined					Self-determined
Motivation	Amotivation	Extrinsic motivation				Intrinsic motivation
Regulatory styles	Non-regulation	External regulation	Introjected regulation	Identified regulation	Integrated regulation	Intrinsic regulation
PLOC	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
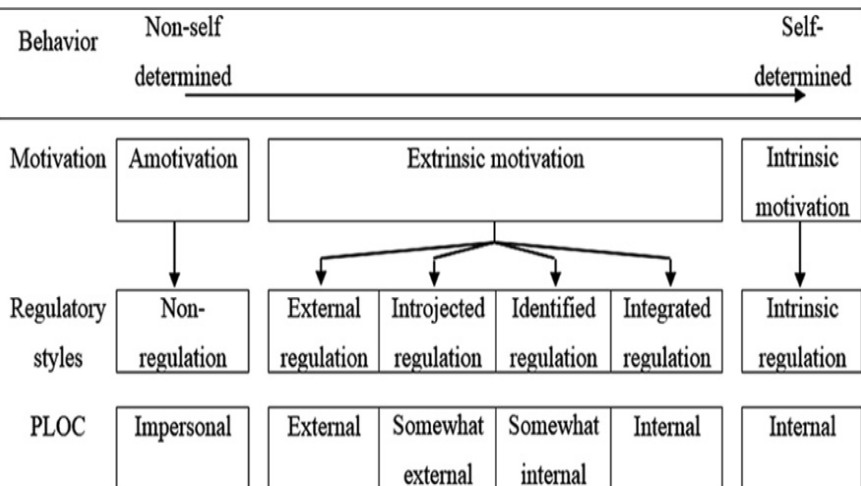
Findings in previous research

- Students who are intrinsically motivated perform better than those who are not (Deci, 1971; Pintrich and Schrauben, 1992; Ringness, 1965; Walberg, 1986).
- Stinebrickner and Stinebrickner (2013) suggest that poor grade performance is not directly responsible for the dropout rate of more than forty percent.
- lack of guidance counseling leads to failure which leads to dropout (Bouziane and Aouam, in progress)

Objectives and research Questions

- This study aims to identify the students' expectations and their learning practices and seek whether the two match.
- What do the students expect from their institution?
- The expectations are oriented towards different stakeholders, towards different aspects of training, towards university / teaching staff

- The volubilis survey is a joint project between Grenoble and Hassan II universities,
- The volubilis project aims mainly to provide data related to students' choice of training and their expectations from studies, learning strategies, oranising their work, and their projects.

Sampling (n= 1,960)

FSJ AIN SBAA ; 100; 5%

ENCG ; 100; 5%

FSJEM (law and economics) ; 200; 10%

FST ; 200; 10%

FLSHBM ; 510; 26%

FLSHM ; 430; 22%

FSBM ; 420; 22%
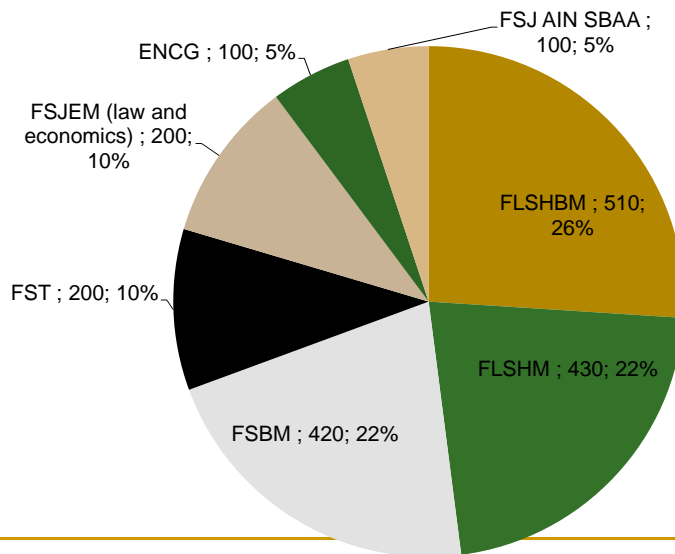
Volubilis questionnaire

- 1,960 students from different disciplines and different institutions replied to a questionnaire addressing their expectations from their school, funds of their studies, their accommodation, and their hobbies. Most of the questions are based on 6-point Likert scale

Volubilis questionnaire: focus

- Referring to the Volubilis questionnaire, we identified **areas** which enable us to study students' expectations:
- (1) Study expectations, (2) expectations from Language and Communication module, (3) personal situation in study, (4) guidance and counselling; and (5) development of HE institutions

1- Students' expectations from their studies

Eco-manag ■ Sciences ■ Letters

It provides good chances of a career in the future job
- Eco-manag: 4.75
- Sciences: 3.93
- Letters: 4.28

It provides good prospects of secure employment
- Eco-manag: 4.41
- Sciences: 3.77
- Letters: 3.75

I had a definite vocation
- Eco-manag: 4.73
- Sciences: 4.17
- Letters: 4.53

The earning prospects in this area are good
- Eco-manag: 5.09
- Sciences: 4.68
- Letters: 4.76

My own talents and strengths lie in this area
- Eco-manag: 4.39
- Sciences: 4.56
- Letters: 4.61

I had a special interest in the subject
- Eco-manag: 4.34
- Sciences: 4.48
- Letters: 4.67

1-Obtain an interesting job and some knowledge

Generally speaking, the students in the three faculties put focus on the fact that training will guarantee an interesting **job** (53%) with a high **income** (41%). This finding is more apparent in the economics and management students and those of letters and humanities.

1- Getting a job and acquiring knowledge

- For a large number of students, university is a place where knowledge is provided / acquired. Actually, all the students chose this answer. Getting a job and earning a high income came next.
- The youth expect enrolling at universiry to bring knowledge (4.54) (i.e. personal development and skills) more than to guarantee a position in the job market.

2- Expectations from Language and Communication module

Lately labelled

Language and Terminology

What do you expect from the module of Language and Communication?

		Letters	Sciences	Eco-Mgt
Facilitates professional insertion		3.89	4.31	3.68
Helps with other teachings		3.82	4.04	4.02
Develops my linguistic skills		4.44	4.81	3.92
Leads to mastery of foreign languages		4.62	4.96	3.45

Developing language skills and facilitating professional insertion

- When asked about their expectations from this module, the students put more emphasis on improving their linguistic skills (4.52 / 92%) with many answers of 5 and 6 on the Lickert scale; they equally see this module as facilitating their professional integration (4.03 / 70%); but with less weight when it serves access to other teachings (3.96 / 51%).

2- Students' expectations from the Language and Communication module

- It is worth noting, however, that these expectations differ from a discipline to another. The science students are found to put higher expectations on this modules than those of Eco_Mngt.

What types of input would you prefer in this module?

	Letters	Sciences	Eco-Mgt	Total
Traditional classes (in a classroom)	2.93	2.93	3.06	2.96 57.6%
Special room (lab)	3.13	3.51	3.03	3.2 74.8%
Workshops	3.40	3.61	2.79	3.35 85.7%
Distance learning	2.34	2.03	1.92	2.10 53.3%
Blended learning	3.27	3.23	2.50	3.0 79.2%

3- Personal situation in study

In your opinion, what is urgently required to improve your personal situation in study?

	Lettere	Sciences	Eco-Mgt	Total
Compression/concentration of course contents	3.94	4.07	4.14	4.05
Reduced examination demands	3.17	3.27	3.28	3.24
Increase of practical relevance in the course of study	4.02	4.46	4.33	4.29
Use of stricter academic guidelines	3.99	4.21	4.23	4.15
More courses with a small group of students	3.67	3.62	3.66	3.64
Fixed study groups for tutorial	3.74	4.01	4.10	3.95
More help by professors	4.10	4.73	4.31	4.43
Increase of grants and scholarships	4.09	4.82	3.87	4.37
Improved labour market opportunities for students of your subject	4.52	4.97	4.19	4.64
More involvement in projects of research	4.30	4.85	4.56	4.61

Ways of improving students' personal situations

As the table shows, students need improvements in four areas:

- **diadactics:** matters related to content, less demanding exams, set and follow guidelines
- **financial issues**: increase in grants and scholarships, more openings of professional prospects
- **Pedagogic issues**: more workshops in reduced size grroups and more help from professors.
- **Involvement in research**: Links with practical (less theoretical) matters and involvement in research projects

4- Guidance and counselling

In which of these areas do you think advice or guidance can be useful?

	Letters	Sciences	Eco-Mgt	Total
Choice of important topics in my field of study	3.72	4.09	3.74	3.89
Preparation for exams and essays	4.09	4.19	3.83	4.07
Help to understand rules of study and exam	4.15	4.38	3.99	**4.21**
Problems related to course content. scientific questions	3.65	4.15	3.64	3.87
Interpreting and analysing exam results	4.32	4.17	4.10	**4.20**
Social problems (isolation. anonymity)	3.67	3.34	3.93	3.59
Help in finding a job and developing your CV	3.98	3.79	3.97	3.89
Help and support in seeking internship	4.13	4.17	3.88	4.08

- The area in which most students expect more help is evaluation (exams). They show interest in both exam preparation and analysis of exam results.
- Another area is help with finding internship
- In brief, students expect more assistance with content and how to master it, how to succeed in exams, and how to construct one's career.

5-Developement of HE institutions

6.1. In your opinion, is it important that your university has partnerships with

	Lettres	Sciences	Eco-gestion	Total
Another Moroccan university?	4.30	4.80	4.85	4.66
Foreign universities	4.86	5.10	5.28	5.07
Professional associations	4.70	4.99	5.01	4.91
Professionals (public and private)	4.38	5.19	5.24	4.94
Recrutement agencies	4.36	5.26	5.03	4.92
Local authorities	3.97	4.40	4.52	4.29
Students' representatives (union)	4.18	4.60	4.62	4.46
Students' parents	3.54	3.84	3.30	3.62
Media	4.47	4.31	4.25	4.35

6.2. In your opinion, how can universities/colleges be improved? How important are the following?

	Letters	Sciences	Eco-Mngt	Total
Abolition of entrance exams for some streams	3.21	3.22	3.23	3.22
Expansion of facilities/provision of additional study places	4.00	3.91	3.27	3.78
Improvements of content of curricula	4.34	5.20	3.24	4.47
Improvement of teaching methods	4.49	5.15	3.20	4.47
Student participation in the definition of courses and curricula	4.38	4.60	3.17	4.19
Higher examination standards	4.00	4.20	3.45	3.96
Enlargement of the range of courses	4.49	4.65	3.10	4.22
Stricter admission criteria	4.10	3.46	2.84	3.50
Earlier academic evaluation	4.43	4.54	3.33	4.21
Enlargement of the academic staff of the University/College	4.30	4.74	3.38	4.28
Closer cooperation between universities and industry	4.41	5.04	3.45	4.47
More use of the internet/multimedia elements in teaching	4.16	4.76	3.40	4.25
Distance learning provisions	4.15	4.32	3.71	4.13
Practical training as part of every course of study	4.04	4.56	3.08	4.05

Recommandation

- **Reinforce students' involvement at university:**
- **1- Creating a Student Observatory to play a dual role of guidance counselling and of doing research on students' matters.**
- Guidance conuselling includes: orientation and provision of psychological support, assistance with financial issues and accommodation, assistance with students' welfare (health, transportation, students' with special needs, etc.), assistance of foreign students, guide students' unions to provide services to students, etc.
- Research involves collecting data to help with decision making

Conclusion

- Expectations sometimes differ from an institution to another, and therefore one-size fits all may not meet students' expectations.
- Students expect more involvement in all the different stages of their studies.
- Students show big worries about their mastery of languages (French)
- Online content can respond to some expectations
- The students have shown a big demand to counselling

Bibliographie

- Les étudiants attendent-ils quelque chose en matière de pédagogie ? Quelques enseignements d'une recherche internationale. Charles Hadji et Laurent Lima Laboratoire des Sciences de l'Education Université Pierre-Mendès-France, http://webcom.upmf-grenoble.fr/sciedu/lima/monastir2006.pdf
- DOSSIER DE PRESSE 18 AOÛT 2014, http://unef.fr/wp-content/uploads/2014/08/UNEF-Enqu%C3%AAte-sur-le-co%C3%BBt-de-la-vie-%C3%A9tudiante-%C3%A0-la-rentr%C3%A9e-2014.pdf
- La première année en filière administration économique et sociale : motivations, abandons et attentes des étudiants, Alexandra Filhon, http://formationemploi.revues.org/3081
- Bientôt une couverture médicale pour les étudiants marocains , http://www.aujourdhui.ma/maroc/societe/bientot-une-couverture-medicale-pour-les-etudiants-115506#.VhOcW_9zOP8

Merci de votre attention
Thank you for listening
شكرا للإستماع

PhD students in Ukraine: expectations and outcomes of scientific activities

Prof. **Olga Kutsenko**
Sociology Faculty
Taras Shevchenko National University of Kyiv, Ukraine

15-17 October, 2015

1

Content:

1. Aspirantura vs. PhD program: main differences.

2. What are main expectations concerning Aspirantura Program in Ukraine?

2

'Aspirantura' vs. 'PhD program'

Aspirantura *(from Latin)* – a 'Soviet model' of graduate school; or a school that awards advanced degrees;

an academic institute responsible for preparation of 'scientific' and 'scientific-pedagogical cadres'.

Its main features are:

- mostly individual programs for aspirants in preparation of their thesis based on cooperation between aspirant and his\her supervisor,
- poor-structured educational

  program's component,
- Duration is usually three-year with a small stipendium for those aspirants who entered on state-supported program.

3

The institute of Aspirantura was formed in 1925 in the USSR and exists in Ukraine till now.

In 1950-1952 the institute was transferred in the Czech, East Germany, Poland etc.
- as a component of the '*Soviet cultural imperialism*'
  Natalia Tsvetkova, 2013 (Leiden, Boston)
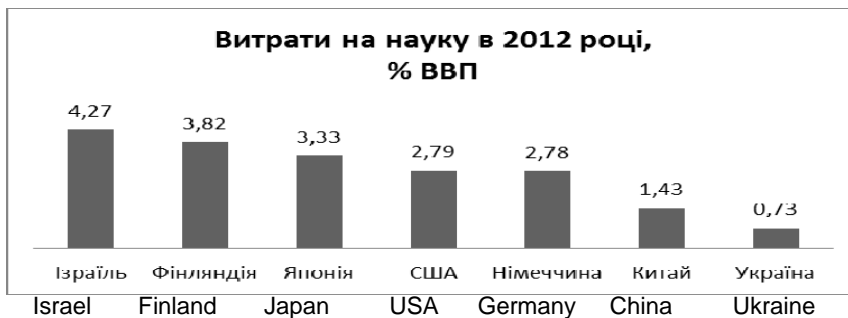
The main common problems of Aspirantura are:

- it's weak efficiency in professional and personal development of Aspirants,
- it's weak correlation with the European experience of PhD programs that does not further, partly, academic mobility and competition of Ukrainian aspirants in the European science and research.
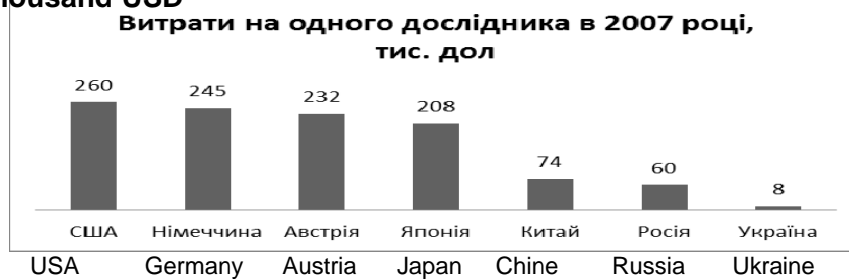
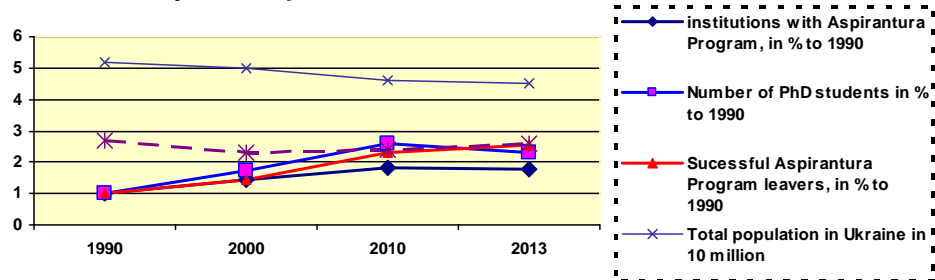**+ Ukrainian state is not a judge of science and researchers.**

4

1. State expenditure on science, % of GDP, 2012

Витрати на науку в 2012 році, % ВВП

Ізраїль	Фінляндія	Японія	США	Німеччина	Китай	Україна
4,27	3,82	3,33	2,79	2,78	1,43	0,73

| Israel | Finland | Japan | USA | Germany | China | Ukraine |

2. State expenditure on science per a researcher in 2007, in thousand USD

Витрати на одного дослідника в 2007 році, тис. дол

США	Німеччина	Австрія	Японія	Китай	Росія	Україна
260	245	232	208	74	60	8

| USA | Germany | Austria | Japan | Chine | Russia | Ukraine |

Efficacy of Aspirantura in Ukraine for 1990 - 2013

Legend:
- institutions with Aspirantura Program, in % to 1990
- Number of PhD students in % to 1990
- Sucessful Aspirantura Program leavers, in % to 1990
- Total population in Ukraine in 10 million

- The number of aspirants increased in 2 times since 1990, but efficacy of aspirantura decreases.

- **Current changes of** the Soviet model of training of researchers (via Aspirantura) and awards advanced degrees **towards development of the PhD programs in Ukraine.**

- **The transformation policy remains under discussion.** Its implementation has strong resistance from Academy, some Universities and Professors.

6

If the state is not interested in science, so what about interests in science of (young) researchers?
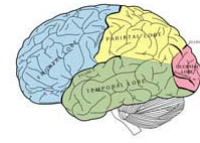
Research questions:

- What are research expectations of students entering the Aspirantura Program in Ukraine?

- How much significant the value orientations on science and research in Aspirant's expectations?

- What differences of expectations between young representatives of the natural sciences and humanity?

7

Project "Scientific potential of Aspirants
at Shevchenko National University of Kyiv", 2013-2014

Case of the Taras Shevchenko National University of Kyiv (KNU) - 1630 aspirants in 2014 or **9% of the total number of aspirants in Ukraine**; n = 165.

Error of representation (estimated for a small sample) is = **1.7** (P = 0.95).

The field work is conducted by *Katerina Shelestun* and a student research team with supervision by *Iryna Nabrusko and Olga Kutsenko.*

Methods: - academic statistics and reports analysis;

- semi-formalized interview of Aspirant/s. Random selection among aspirants at the full-time 2d and 3d levels training program.

Randomization within the quotes of Aspirants which pass training on the natural VS. humanitarian sciences with control their representation of different faculties and departments.

8

Attitudes on research and expectations of Aspirants: measurement and hypotheses

Parameters of measurement:
1. Motives and expectations of enter the Aspirantura;
2. Attitudes to personal scientific activities.

Hypothesis (H$_o$) : attitudes to research and science are dominate among aspirants.

Hypothesis (H$_1$): the material factors to enter the aspirantura are more significant than the value orientations on research.

Trial hypotheses:
- Attitudes at scientific activities are differ for the young natural scientists and humanitarians. Humanitarians are less motivated for research.
- Motivation of scientific activities and further career depends on economic and social resources of Aspirants.

9

Structural parameters of the inquired group: descriptive profile

The mean **age** is 25,5. **Margie status**: Single – 72%; married – 20%;	**Material status (self-estimations)**: Higher - 8% Average – 64 % Lower – 16 % Lowest (economical with food) – 12 %	
Residence:	**Educational status of parents**:	
	Mother	Father
Reside in a dormitory – 54 %;	Higher 54 %	52 %
Reside with parents – 34 %;	Professional 20 %	28 %
Rent an accommodation – 9%	Secondary 20 %	20 %

	Natural sciences	Humanities
Female	44 %	65 %
Male	56 %	35 %

 Mother or Father of 8 % aspirants are \ were employed in Scientific or Educational institutions.

A typical aspirant in Ukraine (KNU): very young, unmarried, has more or less average material status, has origin from high-educated family, more often is female.

10

Expectations of a further employment (after graduation), in % (by column)

Prospects of professional career are very important for 24 % aspirants.

But: After graduation 91 % former aspirants in Humanities are employed not in education and science but in business, politics, public administration and other spheres.

The similar is concerning

52 % former aspirants of natural sciences.

	Expecta-tion of emplo yment	Expecta-tion of emplo yment
Teaching in University	24	47
Researcher, employment in science	24	25
Continuation of education abroad	32	2
Other practical work including business, no education or research	20	23 11
Don't know	15	3

---

1. Main motives of enter an Aspirantura, multiple alternatives

Types of motives	Natural sciences	Humanities
1. Self-realization, research interests	66 %	54 %
2-3. Financial reasons: to support own financial state for the nearest three years and future perspectives	40 %	32 %
2-3. Social recognition and prestige	40 %	32 %
n	74	91

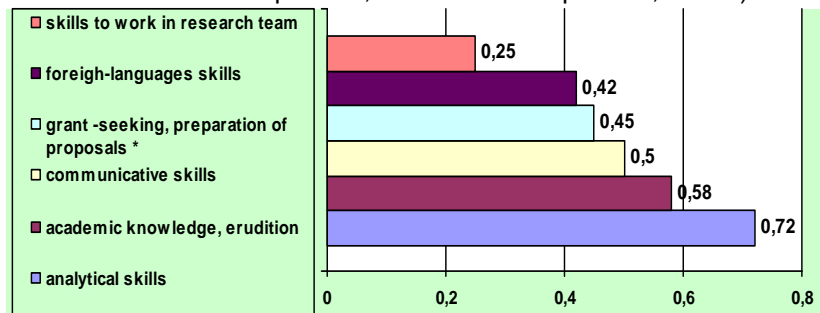### 2. Why aspirants are going to remain in science and research after graduation?

1. Financial and other material motives (higher income; housing) etc.)
2. Perspectives of career
3. Self-realization in science

12

Study at Aspirantura: collision between expectations and outcomes

1. The skills and knowledge which Aspirants want to develop (I = '1' means 'most important', '0' means 'unimportant', I \ 100)

Skill	Value
■ skills to work in research team	0,25
■ foreign-languages skills	0,42
□ grant -seeking, preparation of proposals *	0,45
□ communicative skills	0,5
■ academic knowledge, erudition	0,58
■ analytical skills	0,72

(horizontal axis: 0, 0,2, 0,4, 0,6, 0,8)

* 69% of aspirants never applied for a research or travel grant.

2. Main skills which are developed during 2-3 years <u>of training in Aspirantura</u> (self-estimation):

- Foreign languages skills (72 %),
- Research skills (68 %).

What is about analytical skills and professional knowledge?

13

Motives of "running from science and research' after graduation:

- Decrease of prestige of science (51%),
- Absence of perspectives for professional self-realization and career (64% natur.scientists and 58% humanitarians),
- 'Uncertainty of life perspectives' (35%),
- Unwillingness of the research institutions giving support to young researchers (33 % \ 41 %),
- Long term of commercialization of scientific findings (25%).

'Nobel Prize? – No, thanks!'
Professional career horizon in science is pragmatic:

- Head of department or laboratory at University or Academic Institution: 60% aspirants of natural sciences and 43 % of Humanitarians;
- Senior or principal researcher (10%).

Conclusion:

1. Aspirantura remains rather attractive for students as an institution for self-development in research and intellectual activities.
2. However, **pragmatic motivation** (career, material conditions) is significant and more significant among Humanitarians. Pragmatization leads to decrease prestige of science as well as aspiration of Aspirants to invention and innovation in science.
This phenomenon correlates with the pragmatic trend in education at PhD program in Europe.
3. Many of aspirants are induced to search for additional income during the study and more profitable employment after graduation. In Ukraine R&Sc concedes business and other applied activities.
4. The main outcomes of the Aspirantura – awarded scientific degrees, its reproduction in academic institutions and development of foreign language skills of aspirants.
Aspirantura has a posiitive effect in development of research skills only for 2\3 aspirants.
However after graduation the individual significance of analytical skills and professional knowledge downgrades. It counters to the current global tendencies of innovative development.
5. Low professional perspectives in science and research after graduation, their uncertainty are a significant factor contributing in falling down scientific motivation of aspirants.

15

➤ Necessity of development new structured PhD programs based on:

- Integration of educational and research interests;
- Development of transferable skills for a work in R&I within or outside the academic sphere;
- Development of mutual responsibility of aspirants, supervisors, PhD program administration, research and educational institution and business-partner for supporting capacity of PhD students (aspirants) of self-realization in science and to develop own professional life trajectory in R&I.

Thank you for attention!

16

Taras Shevchenko National University of Kyiv,
Faculty of Sociology

"Student's Expectations of Study Outcome in Ukraine"

Andrii Gorbachyk

Faculty of Sociology

Taras Shevchenko National University of Kyiv

Kostanz 16.10.2015

1

Taras Shevchenko National University of Kyiv,
Faculty of Sociology

Why we need to study student's expectation?

- the student is not the object but the subject of the educational process

- time for work teacher with students in the classroom is reducing and time for individual work is increasing

- The student got the right to choose courses for study (25% of credits)

- Students become active socially; student government (student parliament, trade unions, the scientific society)

Kostanz 16.10.2015

2

The student chooses a university and faculty (specialty), guided by their knowledge and aptitudes, advises of parents, friends etc.

We assume that the student has some idea of the future specialty, and even on their activities after the end of education (has specific plans for own professional life after graduation). However, this is not entirely true

Then the student is studying at university and relates his own experience with expectations. This is the basis of the satisfaction of education (in the case of conformity between expectations and experience the satisfaction is high).

In this our analysis <u>we consider the satisfaction of the educational process as a measure of expectations on education</u>

What do students think the most important for getting a job?

Most important

Knowledge of foreign language	69%
Experience of real work	63%
Level of knowledge about specialty	57%

Least important

assessment of knowledge acquired at university	17%
informal contacts	9%

UniDos-IX
Kyiv University monitoring survey
of student's and university's life

- Population: students of Kyiv University, 17 of faculties and institutes
- Random sample, 1105 respondents
- Self-completion of the questionnaires
- September 2015

Depended variable: Index of the Satisfaction of Education (StdSasf)

How are you satisfied with …
    … the work of your professors
    … the attitude of professors towards students
    … the quality of the obtained knowledge
    … the quality of the obtained practical skills
    … the possibility to do scientific researches
    … the list of courses at your faculty
scale from 1 – "completely unsatisfied" to 5 – "completely satisfied"

Additive index (mean value), Cronbach's Alpha = 0.812
Correlation of additive index with one factor solution (PC, 52% variation) R= 0.998

Two components of motivation

What is your purpose of getting higher education?
Higher education is useful for…

	Motivation for labor market, career (m1)	alpha =0.75
1	*… to get an interesting job*	
2	*… to have a reliable income*	
3	*… to get a high social status*	
	Motivation for self-development (m2)	alpha=0.78
4	*… to develop own ideas and thoughts*	
5	*… to learn more about the chosen specialty*	
6	*… to get a good academic (classical) education*	
7	*… to be an educated person in general*	
9	*… to help other people*	
10	*… to contribute to the development of society*	

Kostanz 16.10.2015

Model 1 (regression)

How motivation for getting high education influences satisfaction of education (measure of student's expectations)

R^2=0.059

	beta	Sig.
Motivation for labor market, career (m1)	0.011	0.755
Motivation for self-development (m2)	0.237	0.000

Comment: Motivation for labor market and career has no influence on satisfaction of education

Kostanz 16.10.2015

Model 2 (regression)

Include as the possible factor the source of financing education ("who pay for education" - private money by contract *vs* state budget)

R^2=0.076

	beta	Sig.
Motivation for labor market, career (m1)	0.010	0.781
Motivation for self-development (m2)	0.246	0.000
Contract	-0.137	0.000

Comment: Students, who pay for education, are less satisfied with education

---

Model 3 (regression)

Include gender as possible factor

R^2=0.083

	beta	Sig.
Motivation for labor market, career (m1)	0.019	0.607
Motivation for self-development (m2)	0.251	0.000
Contract	-0.138	0.000
Woman	-0.080	0.010

Comment: Gender has significant influence

Model 4 (regression)

Include the type of the faculty as possible factor

- Natural = biology, geology, geography, mathematic, physic, IT)
  - Social = economic, sociology, psychology)
  - Humanities = philology, philosophy, journalism, history)
- Law and International relations

R^2=0.126

	beta	Sig.
Motivation for labor market, career (m1)	0.008	0.821
Motivation for self-development (m2)	0.255	0.000
Contract	-0.101	0.001
Woman	-0.013	0.681
social faculty	-0.180	0.000
humanities faculty	-0.207	0.000
law and international relations faculty	-0.049	0.145

Comment: Gender has no influence

Social and humanitarian faculties are less satisfied

Kostanz 16.10.2015

11

Model 5 (regression)

Include as possible factor "has plan to work by specialty or continue education in aspirantura"

R^2=0.130

	beta	Sig.
Motivation for labor market, career (m1)	0.004	0.910
Motivation for self-development (m2)	0.248	0.000
Contract	-0.092	0.004
Woman	-0.013	0.686
social faculty	-0.176	0.000
humanities faculty	-0.206	0.000
law and international relations faculty	-0.049	0.142
work or continue education by specialty	0.065	0.034

Comment: The plans to work by specialty or study for a degree has positive effect on satisfaction of education

Kostanz 16.10.2015

12

Model 6 (regression)

Include the year of study as possible factor.

Comparison of master's program with bachelor's one

R^2=0.134

	beta	Sig.
motivation for labor market, career (m1)	0.002	0.966
motivation for self-development (m2)	0.250	0.000
contract	-0.088	0.006
woman	-0.007	0.816
social faculty	-0.172	0.000
humanities faculty	-0.214	0.000
law and international relations faculty	-0.050	0.133
work or continue education by specialty	0.075	0.016
master's program	-0.054	0.076

Comment: Satisfaction with master's program is less than with bachelor's one

Kostanz 16.10.2015

13

Model 7 (regression)

Include possible factor "both parents has high education"

R^2=0.135

	beta	Sig.
motivation for labor market, career (m1)	-0.001	0.974
motivation for self-development (m2)	0.252	0.000
contract	-0.088	0.006
woman	-0.010	0.760
social faculty	-0.170	0.000
humanities faculty	-0.211	0.000
law and international relations faculty	-0.049	0.144
work or continue education by specialty	0.073	0.018
master's program	-0.054	0.078
father and mother with high education	-0.030	0.328

Comment: High education of the parents has no influence on the satisfaction with education

Kostanz 16.10.2015

14

Model 8 (regression)

Include factor "parent's family is in good finance situation"

$R^2=0.139$

	beta	Sig.
motivation for labor market, career (m1)	-0.003	0.922
motivation for self-development (m2)	0.253	0.000
contract	-0.095	0.003
woman	-0.010	0.747
social faculty	-0.175	0.000
humanities faculty	-0.210	0.000
law and international relations faculty	-0.058	0.087
work or continue education by specialty	0.079	0.011
master's program	-0.053	0.083
father and mother with high education	-0.034	0.266
family is in good finance situation	0.065	0.035

Comment: Good finance situation of parent's family has positive influence on the satisfaction with education

Kostanz 16.10.2015

15

Final Model (regression)

Remove all statistically insignificant factors (motivation for labor market, gender and parent's education).

R2=0.138

	beta	Sig.
Motivation for self-development (m2)	0.251	0.000
Contract	-0.096	0.003
social faculty	-0.177	0.000
humanities faculty	-0.215	0.000
law and international relations faculty	-0.058	0.082
work or continue education by specialty	0.082	0.008
Master's program	-0.057	0.060
family is in good finance situation	0.065	0.035

Kostanz 16.10.2015

16

CONCLUSION

-The study of expectation through satisfaction is possible and productive

-Students of natural sciences faculties are more satisfied with education than the students of social and humanitarian faculties

-Students of undergraduate programs are more satisfied with education than students of master's programs (that is, they are getting what they expect)

-It is not clear why the motivation for careers and the labor market does not affect the expectations and satisfaction; we need to study whether this means that the preparation for a career is held not only in university or we need to test nonlinear relations

Kostanz 16.10.2015

17

Thank you for attention!

Kostanz 16.10.2015

18

Tino Bargel, Andrii Gorbachyk, Monika Schmidt, Werner Georg

Expectations of Students in Kyiv and Munich about the Function of Study

1 The Relevance of student expectations

The examination about the purposes of studying, the aims and functions, is quite instructive:
- they may show us something about the reasons and the usefulness of going to university,
- they reveal us also, which general values and social claims the students connect with a study at university-level,
- furthermore these expectations allow some insights in the general academic culture and in the different cultures of faculties.

For the empirical research about socialization in Higher Education the expectations of the students about the study functions have always been a central topic. They are important indicators about value-orientations, about pretension concerning status and job and also about academic affiliation and social identity.

2 Question and items

Five perspectives of expectations about the study functions

1 - i**ntrinsic-scientific perspective**:
,to get a good scientific education' and ,to learn more about my field of subject';

2 - **idealistic-educated perspective**:
,to realize own prospects and new ideas' and ,to become a general educated personality';

3 - **material-utilitarian perspective**:
,to ensure a good income' (passive version) and ,to achieve a high social position' (aggressive version);

4 - **altruistic-social perspective**:
,to be able to help better other people' and ,to contribute to the improvement of society';

5 - **moratorial-alternative perspective**:
,to delay the time of occupation' and ,to try alternative ways of life '.

The *question* about the generalized benefit and gain of studying was sub-classified in five branches or perspectives. And to every group two items have been assigned - following the principle of replication.

We differentiate between five perspectives of expectations about the study functions, following theoretical considerations about the general functions of universities as adaptation, goal achievement, integration and latent pattern maintenance. Added are in each case the two issues (cf. slide 2):

Furthermore the item ,to get an interesting job' has been included without a specific attribution, because it might be assigned to the perspective of material gratifications as well as to idealism.

3 Sample and faculties

SLIDE 3

Students by field of study at the Universities of Kyiv and Munich

	Kyiv		Munich	
	1.138	(percent)	**390**	(percent)
Field of study				
- Cultural Sciences, Philology	231	19 **(20)**	123	26 **(32)**
- Social Sciences, Psychology	293	24 **(26)**	87	19 **(22)**
- Jurisprudence, law	134	11 **(12)**	43	9 **(11)**
- Economic, business Sciences	102	9 (9)	32	7 (8)
- Natural Sciences, Physics, Math.	378	32 **(33)**	105	23 **(27)**
- others (medicine or engineering)	56	5 ---	76	16 ---
Altogether (after matching)	**1.138**	100 **(100)**	**399**	100 (100)

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

The *sampling* of the students in Munich and in Kyiv is quite different. The sample in *Munich* encompass all students in the bachelor level, studying there in WS 2012/13. They received the questionnaire by mail – the answering was anonym. The sample of *Kyiv* was gathered in 2014, the students got the questionnaire during a course, to continue former evaluative inquiries of the university.

In order to reach a better comparability, some adaptations have been necessary, in the sense of ‚matching', especially concerning the composition of fields of study. For instance in Munich there exists no faculty of engineering, in Kyiv at the other hand we have no Medicine.

After the distraction of 76 physicians in Munich and 56 engineers in Kyiv, a Sample of **1.138 students in Kyiv** and of **399 students in Munich** stayed for the analysis.

And five fields of study remained: In Munich we find the greatest proportion in the Cultural sciences with 32%; in Kyiv in the Natural sciences with 33%, but we cannot speak of a big dominance. The other fields of study have always similar dimensions; and in both cases economic science show the smallest proportion (9% and 8%), followed by the Law with 12% or 11% (cf. slide 3).

4 Social characteristics: gender and social origin

SLIDE 4

Students by gender and by social origin at the universities of Kyiv and Munich

		Kyiv	**Munich**
Total of students	N	**1.138**	**390**
Gender (in %)			
- female students		**64**	**73**
- male students		36	27
Social Origin (highest educational exam of parents in %)			
- low		4	21
- medium		4	19
- high: academic		**92**	**59**

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

Gender and *social origin* are considered as two main factors, meaningful for debates about equal treatment and fairness.

Gender: At both universities, we have a predomination of female students in the sample: at Munich with 73% even more intense than in Kyiv with 64% (cf. slide 4). This disproportion depends on the included fields of study (e.g. without engineers), but also on the higher respondent rate of female students.

Social origin: A great difference exists between the students of both universities, if we consider their social origin: In Kyiv we find almost only students with parents of high, academic status (if we take the professional qualification of their parents): 92%. In Munich they also form the majority, but with 59% the proportion is not so dominating and one-sided. At least 21% of the students of the sample in Munich have a lower social origin, that means parents without any experience with higher education (cf. slide 4).

5 Dimensions of expectations about study functions

SLIDE 5

Dimensions (factors) of the expectancies of students at the university in Kyiv and Munich (Factor-analysis– rotated factor-matrix)

Expectancies of study functions	Munich (LMU)		Kyiv (TSU)	
	factor 1.	factor 2.	factor 1.	factor 2.
Dimension I: Intrinsic-idealistic-altruistic				
- to learn more about my field of study	**.65**	.00	.56	-.29
- to realize own prospects and new ideas	**.62**	.00	.52	-.38
- to contribute to the improvement of society	**.61**	.00	**.74**	.00
- to become a general educated personality	.51	.00	.45	-.37
- to get a good scientific education	.44	.24	.47	-.36
- to be able to help better other people	.43	.00	**.69**	.00
- to delay the time of occupation	(0.19)	(0.00)	.30	.00
Dimension II: Extrinsic-material-utilitarian				
- to ensure a good income	.00	**.82**	.00	**-.79**
- to achieve a high social position	.00	**.75**	.24	-.59
- to get an interesting job	.25	.52	.00	**-.75**

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

To understand or clarify the meaning of the different ten items about the expectations of students, we use a factor-analysis. (cf. slide 5).

The first factor includes seven items, although one item is rather weak (the issue, to delay the time of occupation). In **Kyiv** the social-altruistic aspects come to the fore, insofar the improvement of the society and the help for other people are constitutive. In the case of **Munich** this first dimensions seem more intrinsic-idealistic destined.

The second factor gathers very explicit the items of the **material-utilitarian dimension**, for the students in Kyiv as well as in Munich. For the students in both countries exists a clear and distinct understanding.

This partition in two factors bundles 34,8 per cent of all variance of all items in the case of Munich students, in the case of Kyiv students it is with 42,7 per cent even more. This means, a greater part of the students in Kyiv has a more distinct meaning about the connection of the different aspects.

6 Hierarchy of expectations about study functions

The data about the expectations of the students are instructive, if we ask which hierarchy of relevance we detect in their answers and which differences exist between Kyiv and Munich students?

Most important for the students in Kyiv as in Munich are those aspects, which belong to the **core functions** of a study in higher education: that means (1) the acquirement of subject knowledge, complemented by (2) the general personal education and (3) an interesting occupation in an academic profession. Insofar the students follow rather traditional ascriptions about the outcome and function of visiting higher education.

On the base of this common ground we observe some deviations between the students in both universities. The biggest difference exists concerning the gain of **knowledge in the field of study**. The students in Munich put it in the first place of the ranking, for them it has the greatest estimation. In contrast, in Kyiv it reaches only rank seven; the students there placed it in the lower half of the hierarchy – many other aspects are more important for them. (cf. slide 6).

The greater difference concerning the expectation, to become a general educated person, seems to be quite instructive: in Kyiv it is placed on the first rank, in Munich it appears on the fifth rank.
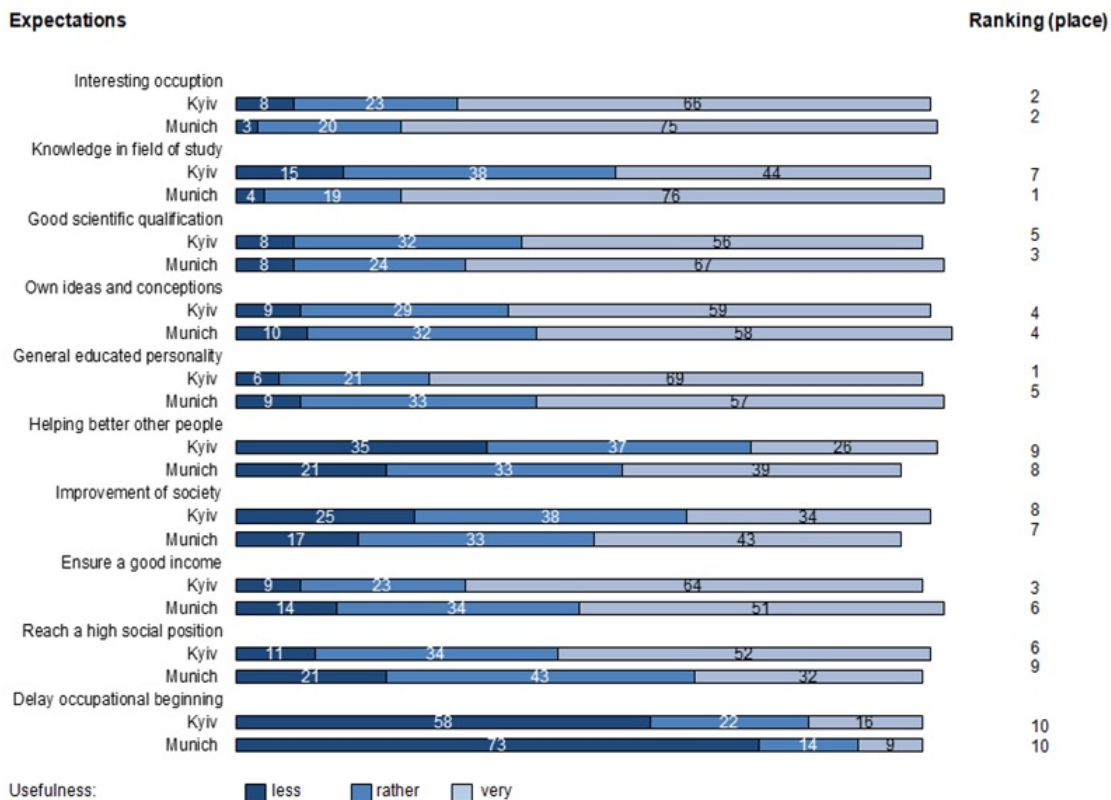
Also the two 'material-utilitarian' issues, *income* and *position*, achieve in Kyiv a better ranking: they are three places in advance compared to the ranking in Munich.

The ranking of the idealistic expectation, to realize own ideas and prospects, is at both universities concordant: in Munich as in Kyiv rank four; and even the proportions of a high usefulness of this idealistic issue are nearly the same: 58% and 59%.

Finally we have to point to the expectation, to get an interesting occupation: At both universities it is a significant value for the students. In Munich as in Kyiv it is placed at the second rank. This perspective related to the future means in both countries a high value for the students – and it might be of big frustration, if it is at risk.

Expectations		Ranking (place)
Interesting occuption		
Kyiv	8 / 23 / 66	2
Munich	3 / 20 / 75	2
Knowledge in field of study		
Kyiv	15 / 38 / 44	7
Munich	4 / 19 / 76	1
Good scientific qualification		
Kyiv	8 / 32 / 56	5
Munich	8 / 24 / 67	3
Own ideas and conceptions		
Kyiv	9 / 29 / 59	4
Munich	10 / 32 / 58	4
General educated personality		
Kyiv	6 / 21 / 69	1
Munich	9 / 33 / 57	5
Helping better other people		
Kyiv	35 / 37 / 26	9
Munich	21 / 33 / 39	8
Improvement of society		
Kyiv	25 / 38 / 34	8
Munich	17 / 33 / 43	7
Ensure a good income		
Kyiv	9 / 23 / 64	3
Munich	14 / 34 / 51	6
Reach a high social position		
Kyiv	11 / 34 / 52	6
Munich	21 / 43 / 32	9
Delay occupational beginning		
Kyiv	58 / 22 / 16	10
Munich	73 / 14 / 9	10

Usefulness: ■ less ■ rather □ very

Source: Comparative data file Kiev – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

7 Expectations of students in different fields of study

Every field of study demonstrates an own profile of specific nuances, and confirms, as expected, the different faculty-cultures. These faculty-cultures are much more distinctive in Munich than in Kyiv (cf. slide 7).

The students of the *cultural sciences* emphasize at both universities the expectations to develop own ideas and to get a general educated person.

The students in *social sciences* are quite similar to those of cultural sciences – at both universities; even more often, they stick to the expectation, to delay the time of occupation, to enter the labor market.

Students in *law* in Kyiv and Munich agree mostly in their perspectives: they stress three expectations: to get an interesting job, to ensure a good income and to achieve a high social position.

Students of *economic and business sciences*, similar as those studying law, accentuate the later income, whereas a high social position is not so often expected. In one area, they demonstrate a weak expectance: the altruistic as well as the societal issue are not so often on their agenda.

In the *natural sciences* we find students, for whom the knowledge-learning perspective is of high relevance; additional a good scientific qualification is of greatest importance for them.

The **patterns of the faculty-cultures** on the base of the student's expectations reveal sometimes more correspondence and agreement than between the students in the two countries. We observe these patterns, when we look at the marked, often shared expectations (in slide 7, in bold letters) and at the relative, much less shared expectations (presented in italic) per field of study.

Clear and intense is the environmental conditioning by field of study concerning the material-utilitarian perspective of values. It is especially distinctive at both universities under the students of law, followed by those studying economic and business sciences – this also indicates a high pretense to income and social status, which students in other field of study do not share.

SLIDE 7

Expectations of students about the study functions in different fields of study at the university in Kyiv and in Munich

(Scale from 0=not useful til 6=very useful; data for categories 5+6=very useful in per cent)

	Field of study					
	Cultural science	Social science	Law	Econo. science	Natural science	Difference
Pattern: Idealistic-qualificatory-altruistic						
- Interesting occupation						
TSU Kyiv	66	_62_	**71**	_63_	67	**9**
LMU Munich	73	77	**84**	74	74	11
- Knowledge in field of study						
TSU Kyiv	44	42	44	_38_	**48**	10
LMU Munich	**81**	74	_72_	_71_	75	10
- Good scientific qualification						
TSU Kyiv	**64**	55	56	54	54	10
LMU Munich	69	61	65	_58_	**72**	14
- Own ideas and conceptions						
TSU Kyiv	**67**	55	60	_47_	60	20
LMU Munich	**66**	59	_40_	48	56	26
- General educated personality						
TSU Kyiv	**78**	67	77	71	_62_	16
LMU Munich	**72**	59	47	52	_43_	25
- Helping better other people						
TSU Kyiv	24	28	**30**	_19_	25	11
LMU Munich	31	**61**	33	_19_	40	**42**
- Improvement of society						
TSU Kyiv	**40**	35	33	_24_	32	16
LMU Munich	_38_	**56**	42	_36_	42	20
- Delay of occupational beginning						
TSU Kyiv	15	**20**	10	_5_	**19**	15
LMU Munich	8	**12**	5	_0_	**14**	14
Patern: Material-utilitarian						
Ensure a good income						
TSU Kyiv	_57_	60	**85**	68	64	28
LMU Munich	_29_	49	**81**	**81**	56	**52**
Reach a high social position						
TSU Kyiv	53	56	**63**	49	_46_	17
LMU Munich	_23_	_24_	**72**	55	_26_	**59**

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

8 Typological analysis of expectations: grouping of students

SLIDE 8

Latent class analysis (LCA) of the students expectations about the study functions at the university in Kyiv (TSU)

(NS= not significant; Scale 1=not at all useful until 7=very useful; summarized categories 1-3, 4-5, 6-7)

Kyiv Variable	Class 1	Class 2	Class 3	Class 4
Good income	NS NS .95	NS .58 NS	NS .37 .64	.32 .34 .35
High position	NS .11 .89	NS .56 .09	NS .58 .42	.48 .34 .10
Own ideas	NS .13 .86	.18 .42 .40	NS .55 .48	.45 .38 .17
Subject knowledge	.06 .32 .62	.31 .45 .24	.14 .62 .24	.57 .33 .10
Help other people	NS .29 .60	NS .58 .25	.52 .48 NS	.89 .08 .03
Improve society	NS .15 .82	NS .68 .31	.38 .61 NS	.82 .15 NS
Magnitude of classes	14,52%	18,97%	28,71%	37,80%

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

The 'typification' of the students is done by latent class analysis (LCA). The most appropriate solution is the 4-classes-solution. For the students in **Kyiv** we find the following result (cf. slide 8):

- Class 1 consists of those students, which evaluate all aspects of study function as positive and useful, often very useful (14,5%).
- In class 2 are those students, who do not expect extrinsic-material advantages, but esteem much the intrinsic and social aspects (19,0%).
- Class 3 gathers those students, who expect a high material advantage, whereas idealistic functions show negative connotations (28.7%).
- In class 4 the respondents deny more or less all possible functions of studying as useful – they utter no specific expectations (37,8%).

SLIDE 9

- Table 3.6: Latent class analysis (LCA) of the students expectations about the study functions at the university in **Munich** (LMU)

(NS= not significant; Scale 1=not at all useful til 7=very useful; summarised categories 1-3, 4-5, 6-7)

Munich Variable	Class 1	Class 2	Class 3	Class 4
Good income	NS NS .91	.85 NS NS	.30 .61 NS	NS .69 .27
High position	NS .20 .79	.85 .15 NS	.36 .56 .09	.25 .67 .09
Own ideas	NS .71 .74	.28 .44 .28	.09 .47 .45	.38 .56 .06
Subject knowledge	NS .21 .77	NS .41 .54	.05 .33 .62	.18 .56 .26
Help other people	.25 .30 .45	.56 .38 NS	NS .35 .60	.55 .37 .08
Improve society	.10 .37 .54	.48 .45 NS	NS .30 .66	.50 .50 NS
Magnitude of classes	14,52%	18,97%	28,71%	37,80%

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

The four classes in *Munich* might be described as follows: (SLIDE 9):
- It exist also a class (1) with students, who evaluate all aspects positive and see all functions realized – a general academic advantage (14.5%).
- A second class (2) or group connotate with nearly no issue any greater expectancy, only the gain of knowledge shows a greater value (19,0%).
- In the third class (3) are those students, who deny any greater extrinsic-material advantages by studying, but they see greater usefulness of the intrinsic and social perspectives (28,7%).
- In the fourth group (4) exists a positive tendency concerning the material gratifications and at the same time no trust in the social outcome (37,8%).

9 Comparison of the groupings in Kyiv and Munich

SLIDE 10:

Comparing the classes as types of student groups in Kyiv and Munich
(only the value for categorie 6 –7= very useful, and classification between + and -)

Variable	Munich Class 1	Kyiv Class 1	Munich Class 2	Kyiv Class 4	Munich Class 3	Kyiv Class 2	Munich Class 4	Kyiv Class 3
Good income	.91	.95	NS	.35	NS	NS	.27	.64
High position	.79	.89	NS	.10	.09	.09	.09	.42
Own ideas	.74	.86	.28	.17	.45	.40	.06	.48
Subject knowledge	.77	.62	.54	.10	.62	.24	.26	.24
Help other people	.45	.60	NS	.03	.60	.25	.08	NS
Improve society	.54	.82	NS	NS	.66	.31	NS	NS
Type of group	Academic **professional** 14,5%		Normal **qualified** 18,9%		Idealistic-social **intellectual** 28,7%		Higher **employee** 37,80%	

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

These four classes are at the university of Kyiv and of Munich quite similar, although with different likelihood and magnitude. It seems possible to try a 'typing' of groups of students and to try a naming:

Type 1: **academic professionals**: students, who affirm all issues as useful: a generalized positive perspective about all functions.
Type 2: **'normal qualified persons':** students, who pass studying without any greater expectations about the usefulness or value of studying.
Type 3: **'idealistic-social intellectuals'**: students, who disclaim or reject the material-extrinsic pretensions and support the intrinsic-idealistic-social pattern.
Type 4: **non-social higher employee (administration, management)**: students, who explicitly support the extrinsic perspective without emphasizing idealistic or social functions; the material pattern dominates.

11 Balance: Commonalities and differences

It is not so easy to understand and explain the commonalities and differences, if we look at the data of an international comparison. We gathered some, may be important insights; which we may discuss:

- First about the *dimensions of students expectations*: empirical we find two: the intrinsic-idealistic at the one hand, and the material-utilitarian on the other hand.

- Second about *general preferences of the students*: the ranking of the different issues is altogether not so diverse between the two universities; nevertheless, there are some interesting specifications.

- Third about the *faculty-cultures*: between the students in different field of study at one university occur great differences, often even more than compared to the colleagues at the university in the other country.

- Fourth about the *types of students*: in both cases four types emerge: the traditional professional academic (as described by Parsons with the four functional prerequisites). Nevertheless, there exists also the traditional division between idealistic intellectuals (Philosophers) and the more defensive or more aggressive managers, who study to gain money or an administrative function (Brotgelehrte).

To finish: We find something like a *generalized academic culture*, but it is on this common ground somewhat divided: in the more *idealistic and social branch* (the majority) and the explicitly *interest and material branch* of students.

The commonalities between students of the same field of subject in different countries are often greater than the commonalities of students of different fields of study at the same university. That means: the academic culture, also in its different versions by field of study, shapes the students in their expectations, their values and pretensions, more than national conditions.

AG Hochschulforschung + FREREF Réseau Uni 21
Expectations and outcome of study
VIII. International Workshop at the University of Konstanz
October 15th – 17th 2015

The European University

Comparisons of Different Perspectives

A Report on a Conference, Klagenfurt 24.9.-26.9.2015
by Paul Kellermann, Konstanz 16.10.2015

1

Preface

The project is work in progress: planning, organizing, and performing the conference were the first steps. It is the intention to document the proceedings, first, in a video presentation, and finally as a regular book.

The title "The European University" should demonstrate the common characteristics and the historical background of the comprehensive universities in Europe. E.g. Talcott Parsons and George M. Platt called their book "The American University" (1973) in a similar understanding.

2

Humboldt Universität, Berlin, founded 1810

Main intentions of the Conference

- To recall and to demonstrate: there is an alternative to the present Bologna policy in Europe
- To incorporate students according to the name of the university as *„universitas magistrorum and scholarium"*
- To use comparisons as the best method of research in order to identify the characteristics of relations, processes, and structures

Comparisons

- Views of persons who participated in a similar conference: "University and Higher Education Politics" 30 years ago
- The founding ideas of the universities of Bologna, Paris, and Oxford
- The implementation of the Bologna Declaration in different countries
- Principles of the Humboldt Conception versus those of the Bologna Process
- Similarities and differences of universities in Austria, Germany, the Netherlands, Afghanistan, Kosovo, and the USA
- Personal ideal concepts of specific aspects versus the present situation within the world of the university

5

1985: Conference "University and Higher Education Politics" at the University of Klagenfurt

Major innovations with regard to Higher Education after the conference:

- 1988: University of Bologna: 900-year anniversary of the university – celebration with 388 rectors and presidents of the universities of the world. "*Magna Charta Universitatum*": General confirmation of the principles of the Humboldt-type university.

- 1998: Sorbonne Declaration "We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. To a large extent, these have been shaped by its universities, which continue to play a pivotal role for their development."

- 1999: Bologna Declaration "We must in particular look at the objective of increasing the international competitiveness of the European System of Higher Education […] in order to promote European Citizens' employability […]"

6

Views of persons who participated in a similar conference: "University and Higher Education Politics" 30 years ago

- Hans-Joachim Bodenhöfer: Aims and Purposes of Higher Education
- Sigurd Höllinger: Politics of Higher Education in Austria
- Heinrich Neisser: Consensus and Dissensus with Regard to Politics of Higher Education
- Ulrich Teichler: Higher Education Policy – an International Comparison

E.g.Ulrich Teichler: Higher Education Policy – an International Comparison

Although, specifically, the following Bologna Process dominated the change of the public view on the main function of the university – much more stress on teaching and education than on research and study, employability as the crucial purpose of Higher Education – U. Teichler claimed that the situations of European Higher Education 1985 and 2015 are similar: both were five to ten years after a broad political discussion and new specific laws. The very reasons for the restructuring of the Higher Education System were the "expansion of students" on the one hand, and to establish the connection to the BA/MA-system in order to attract more students from abroad and to enhance students' mobility. He stressed his interpretation of the Declaration as a "soft law", open for every policy. Only the different implementations of the Declaration caused the criticized consequences of more education for employment, restricted and overloaded curricula, and too little time for general education.

The founding ideas of the universities of Bologna, Paris, and Oxford

Johannes Grabmayer: "*Sapientia aedicaficavit sibi domum* – Wisdom Constructed a Home for Itself. About the Beginnings of the Universities Bologna, Paris, and Oxford"

Johannes Grabmayer described very soundly the development of the European University, starting with early foundations of institutions of Higher Education in Arabia and Egypt as forerunners of the foundations of the universities in Bologna, Paris, and Oxford in the 11th and 12th centuries. He especially highlighted the role of the students and their corporations, building the *universitas magistrorum et scholarium* and its particular "Lebenswelt" as a community (joint world of living).

9

The implementation of the Bologna Declaration in different countries

The message of similar statements of several participants: Although more or less all European countries and some further states outside of Europe have restructured their systems of Higher Education according to the model bachelor/master, respectively the European Credit Transfer System (ECTS), the concrete implementations of the Bologna Declaration inside the ongoing Bologna Process are remarkably different. In fact, the Declaration allows different interpretations, therefore one should be aware of the distinction between the Declaration and the following process.

10

Principles of the Humboldt Conception versus those of the Bologna Process

Humboldt's conception about 200 years ago stands for:

- Autonomy of the university

- A strong connection between research and teaching

- General education of the students in order to develop a comprehensive personality

- To gain best qualified civil servants.

The Bologna Process neglects all these aims in favor of "employability" and market competition, regarding education as a commodity.

Similarities and differences of universities in Austria, Germany, the Netherlands, Afghanistan, Kosovo, and the USA

- The universities in Austria, Germany, and the Netherlands implemented the same formal structure "BA/MA", but in very different and very differentiated ways. E.g.: Where Austria knew only one general curriculum for the study of Business Administration in the past, there are now about 20. That had obviously negative effects on the mobility of students.

- The universities of Afghanistan prefer the installation of the Bologna philosophy instead of that of the USA. Amazing anecdote: Students in Kabul ask for the questions of final examinations with a pistol in their hands.

- The University of Pristina/Kosovo consists of 13 dependencies. Again an anecdote: The veterans of the Balkan War demanded academic titles without particular examinations.

- The most significant item between universities in the USA and in continental Europe are very high fees and tuition in the USA. The average debts of graduates are presently so high that the President had to launch a special law with limits for pay backs according to the income. Also important: BA more general education, MA more professional education; quite contrary to the implemented Bologna Process.

Ideal concepts of specific aspects and the present situation within the world of the university – the topics of **professors**

- Roland Fischer: "Education" (BA general, MA professional education)
- Kurt Kotrschal: "'Verwaltungsaufblähung' (bureaucratization) and Schoolification"
- Michael Daxner: "University and Global Conflicts" (Afghanistan, Kosovo)
- Heinrich C. Mayr: "Aims and Organization of the

Universities – Requirements and the Reality"

E.g. Heinrich C. Mayr: Aims and Organization of the Universities – Requirements and the Reality

Every university
- has its particular tasks according to its location and time.
- should aim at its unique profile.
- has the general obligation to educate students with regard to their individual personality, to gain general as well as professional competences.
- has to teach on the basis of research.
- must ensure the community of teachers and learners.
- should act as an innovative corporation.

Unfortunately, the current political frame of references prevents the realization of these aims.

Ideal concepts of specific aspects and the present situation within the world of the university – the topics of **lecturers**

- Helmut Guggenberger: "'Economization' of the University"
- Matthias Wieser: "Measuring of Science. Between a Legitimate Claim and Inadequate Governance"
- Egbert de Weert: "Structural Convergence as Panacea"
- Sigrid Maurer: "Freedom of Science, Liberal Arts, and Teaching"

E. g. Sigrid Maurer: Freedom of Science, Liberal Arts, and Teaching

Sigrid Maurer, former president of the Students' Association ("Österreichische Hochschüler/innen/schaft"), currently speaker of the Green Party in the parliament:

There is not much innovative content of the curricula, but a lot more pressure of different origin: legally, a significant shorter duration of the studies than in the past; a full load of examinations; the need for additional money through jobs in addition to studying; and the expectation to encounter many difficulties in getting an adequate job after graduation.

Ideal concepts of specific aspects and the present situation within the world of the university – the topics of **students**

- Thomas Dannhäuser: "Schoolification of the Studies"

- Nele Klostermann: "Teaching by Students"

- Alexander Brenner: "The Participation of Students inside the University"

E.g. Alexander Brenner: The Participation of Students in the University

Alexander Brenner is a student of Psychology and the speaker of the section "Societal Politics" inside the students' government. First, he gave a differentiation of levels of participation: to be a regular student, a member of the students' government or involved in the overall activities of the university. He demanded more participation on all levels of universitarian life: students organize their own lectures by the invitation of student and professional teachers; they created a platform for special and general discussions; and organized an open space for students' activities. He criticized that students were seen as customers, that there is no full trust of the rectorate toward the student politicians, and that the relation between students with short time of presence at the university and the time of the regular administration of the university were inadequate. He proposed a recognition of students' involvement in all political activities within the frame of the university by giving additional credits (ECTS).

HRK

How to deal best with student diversity.
First results from the current project nexus

Dr. Peter A. Zervakis
Coordinator
Project nexus, HRK

VIII. International Workshop at University of Konstanz
15-17 October 2015, Konstanz

n nexus

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Contents

Introduction

Diversity-Management

HRK-Project nexus: First results

Conclusions

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

2

The German Rectors′ Conference (HRK)

The German Rectors′ Conference is the **voluntary association** of state and state-recognized universities and other HE institutions in Germany.

The HRK currently has **268 member institutions** which account for **94 per cent of matriculated students** in Germany. (about 2,7 mill. in 2015)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

3

The German Rectors′ Conference: Mission

- Provide member institutions with information and services

- Formulate and represent common positions on questions of higher education policy

- Advise political and administrative bodies of the Federation and the States (Laender)

- Provide the public with information

- Engage in international cooperation

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

4

The 16 German Länder being responsible for HE institutions (teaching but not research!)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Typology of Higher Education Institutions in Germany

College of Art and Music
Universities
Universities of Applied Sciences

Universities: Most universities are general universities offering a broad range of subjects. Universities are based upon the unity of research and teaching. Therefore Professors and lecturers teach and conduct their own research.

Technical Universities/ Institutes of Technology: They mostly focus on engineering and the natural sciences, but they offer medicine, economics and business administration. The nine largest technical universities form the TU9 Alliance.

Universities of Applied Sciences: This type of HEI focuses on practice-oriented education based on scientific research. Universities of Applied sciences do not offer Medicine or Law. They do not have the right to award doctorates.

Schools of Art, Music and Film: 55 state recognised Schools of Art, Music and Film offer a wide range of education.

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Higher Education Institutions in Germany

... by Type of Institution	
Universities	117
Universities of Applied Sciences	207
Schools of Art/ Schools of Music	55
Total	379
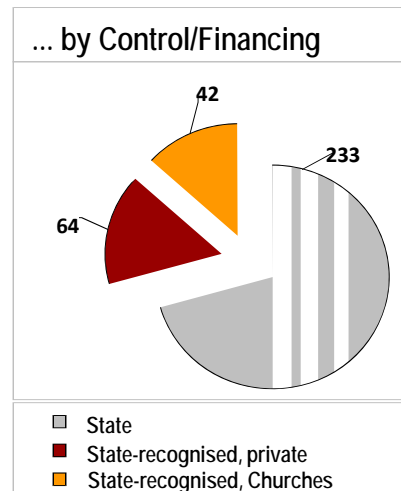
... by Control/Financing

- State
- State-recognised, private
- State-recognised, Churches

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

7

Various reform processes at national and international levels are changing German universities

1. On the Way to (Increasingly) Autonomous Higher Education Institutions
2. A Diversifying Higher Education Landscape
3. Supporting Excellence in Research and Teaching
4. Internationalising Higher Education Institutions

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

8

National Need for Reforms in Germany

Deficiencies in the (traditional) German Higher Education system:

- Long study times and high dropout rates
- Lack of resources and funding
- Insufficient international compatibility of the study degrees
- No accepted system of quality assurance
- Problems with curricula structuring and orientation
- increasing students' numbers (mass education)
- Growing social and cultural diversity of students (with deficits in mathematics, languages)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Diversity Management

Proportions of selected groups within total number of students in Germany in 2012

Without standard University Entrance Qualification (HZB, Abitur et.al.)	1,6 %
In a part-time course	3,0 %
In a dual course	3,4 %
With Children	5,0 %
In a distance learning course	5,7 %
From overseas/worldwide	9,2 %
With health impairments	14 %
With completed vocational training	22 %
With migration background	23 %

Quelle: CHE, Hochschulbildung wird zum Normalfall, 2014, S. 6

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Diversity Management

Main Features of the traditional German study model

- Oriented to the "normal" full-time student with attendancy duties

- No entrance exams but different leaving certificates from school

- Students have no practical or professional experience

- Optional students' working experience are limited to time periods outside lecturs

- Consecutive study models in BA/MA programmes

- Transition to the labour market makes sense only after a Master degree

11

Diversity Management

Recommendations of the HRK   (11.19.2013)

- Nationwide implementation of BA/MA degrees to answer increasing numbers of university entrance qualifications (6,1% / 1960 to 53,5% / 2012)

- Increasing student mobility and recognition of qualifications

- Diversity of students are an opportunity for adapting new learning patterns

- Flexible two-cycle programms to create options for individual educational paths (not just accept inflexible consecutive BA/MA-Models)

- Organising for beginners new ways of orientation through study courses

- Strengthening the Bachelors' qualification for the Labour Market

- Gaining competences by teaching along learning outcomes

- Expand sense for 'Quality Culture' within Institutions

12

Diversity Management

New Challenges for Higher Education

- Diversity Management (DiM):
  <u>Cross sectional task</u> in
  Personal (Continuing Education),
  Organisational (Part time and Long distance
  courses; Offers in Didactics), and Strategy
  development (Profile building, Marketing,
  Research)

- <u>Institutional</u> implementation of DiM in Higher
  Education structures through:
  - Gender commissioners
  - Vice-presidents
  - DiM Departments
  - Staff sections

13

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Diversity Management

- University of Duisburg-Essen:
  Vice-president for Diversity Management
- University of Applied Sciences
  Cologne "Educational Diversity"
  (Project)
- Bremen University:
  Vice-principal for Internationality and Interculturality
- Folkwang University of Arts Essen:
  Project 'E-Portfoliomethode'
- University of Applied Sciences Brandenl
- RWTH Aachen Integration Teams – Hu
  Diversity Management
- Cologne University: Center for Diversity
- University of Applied Sciences Gelsenki

14

Abb.1 : Kompetenzbereiche, die während
des Studiums entwickelt werden sollen; eigene
Grafik

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Diversity Management

Flexible types of study periods beyond full-time courses

- Part-time courses (rather unattractive as they extend the period of study)
- Open university courses (university not always a learning venue)
- Dual degree programmes ('Sandwich-study courses')
- Further graduate academic education within the concept of LLL
- Blended Learning as a mix of in-class and correspondence study courses ('virtual university')
- Personalized curricular contractually agreed after counselling and in relation to individual life circumstances

But:

- flexible study concepts are often part of a mix
- Division of learning venues through new media becomes blurred between in-class courses and E-Learning in office / at home

15

Diversity Management

Implementing the Second Phase of Bologna (2011-2020)

- paying more attention to the social and cultural diversity of students / „widening participation" in college
- strengthening flexibility and „studyability" of curricula
- developing and improving (comparable) competence-driven qualification profiles
- focusing on learning outcomes and competences
- ensuring and enhancing transitions to the labour market
- improving teaching quality
- promoting (international) mobility of students
- lowering drop-out quota

16

Diversity Management

Topics in the Quality Pact for (better) Teaching (2011-20)

From 186 supported Institutions 253 projects deal with:

- Concepts of teaching and learning (203)
- Qualifying Staff (167)
- Enhancement of Staffing (151)
- Flexibility of structures in study programmes (150)
- Quality assurance (149)
- Transitions from school to university (125)
- Heterogeneity/Diversity (111)
- Employability/practical transitions into the labour market (109)
- Innovative study program models (96)
- Transition from professional to university education (38)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

17

Diversity Management

125 Projects transitions into study programmes

- Measures for better infrastructural and personal resources predominate (online- and e-Learning programmes, numbers of staffing, qualification of staff)
- For Students:
  - Self-Assessments
  - Counselling
  - Supplementary courses

  But:
  - only corrections of deficits in academic qualifications (approx. ¼ of students) are rather ineffective and only 'half-heartedly' implemented
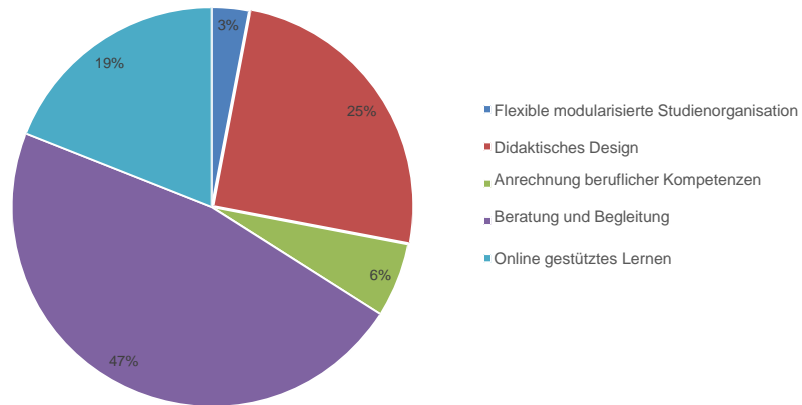 - issues of project funding and resources remain insecure

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

18

Diversity Management

„Transitions" in the Quality Pact for Teaching (QPL)

- ■ Flexible modularisierte Studienorganisation
- ■ Didaktisches Design
- ■ Anrechnung beruflicher Kompetenzen
- ■ Beratung und Begleitung
- ■ Online gestütztes Lernen
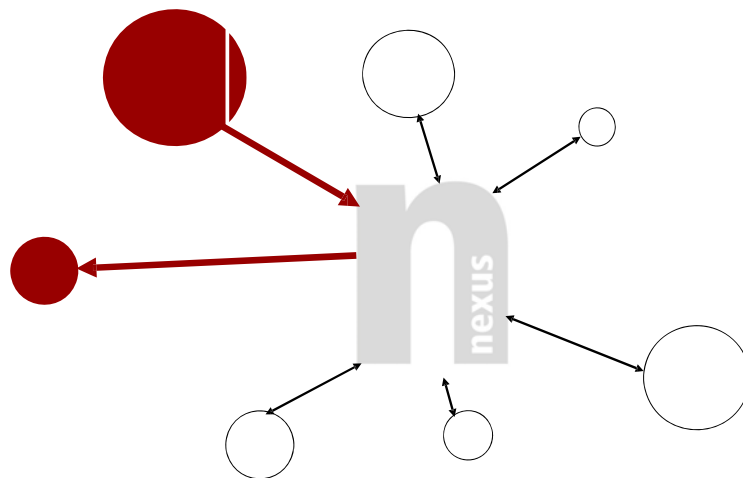
Quelle: Anke Hanft, Universität Oldenburg, 9.7.2015, Folie 6

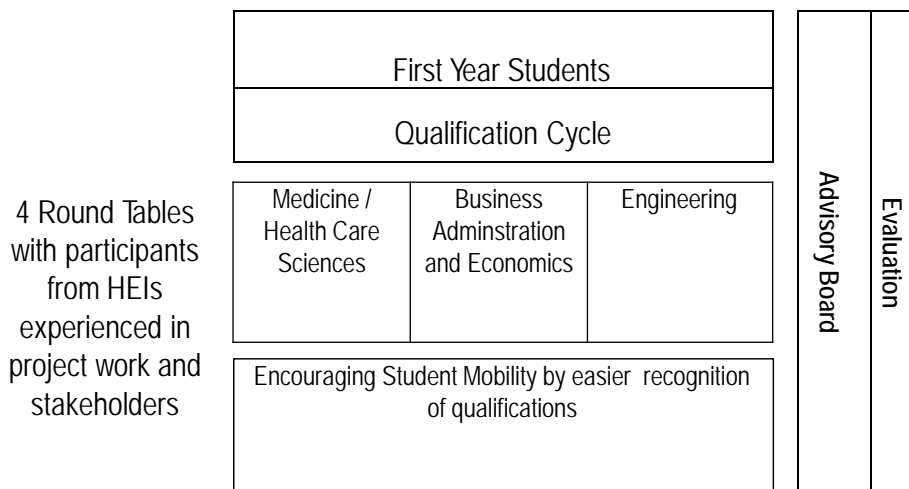Category-based evaluation of financially supported Higher Education Institutions, data base: 35 HEIs

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern
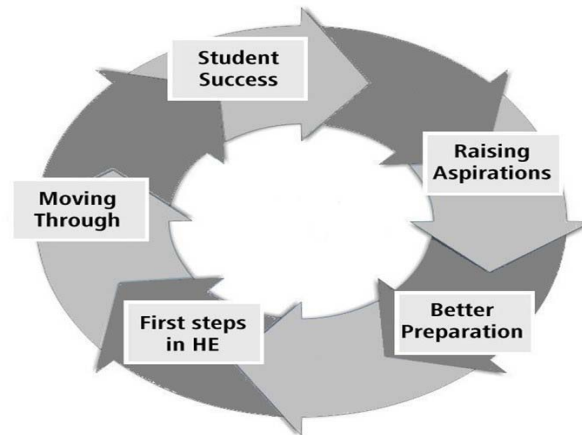
19

HRK-Project nexus 2014-2018 – First Results

The nexus project (2010-2018)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

20

„Student Life Cycle"

Quelle: Anke Hanft, Universität Oldenburg, 2015, Folie 7

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

23

Provisions for heterogeneous groups of Students (I)

1.Raising Aspirations: such as   programmes for stronger relations between Institutions and society ('Community Service', 'Learning through Responsibility'), HE marketing

2.Better Preparation: Extensive counseling based on individual competences, evaluation of competences (such as assessments, portfolios) for quality-assured recognition of non-university skills

3.First Steps in HE: Smooth introduction (creditable 'open courses'), promoting study abilities through learning centers, literature and math workshops, 'Service Learning' and 'community based' projects etc.

4.Moving Through: Modularization with freely selectable, self-contained individual moduls, duration of study programmes should be arbitrary, graduation by accumulation of separately booked modules

Quelle: Anke Hanft, Universität Oldenburg, 9.7.2015, Folie 8,,11

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

24

Provisions for heterogeneous groups of Students (II)

4. Student Success by 'properly' understood Modularization

- Moduls as <u>self-contained</u>, didactically prepared teaching/learning units with classroom and online units

- Weekly, fortnightly or block courses, depending on students time budget, spread over the academic year and with free participation and free choice of different degrees of intensity and participation within respective periods instead of the traditional weekly semester

- Lecturers being didactically experienced <u>learning facilitators</u> and <u>academic experts</u> instead of being just providers of input/presenters

- Student mentors being <u>students' guides</u> instead of just being supervising tutors

- Consequent orientation towards the <u>learning outcome</u> instead of just passing on of learning contents

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

25

Provisions for heterogeneous groups of Students (III)

5. Success in study and learning processes

- <u>Outcome oriented</u> instead of classical examination methods (such as portfolios)

- Periodical <u>feedback</u> loops from lecturers

- <u>Facilitating recognition</u> of skills acquired outside the Institutions

- <u>Transparent, quality assured</u> recognition processes

- General options for credit transfer will be widely recognized

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

26

Conclusions

Various projects and initiatives indicate that

> choice and use of suitable methods of teaching to meet the needs of heterogeneous groups of students can only be successful if

A. Teachers

- are made aware of the needs of their students (for example by obligatory workshops)

- gain professional assistance with the development and planning of courses and the preparation of teaching materials

- get special support with regard to their didactic skills and media competences

- challenges: interest, time, and value of following good practices of teaching

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

27

Conclusions

B. for heterogeneous groups of Students

- suitable bridging courses, counselling and 'guidance' are not just offered on a voluntarily basis but obligatory

- more flexible curricula are developed & implemented ('Studying in part time courses' and non-formal PT-courses)

- individual, competence-driven methods of teaching and learning get more didactic support

- a variety of competence-oriented examination methods is offered

- measures are laid out evidence-based and are evaluated regularly

- adequate long-time levels of staffing, time and financial resources are available (problem of restricted project funding and sustainability)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

28

Conclusions

What can higher education institutions further contribute?

- As part of curricula, <u>including practice-related</u> elements (e.g. in a "practise phase"), teaching key competences and academic <u>reflection of results</u> with i.e. Service Learning projects, use positively students' diversity
- Engaging in dialogue and continuous exchange with companies and other labour market representatives on special needs in various professional fields
- Differentiating study course offers for diverse target groups (e.g. more flexible, informal part-time and dual degree programmes, E-learning)
- Advising students comprehensively on possible professions and career orientation as well as encouraging 'entrepreneurship' (e.g. simulation of business start-ups, competitions, etc.)

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Conclusions

What can the labour market contribute?

- Helping students in school to get excited for studying, esp. in math, engineering, natural sciences and technology
- Providing stipends for secondary school graduates
- Providing demanding, well-advised internship positions in sufficient number and compatible with degree programmes
- Supporting participation in practice-oriented projects as integrated part of studies
- Supporting degree theses at all levels (BA, MA, Phd. Etc)
- Contributing to the (further) development of programmes in higher education institutions
- Recruiting visiting lecturers/instructors from the intersection of science and the market
- Enhancing "cross-over" of external experts into teaching and HE in general

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Conclusions

What can policymakers contribute?

- Creating an appropriate framework of conditions (developing HE institutions' own profiles, encouraging constructive competition, transparent criteria for selecting students)
- Fostering higher esteem of teaching in HE
- Providing sufficient funding and resources in general for implementing more modern, skills/competence-oriented forms of teaching, examining and advising
- Improving conditions for studying and learning

- See for further reading   http://www.inklusion-online.net/index.php/inklusion-online/article/view/222/224

31

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Many thanks for your attention!

Dr. Peter A. Zervakis
Coordinator
Projekt nexus, HRK

VIII. International Workshop at University of Konstanz
15-17 October 2015, Konstanz

n nexus

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Expectations and outcomes of study in France : some first results

L. Lima & A. Fernex
Laboratoire des Sciences de l'Éducation
Université de Grenoble, France

AG Hochschulforschung + FREREF Réseau Uni 21
Expansion of Higher Education. New students, more problems?
VIII. International Workshop at the University of Konstanz
October 15th–17th2015

Some results of The Students' Life Conditions 2013 survey of the French Student Life Observatory (OVE).

Four interests:

- **A representative sample** of the French higher education (50000 respondents, 41000 questionnaires fully completed, 20,5% responses rate)
- **all the field of the higher education system**: a lot for more diversified than 30 years (increase of engineering schools number, business schools, creation of professional Bachelor's degrees);
- **A survey repeated every 3 years**, in relatively constant terms, what allows to produce diachronic analyses;
- The issues which are rather wide (course of study, motivations and choice, organization of the studies, expectations and projects).

Two limits :

- We do not participate in the questionnaire construction;
- A long questionnaire which concerns the living conditions of students and which is more basic on other dimensions.

An online survey

8 general themes:
- Studies (field of studies, institution…) ;
- Students paths;
- Organization of the studies and timetables;
- Projects et perspectives ;
- Study conditions;
- Material conditions of study;
- Life conditions (housing, transports…) ;
- Relationship with the family.

- And some personal variables: social and cultural origins, age, previous school performances…

We have the access to this database recently and we begin to deal with it.

We have been solicited By the OVE to redact two chapters based on the analysis of students' time allocation;

- **important to study the temporal behavior (academic work, leisure activities, transport) of diverse students.**
- **students in a same field of study (and the same year) have very different allocation time practices;**
- **But we are going to show you some results on topics linked with the object of this Workshop. Therefore, these results are very general and still exploratory one.**

Two main interesting groups of results

- **Reasons for studies engagement**: looking in the weight of certain parameters, at the time of the registration;
- **Expectations**: what is considered important or not important for :
  - success in the studies
  - Future integration in the job market
  - degree of satisfaction regarding the current studies.

An analysis by:

　large fields of study

　types of higher education institutions

An analysis for : **Last year Bachelor students and last year Master students**

1.

The reasons for the engagement in the studies

Two interesting questions

- Reasons for the choice of the field of study and the institution
- Importance given, at the time of the choice, to two dimensions of the studies:
  - the possible contribution to the intellectual development
  - the possible job opportunities.
- Possible bias:
  - Students are questioned about the reasons of their choices while they are already moved forward in their studies. Therefore, we are obliged to consider that these reasons are not the ones which really determined the choice (Bergson, Schütz), and that they are influenced by the course of studies. It is the reason why we observe if the reasons vary a lot in the last year of Bachelor and in the last year of Master.

What was the main raison of your engagement in this curriculum?
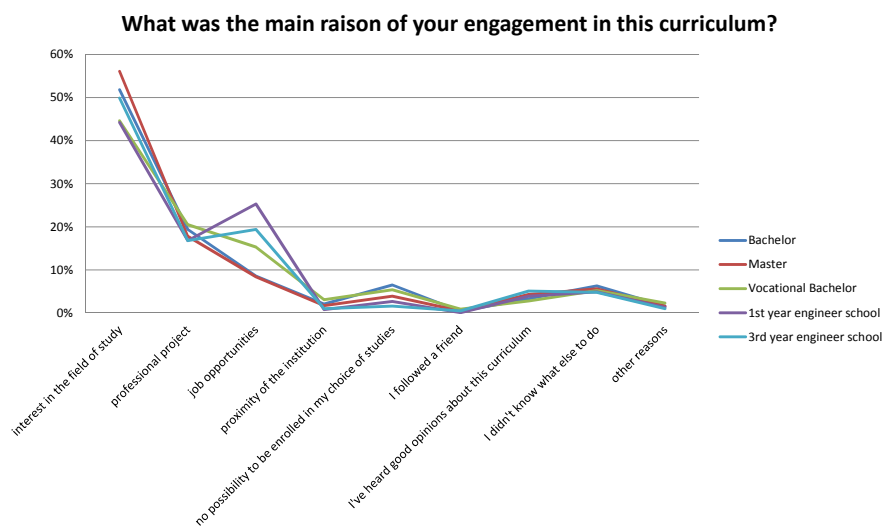
The interest for the discipline dominates very widely.

Job opportunities offered by the programs are very differently assessed by students. The selective and technical sectors value them more.

What was the main reason for your engagement in this program?

interest in the field of study
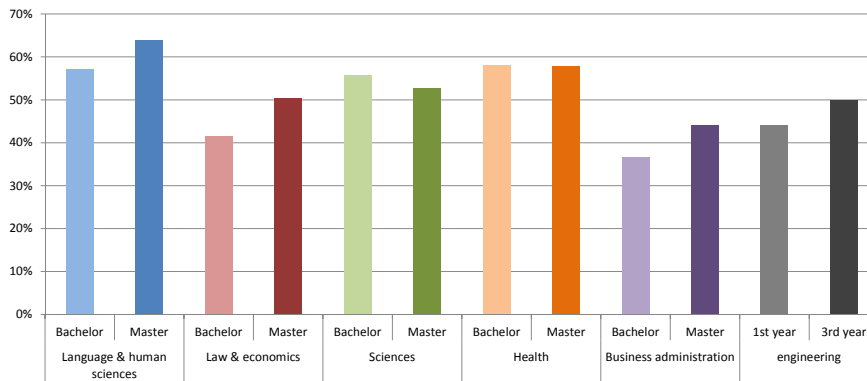
- A reason of the choice generally more valued by university students than by students of the technical sectors.
- *A posteriori*, more advanced students of the university (Master's degree) value more this reason . It is true for the Humanities and Law & Eco, but not for the scientists;

Another more precise question

in the initial choice of your current studies, what was the importance of (1=not important at all, 4 very important)
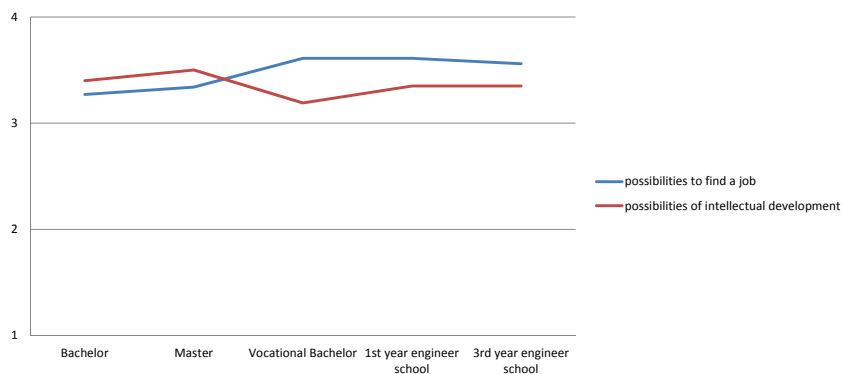
Both proposals are considered important by students and seem to have been determining in choices.

Students of the technical sectors proposed an inverse hierarchy compared to university students

What was the main reason for your engagement in this program?

possibilities to find a job
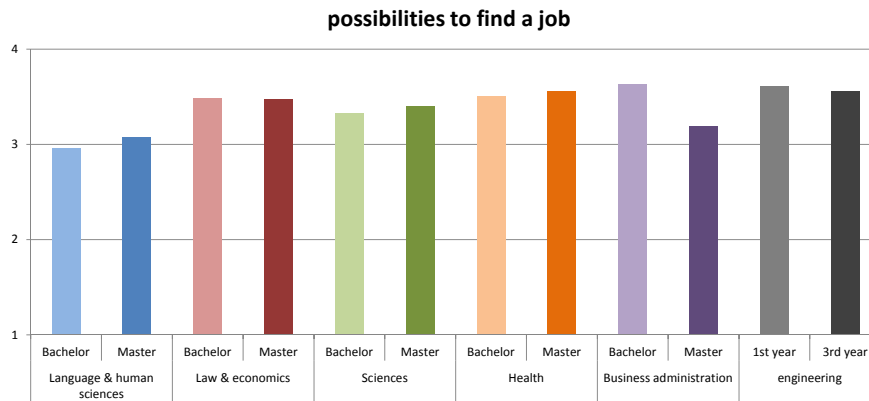
- Important differences between the fields of study (in particular in the humanities)
- Very similar responses according to the level of study (Bachelor/Master).

2.

Studies outcomes, success in the studies criteria, judgments on studies

Questions about employment perspectives in France or in another country:

- The question does not concern the conditions of the job integration (stable job, in the field of the training, at the expected level);
- The survey contains relatively few questions on professional perspectives and anticipations;
- Another question completes the previous one. It is relative to the economic and social situation anticipated with regard to that of the parents

We are also going to examine the answers to a question concerning criteria of success (and to estimate the importance which they have for students).

We are finally going to present some results on the course of studies.

chances of getting a job at the end of their studies

Possibilities to find a job (1 very bad; 5 very good)
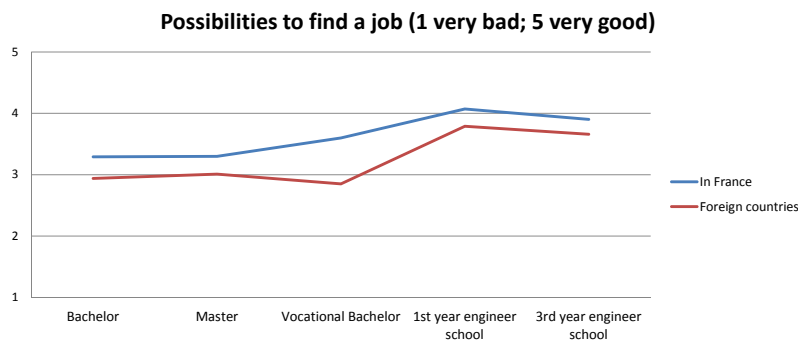
- Chances are more weakly estimated by the University students (bachelor and Master). A little better by the students of the professional bachelor degree which have to enter directly in the labor market (pessimistic on the chances get a job abroad);
- We can be surprised by the relative pessimism of the students of Master's degree;
- Students of selectives institutions (engineering schools) are more confident;

chances of getting a job at the end of the studies

In France
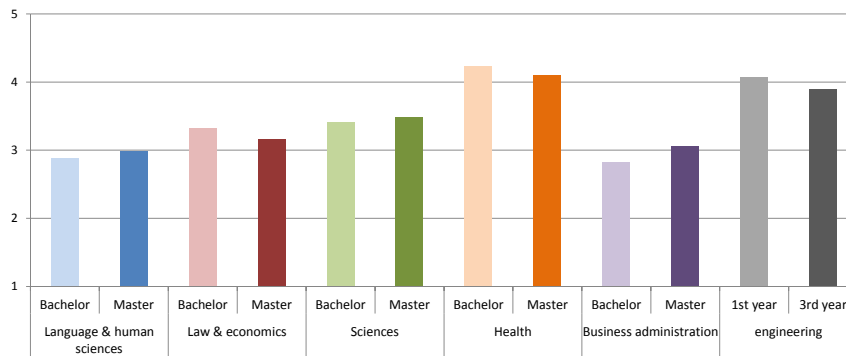
- We can see that this evaluation is less favorable for the student's of humanities, and that it does not change according to the level;
- It is surprising to see the Master's degree students less confident than Bachelor's degree students in Law & Economics

Chances of getting a job at the end of the studies

Foreign countries
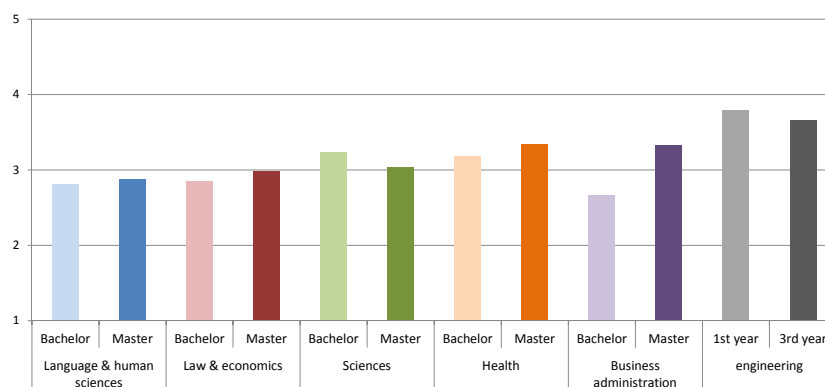
- We can see that this evaluation is generally less favorable for all the students.
- Only engineering schools students are more optimistic but these schools integrated training courses abroad into their program.

Students future situation compared with that of their parents

Compared to your parents, your future will be…
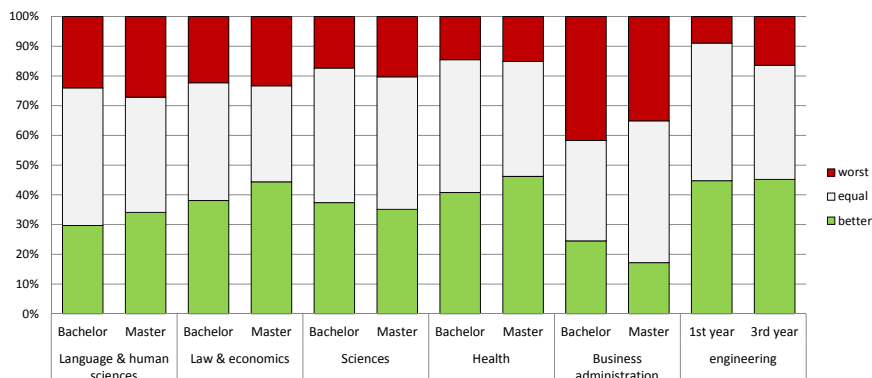
- Vision of a better life seems to progress with the level of diploma (exception made by the students of the scientific sectors);
- The feeling of a degraded future represents the vision of more than 20 % of the students;
- It will be necessary to develop analyses and to look to what extent the results are very different according to the social origin (Boudon)

Factors which could have effects on success

Conditions for success (1= not important at all, 4= very important)
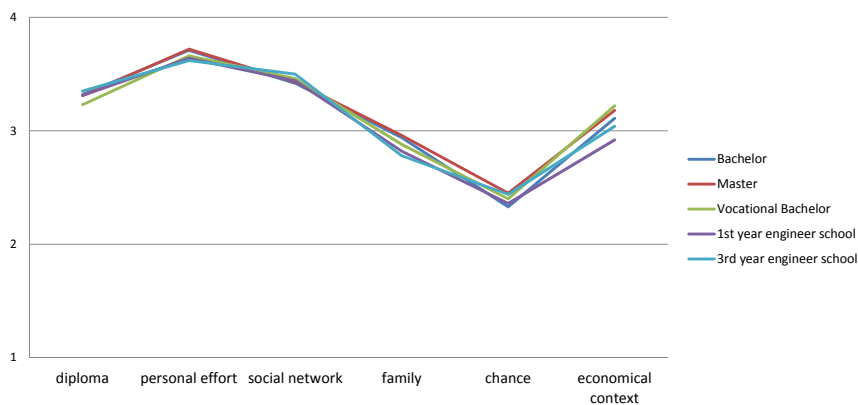
- Some factors are considered as very important (diploma, making efforts, social networks);
- Answers are very similar for all fields of study or the institutions

Factors which could have effects on success

Economical context
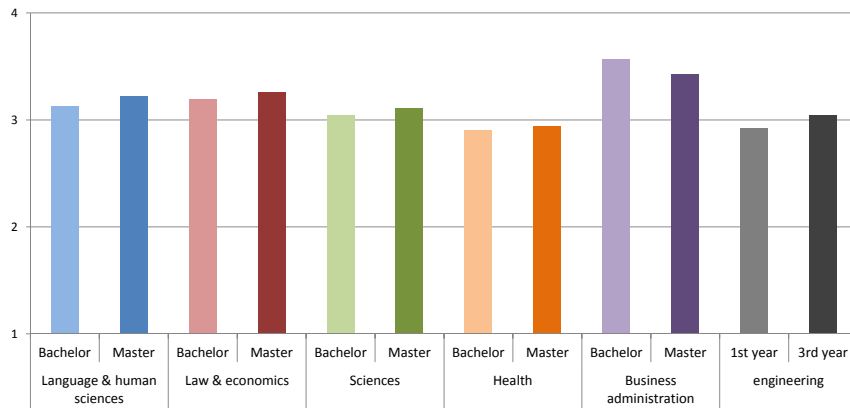
- Law & Economics Students are more sensitive to the economic situation.
- Students from Health attach relatively less importance for this factor (the average is nevertheless close to 3)
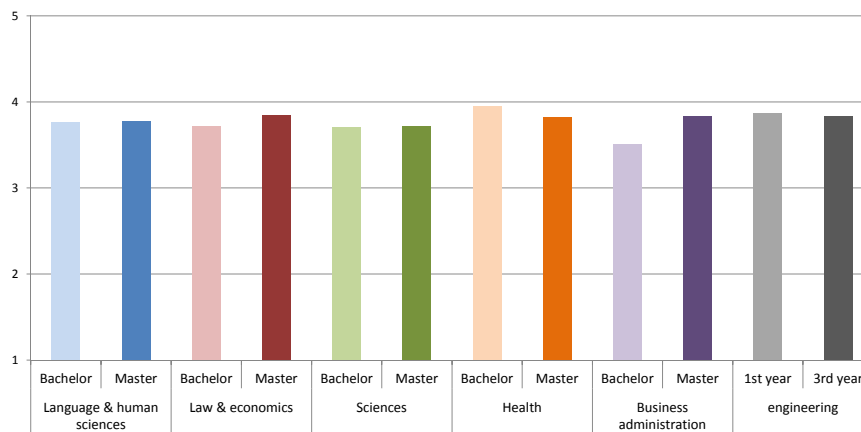
Satisfaction with the field of studies

important to observe because it is likely to act on their labor market anticipations

**Are you satisfied with your current studies
(1= not at all satisfied, 5=totally satisfied)**
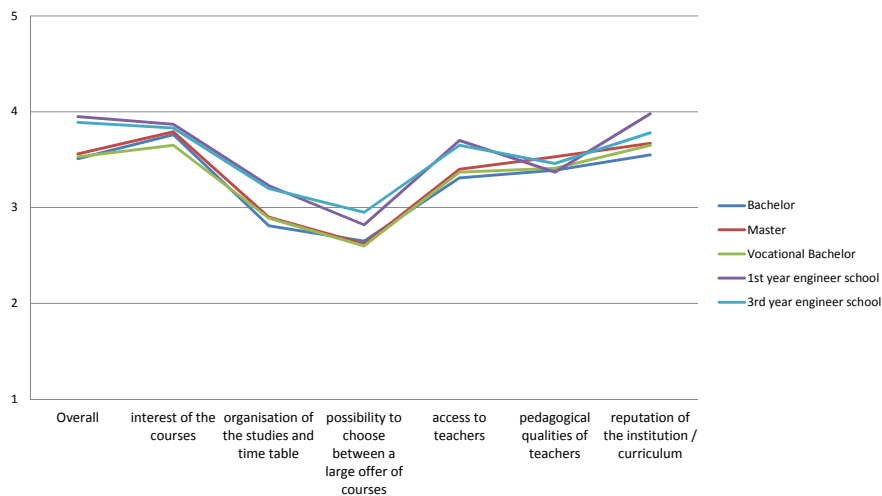
Satisfaction with the field of studies

Interest of the courses

A very big uniformity in the degree of satisfaction about the interest of teachings and courses

Some problems could be connected to the number of Bachelor students but do not improve when number of students is less important (Master's degree).

Even the selective sectors with reduced number of students seem little successful in the domain of the organization of the studies.

Organization of the studies and time table
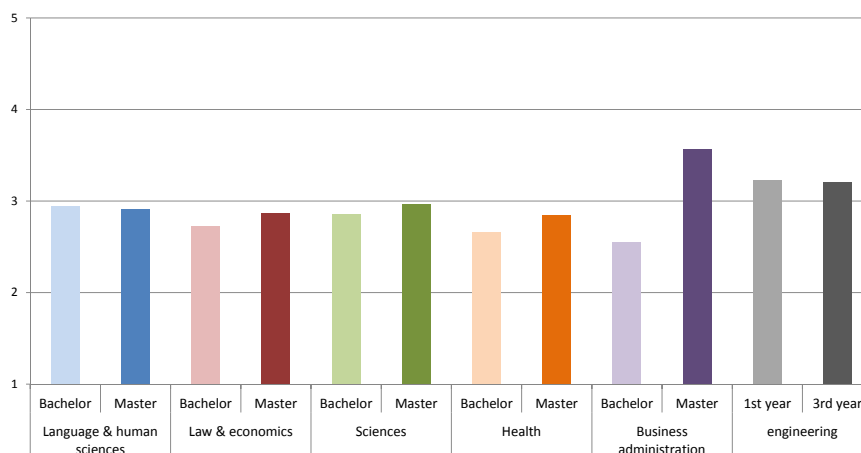
On the question of organization of the studies & timetables, our work on students time allocation show that :

- All students express the desire to be able to spend more time to paid work and leisure activities. In other words, students wish higher quantity of paid work (who allows to reach consumer goods) and leisure activities;
- But all students also indicate that this increase does not have to reduce academics times;
- On the contrary, in several university sectors (Humanities and some scientific disciplines), students wish to be able to spent more time to the autonomous academic work;
- The question of time allocation by students to several activities is significant. **And a relative contradiction could be observed.**
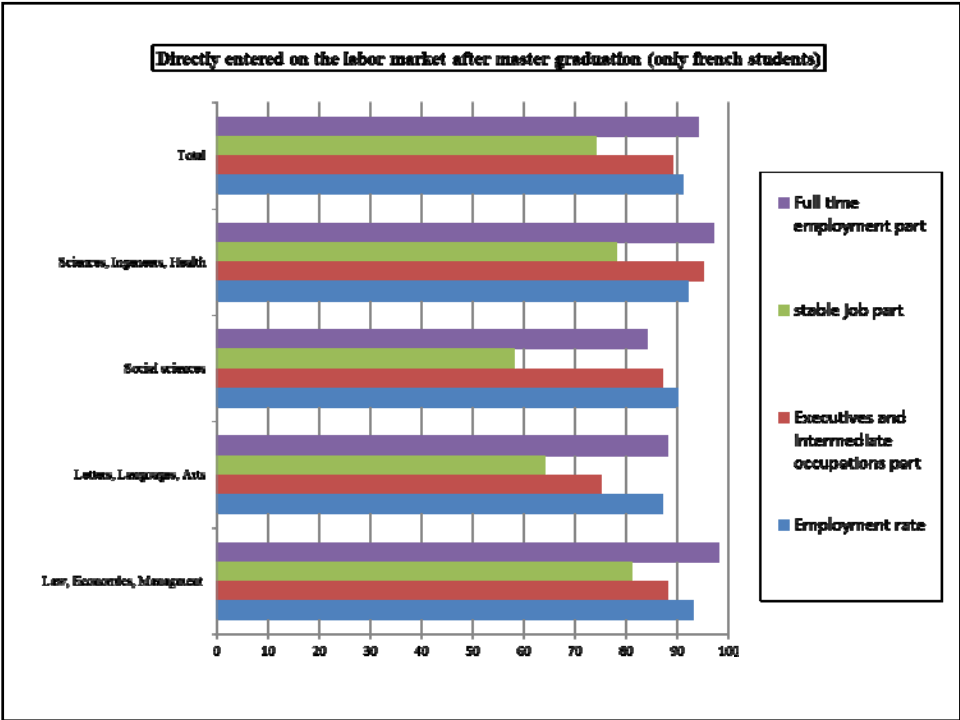
Conclusion
What about their real job market access?
Optimistic or pessimistic anticipations

Job situation of Master's degree graduates in France (DEPP, 2012)					
	Number of Master's degree graduates	**Foreign students (%)**	**Only for french students**		
			Complementary training (%)	**Continuation of studies (%)**	**Directly entered on the labor market (%)**
Law, Economics, Managment	41 807	25	16	41	37
Letters, Languages, Arts	8 598	24	16	51	30
Social sciences	17 466	14	22	39	40
Sciences, Ingeneers, Health	25 724	25	8	38	42
Total	**93 595**	**23**	**15**	**40**	**38**

Directly entered on the labor market after master graduation (only french students)

Several remarks relative to the job market access:

- Only a minority of the master students fit immediately with the labor market (38 %). This result is surprising and shows a new phenomenon which is the project to go to the market with an upper diploma or several diplomas (Job market signaling, (Spence, Arrow));
- Rather favorable access conditions for those who enter directly;
- But a very variable part of long term contract according to the field of study (much lower for Humanities and the Social sciences). Much more part time jobs or insecure jobs in these fields.

An additional remark:

- Labor market seems to be less favorable for students with low economic and social background (an effect of social capital?)

MERCI

WARWICK INSTITUTE *for*
EMPLOYMENT RESEARCH IER

SKILLS FOR HERE OR TO TAKE AWAY?

Outcomes of the academic mobility in Europe

Expectations and outcome of study

VIII. International Workshop at the University of Konstanz October 15th – 17th 2015

Olga Siemers

THE UNIVERSITY OF
WARWICK

o.siemers@warwick.ac.uk

WARWICK INSTITUTE *for*
EMPLOYMENT RESEARCH IER

Content

1. Research design
    1.1 Research questions
    1.2 Research approach
    1.3 Description of sample
2. Findings
    2.1 Survey results: Skills acquired through mobility
    2.2 Survey results: Personality change
    2.3 Skills development
    2.4 Video cuts from the interviews
    2.5 Explaining skills development
3. Conclusion remarks
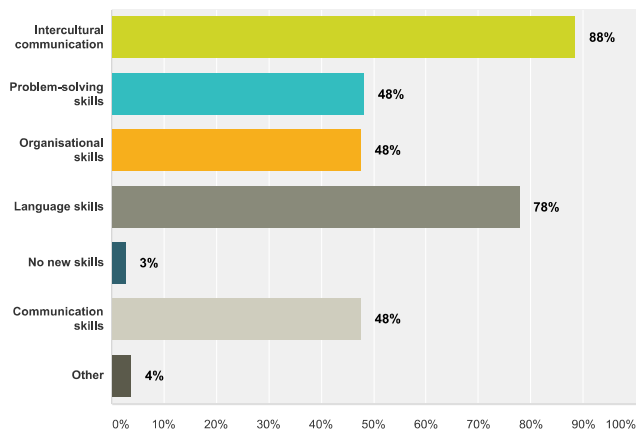
THE UNIVERSITY OF
WARWICK

o.siemers@warwick.ac.uk
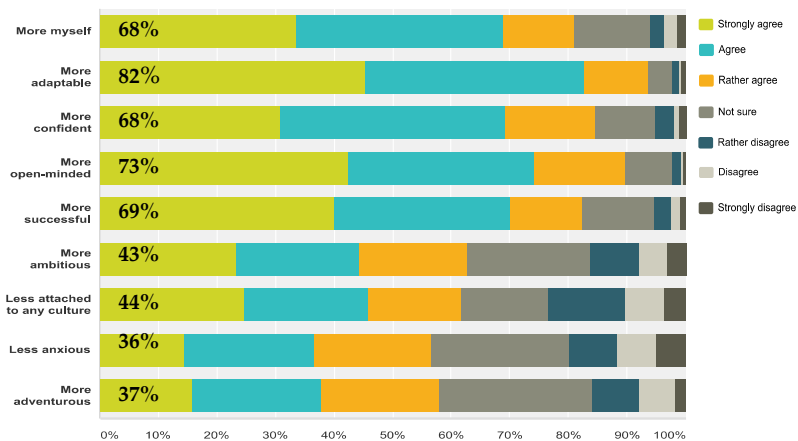
Description of sample

Sample of this research includes individuals, who:

• are PhD holders in social sciences,

• were awarded a doctoral degree from 1 to 10 years ago,

• have completed a PhD abroad within the EU,

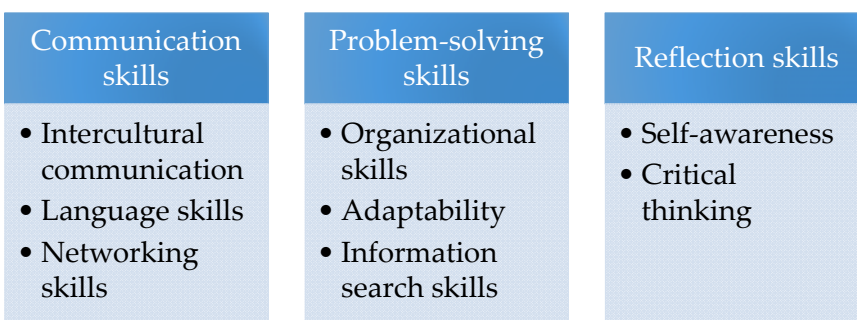• are citizens of a European country or hold a work permit for the EU labour market.

o.siemers@warwick.ac.uk

Survey results: Skills acquired through mobility

o.siemers@warwick.ac.uk

Explaining skills development

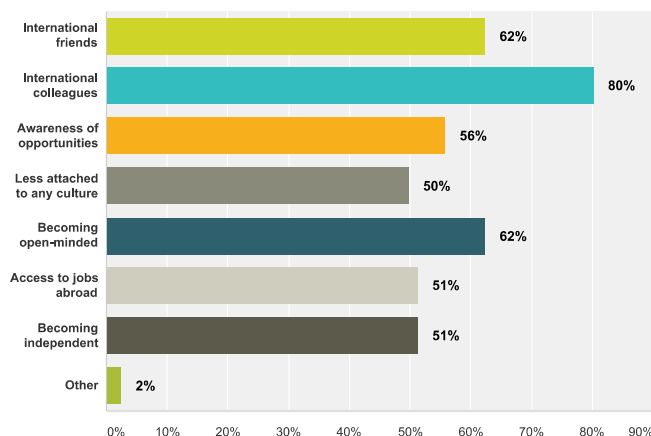| Intercultural communication	• Meeting many strangers • Requiring more support of strangers
Problem-solving skills	• Knowing which problems should be expected • Awareness of the own ability to solve these problems
Reflection skills	• Experiencing a broader range of different behavior • Independence from the culture back home

THE UNIVERSITY OF WARWICK

o.siemers@warwick.ac.uk

Interview with Tim

WARWICK INSTITUTE for EMPLOYMENT RESEARCH IER

THE UNIVERSITY OF WARWICK

o.siemers@warwick.ac.uk

Conclusion remarks

- This research provides evidence that communication skills, problem-solving skills, and reflection skills can be acquired or developed through the experience of mobility.

- This research highlights the special role of the adjustment period in a foreign country for developing new skills because of intense communication with strangers, facing numerous problems spontaneously, and experiencing different cultures.

- Interview analysis demonstrates that the set of skills acquired through the experience of mobility can lead to the growing confidence of an individual.

THE UNIVERSITY OF
WARWICK

o.siemers@warwick.ac.uk

Survey results: Benefits of mobility

Category	Value
International friends	62%
International colleagues	80%
Awareness of opportunities	56%
Less attached to any culture	50%
Becoming open-minded	62%
Access to jobs abroad	51%
Becoming independent	51%
Other	2%

(Axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%)

THE UNIVERSITY OF
WARWICK

o.siemers@warwick.ac.uk

Expectations and outcome of study

VIII. International Workshop at the University of Konstanz
October 15th – 17th 2015

Thursday, October 15th 2015

Arrival and starting

19:30   Introduction and presentation of the Research Groups, Welcome Dinner

Friday, October 16th 2015 in room V1001

09:00   **Outline and opening of the workshop**

Prof. Werner Georg, Monika Schmidt, AG Hochschulforschung, University of Konstanz

09:30   **Introductory lecture**

The Irish Survey of Student Engagement: perception and reality

Lewis Purser, Irish Universities Association, Ireland

10:30   **From expectations to outcomes: academic skills and representations of job market**

Jean-François Stassen and Piera dell'Ambrogio, University of Geneva, Switzerland

Coffee break

11:30   **Social class and academic performance: how do they influence expectations and strategies for choosing a degree program?**

Prof. Dr. Helena Troiano and Dani Torrents, UAB, Barcelona, Spain

12:15   **Study expectations of Students in Morocco**

Prof. Abdelmajid Bouziane, Prof. Abdelkader Gonegai and *Prof. Mohammed Talbi University Hassan II, Casablanca, Morocco*

13:00   *Lunch*

14:00   **PhD students in Ukraine: expectations and outcomes of scientific activities**

Prof. Olga Kutsenko, Taras-Shevchenko-University, Kyiv

Student's expectations of Study Outcome in Ukraine

Prof. Andrii Gorbachyk, Taras-Shevchenko-University, Kyiv

15:00   **Expectations of students in Kyiv and Munich about the functions of study**

Tino Bargel, Monika Schmidt, AG Hochschulforschung, University of Konstanz

Coffee break

16:00   **The European University. Comparisons of Different Perspectives**

Prof. Paul Kellermann, University of Klagenfurt, Austria

17:00   End of the session

Saturday, October 17ᵗʰ 2015 in room F 424

09:00   **How to deal best with student diversity. First results from the current project nexus**

Dr. Peter A. Zervakis, German Rectors' Conference, Bonn, Germany

9:45   **Expectations and outcomes of study in France: some first results**

Dr. Laurent Lima, Prof. Alain Fernex, UPMF Grenoble, France

Coffee break

10:45   **Skills for here or to take away? Outcomes of the academic mobility in Europe**

Olga Siemers, University of Warwick, United Kingdom

11:30   **Outlook on further research and exchange**

12:00   End of the workshop

Meeting place:
University of Konstanz
on Friday: Senatsaal V1001, on Saturday: F 424
Universitätsstraße 10
D-78464 Konstanz

AG Hochschulforschung + FREREF Réseau Uni 21
Workshop: **Expectations and outcome of study**
University of Konstanz, October 15th-17th 2015
Participants

Tino **Bargel**
AG Hochschulforschung
Universität Konstanz
D-78457 Konstanz
Tino.Bargel@uni-konstanz.de

Prof. Abdelmajid **Bouziane**
Université Hassan II Mohammedia
Faculté des Lettres et Sciences Sociales Ben M'Sik
Av.Hassan II - B.P 150 – Mohammedia
Casablanca, Marokko
abdelmajid.bouziane@gmail.com

Piera **Dell'Ambrogio**
Observatoire de la vie étudiante/
Université de Genéve
DIFE
24, rue du Général-Dufour
CH-1211 Genève 4
Piera.DellAmbrogio@unige.ch

Dr. Alain **Fernex**
Département des Sciences de l'Education
Universite Pierre Mendes-France (UPMF)
Grenoble 2
1251 Avenue Centrale
BP 47
F-38040 Grenoble Cedex 9
Alain.Fernex@upmf-grenoble.fr

Dr. Gerhild **Framhein**
ehem. Leiterin des Auslandsamts
der Universität Konstanz
Höhgasse 19
CH–8598 Bottighofen
gerhild.framhein@bluewin.ch

Prof. Werner **Georg**
AG Hochschulforschung
Universität Konstanz
D-78457 Konstanz
Werner.Georg@uni-konstanz.de

Prof. Abdelkader **Gonegai**
Université Hassen II Mohammedia
Faculté des Lettres et Sciences Sociales Ben M'Sik
Av.Hassan II - B.P 150 – Mohammedia
Casablanca, Marokko
agonegai@hotmail.com

Prof. Andrii **Gorbachyk**
Kyiv National Taras Shevchenko University
Faculty of Sociology
64, Volodymyrska str.
Kyiv, 01601, Ukraine
a.gorbachyk@gmail.com

Dr. Helmut **Guggenberger**
Institut für Soziologie
Universität Klagenfurt
Universitätsstr. 65-67
A-9020 Klagenfurt
Helmut.Guggenberger@uni-klu.ac.at

Prof. Paul **Kellermann**
Institut für Soziologie
Universität Klagenfurt
Universitätsstr. 65-67
A-9020 Klagenfurt
Paul.Kellermann@uni-klu.ac.at

Prof. Dr. Olga **Kutsenko**
Kyiv National Taras Shevchenko University
Faculty of Sociology
64, Volodymyrska str.
Kyiv, 01601, Ukraine
olga.kutsenko.ua28@gmail.com

Dr. Laurent **Lima**
Département des Sciences de l'Education
Universite Pierre Mendes-France (UPMF)
Grenoble 2
1251 Avenue Centrale
BP 47
F-38040 Grenoble Cedex 9
Laurent.Lima@upmf-grenoble.fr

Sandra **Majer**
AG Hochschulforschung
Universität Konstanz
D-78457 Konstanz
Sandra.Majer@uni-konstanz.de

Lewis **Purser**
Irish Universities Association
48 Merrion Square
Dublin, 2
Ireland
Lewis.Purse-r@iua.ie

Monika **Schmidt**
AG Hochschulforschung
Universität Konstanz
D-78457 Konstanz
Monika.Schmidt@uni-konstanz.de

Olga **Siemers**
Institute for Employment Research
University of Warwick
Coventry CV4 7AL
United Kingdom
O.Siemers@warwick.ac.uk

Jean-Francois **Stassen**
Observatoire de la vie étudiante/
Université de Genéve
DIFE
24, rue du Général-Dufour
CH-1211 Genève 4
Jean-Francois.Stassen@unige.ch

Prof. Mohammed **Talbi**
Université Hassan II Mohammedia
Faculté des Sciences Ben M'Sik
Avenue Cdt, Driss EL Harti, B.P. 7955
Sidi Othmane CASABLANCA Code postal: 20800
Marokko
talbi.orpidu@gmail.com

Dani **Torrents**
PhD Student
GRET - Grup de recerca en Educació i Treball
Facultat de Ciències Polítiques i Sociologia
Despatx B3/ -107
E-08193 Bellaterra
danitv@hotmail.com

Dr. Helena **Troiano**
GRET - Grup de recerca en Educació i Treball
Facultat de Ciències Polítiques i Sociologia
Despatx B3/ -107
E-08193 Bellaterra
helena.troiano@uab.cat

Dr. Peter **Zervakis**
Hochschulrektorenkonferenz (HRK)
German Rectors' Conference
Bologna-Zentrum / Bologna Centre
Ahrstraße 39
D-53175 Bonn
zervakis@hrk.de