

Monika Schmidt / Tino Bargel

Expectations and outcome of study

VIII. International Workshop October 2015

Universität Konstanz: Arbeitsgruppe Hochschulforschung

Hefte zur Bildungs- und Hochschulforschung 85

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VIII. International Workshop October 2015

Hefte zur Bildungs- und Hochschulforschung (85)

Arbeitsgruppe Hochschulforschung, Universität Konstanz, Dezember 2015

Die Autoren tragen die Verantwortung für den Inhalt.

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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

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IRISH UNIVERSITIES

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

- 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

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.

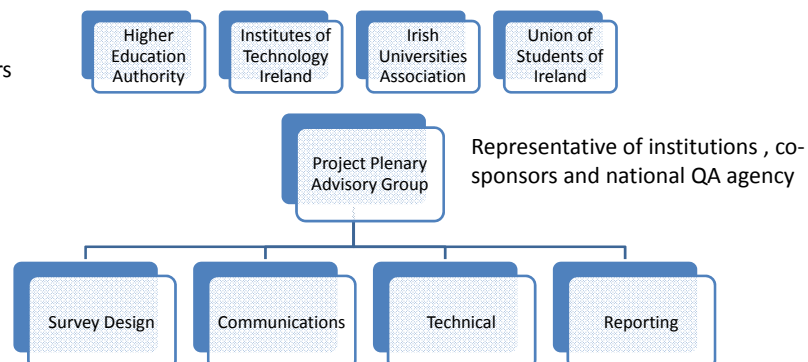
- A national student survey system should be put in place and the results published.
- Every higher education institution should put in place a comprehensive anonymous student feedback system, coupled with structures to ensure that action is taken promptly in response to student concerns.

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Development process



Project
co-sponsors

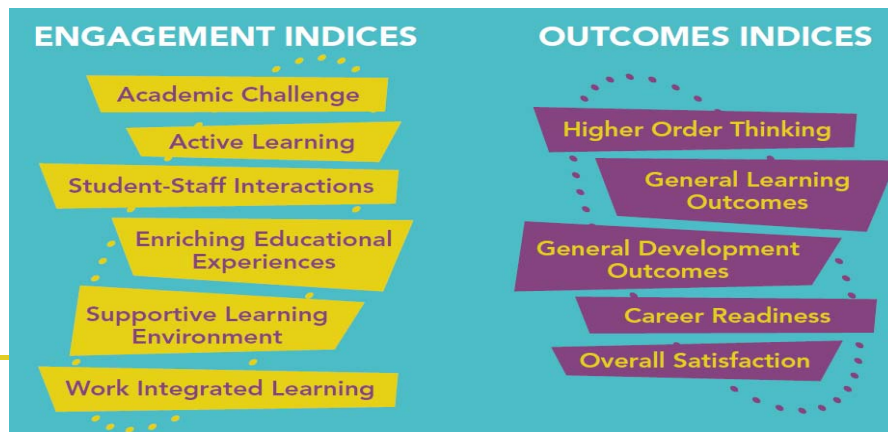


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Structure of the instrument



- ❑ 122 questions, grouped into 6 “engagement indices” and 5 “outcomes indices”, based on NSSE/AUSSE model



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

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

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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

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Awareness and understanding



Key audiences and multiple levels

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

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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.

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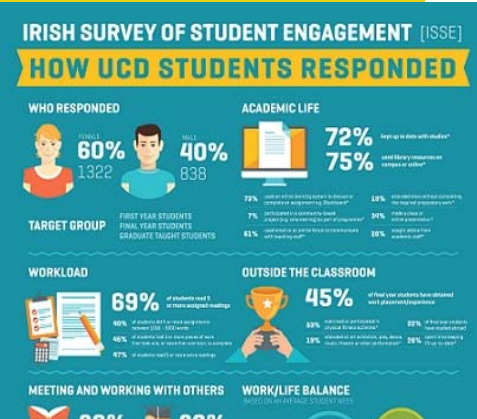
Awareness and understanding



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



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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

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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.



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.

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 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)

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



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Index Scores (i)



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

HE Sector: Institution Type

| Engagement Indices | Sample institution | | | | All ISSE | | | | ISSE | |
|-----------------------------------|--------------------|------------|-----------|--------------|------------|------------|-----------|--------------|------------|------------|
| | First Year | Final Year | PG Taught | All students | First Year | Final Year | PG Taught | All students | First Year | Final Year |
| 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 | | | | |

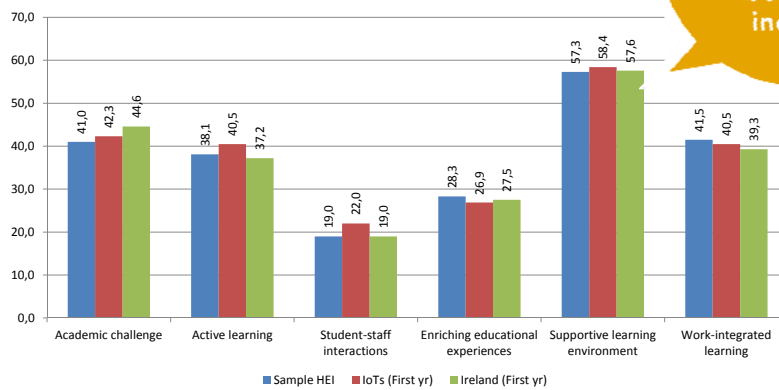
Index scores provide signposts to the experiences of students. These are NOT percentages.

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Index Scores (ii)

Compare scores **WITHIN** each index and **NOT** between indices.

ISSE 2014 (first year): Engagement indices



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Survey review for 2016



The Survey Review Group sought to achieve the following objectives:

- To continue to reflect the breadth and richness of the higher education experience
- 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
- 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.

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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.

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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

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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
-

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Thank you!



www.studentsurvey.ie

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DE GENÈVE**

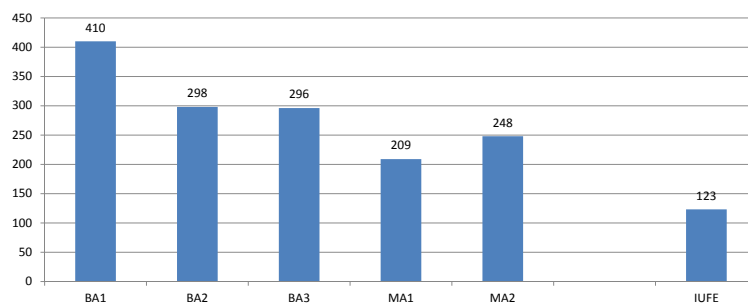
OBSERVATOIRE
DE LA VIE ÉTUDIANTE

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 respondents
- 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...**

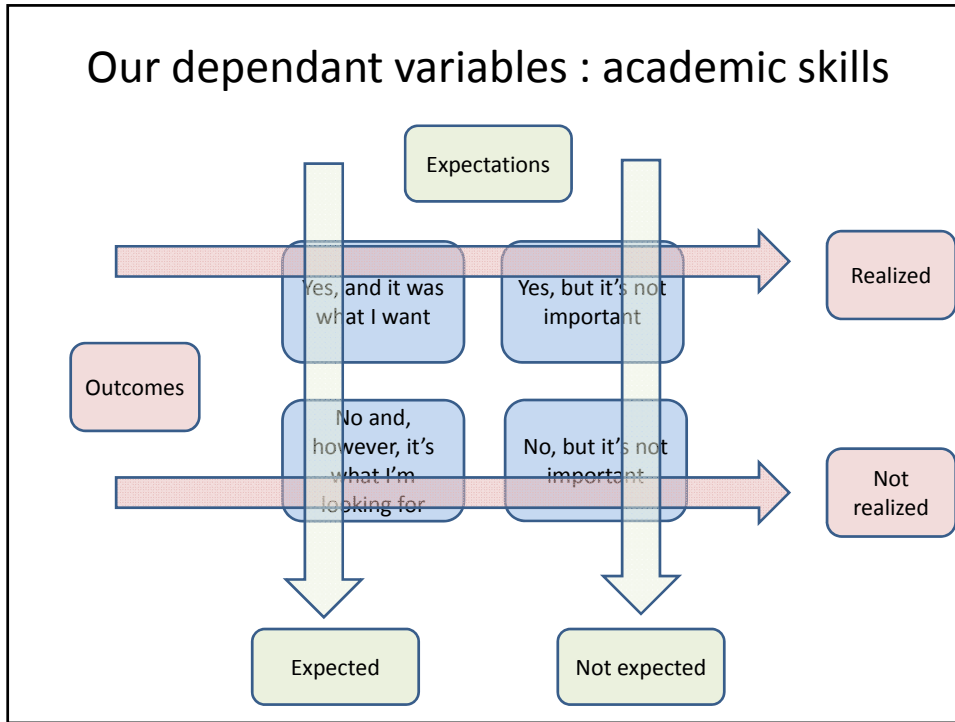
- Intellectual capacities
- Analytic mind and ability to synthesize
- Open-mindedness
- Critical and scientific mind
- Rigorous method of work
- Ability to work group
- Qualification in your field studies
- Application of theoretical concepts
- Interdisciplinary approach
- Autonomy in personal work
- 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).

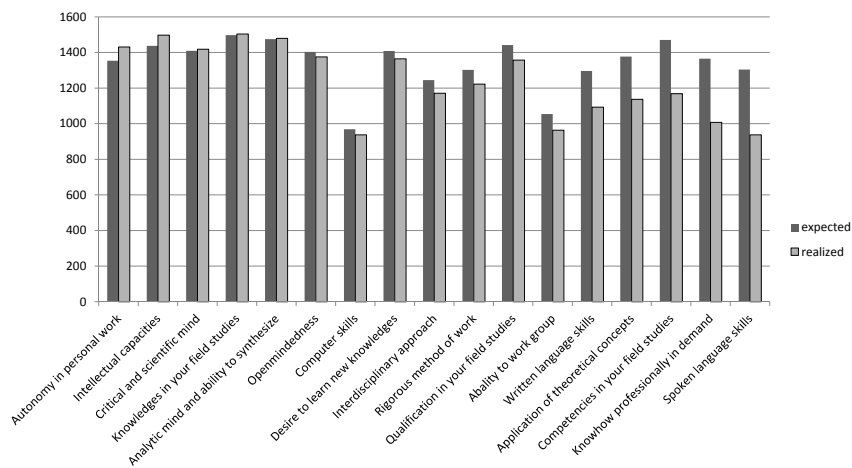
Our dependant variables : academic skills

| | | | |
|-------------------|--|-----------------------------|----------------------------------|
| 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) | |

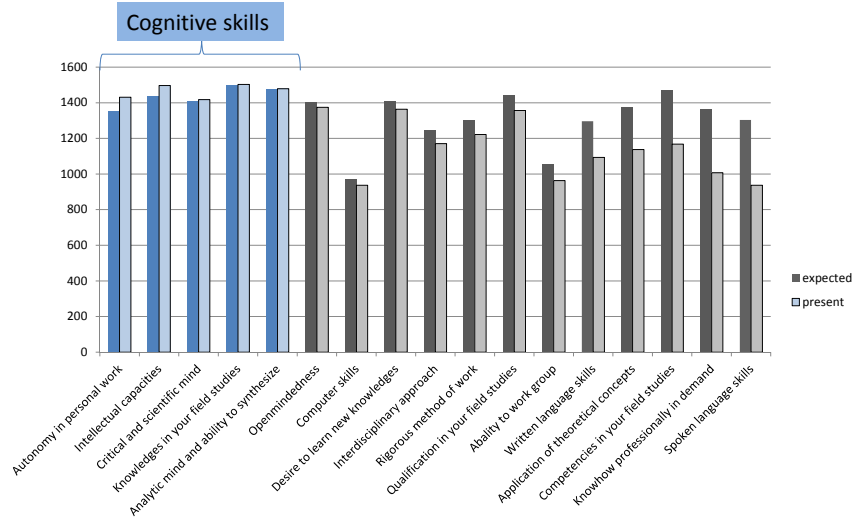
Our dependant variables : academic skills



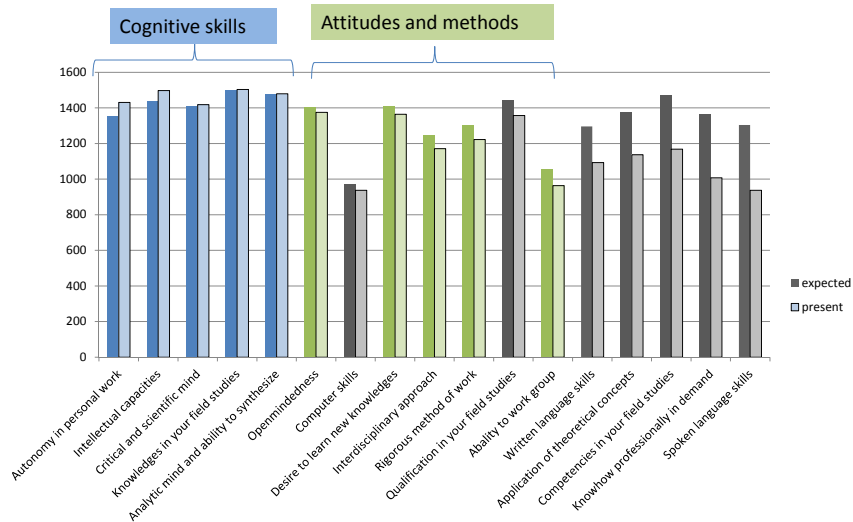
Academic skills : expectations and outcomes



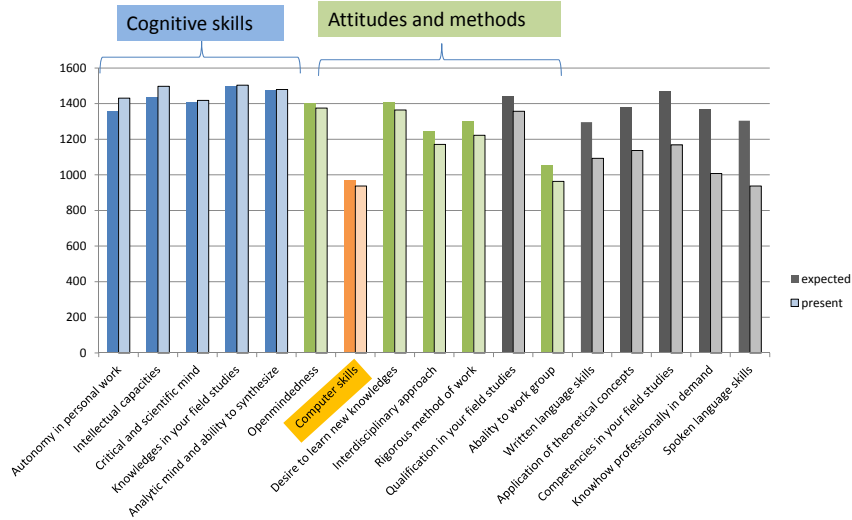
Academic skills : expectations and outcomes



Academic skills : expectations and outcomes



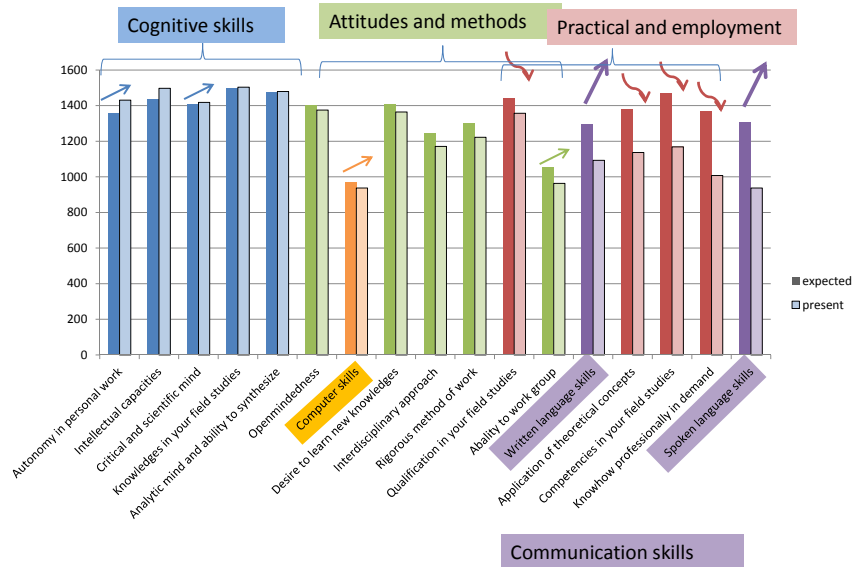
Academic skills : expectations and outcomes



Academic skills : expectations and outcomes



Academic skills : expectations and outcomes



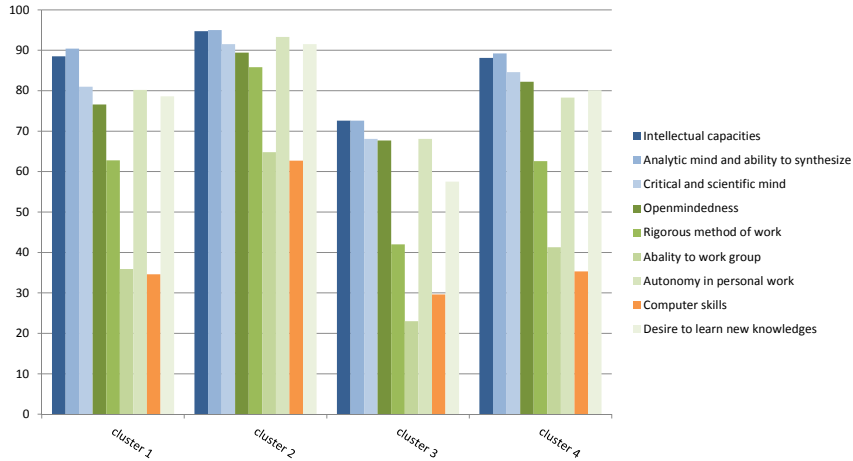
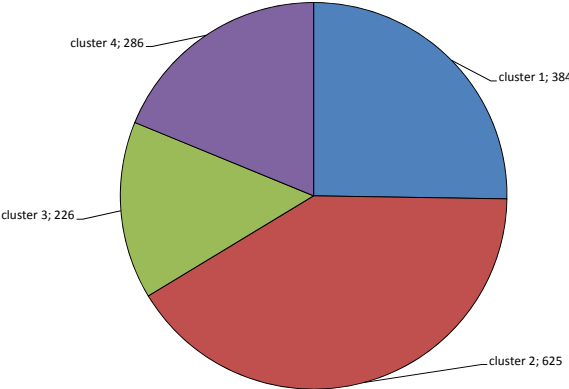
Our dependant variables for a cluster analysis

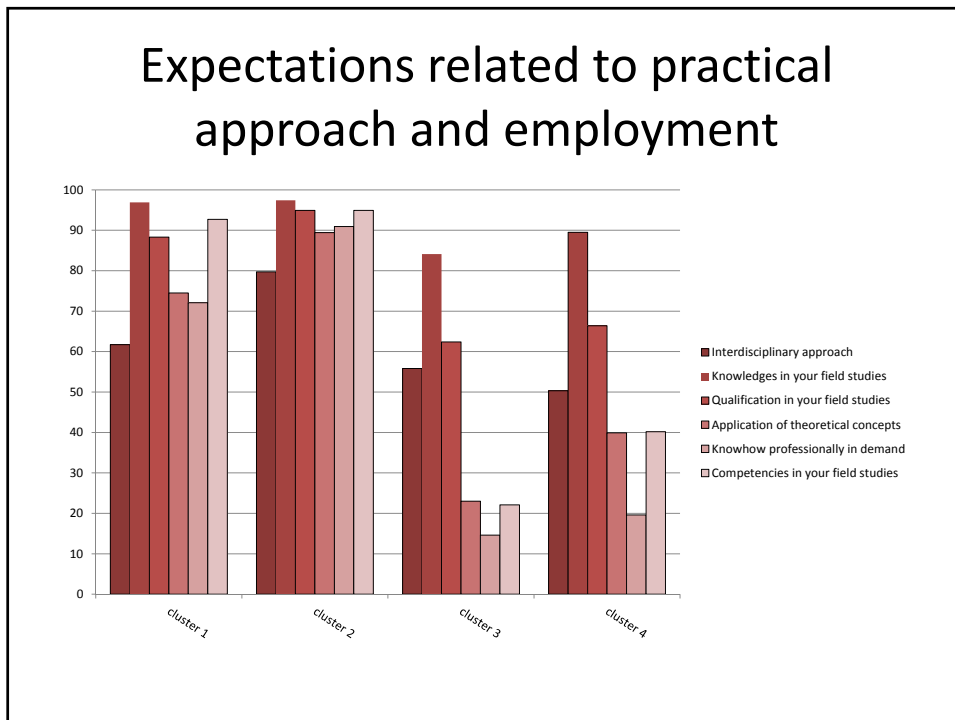
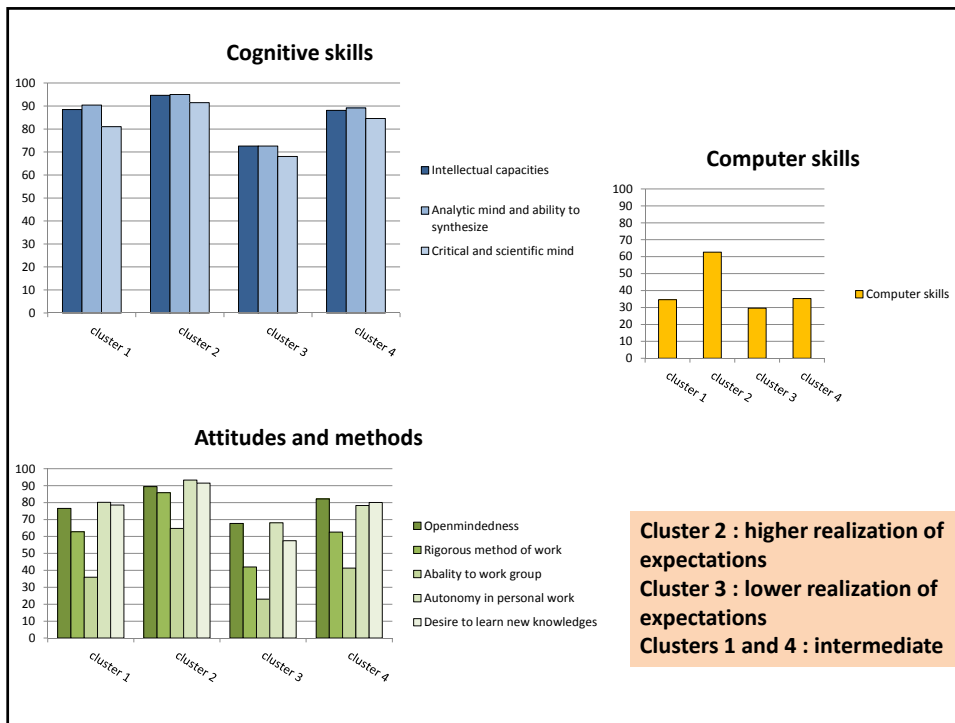
- **Your training permits you to develop this skills...**

- Intellectual capacities
- Analytic mind and ability to synthesize
- Open-mindedness
- Critical and scientific mind
- Rigorous method of work
- Ability to work group
- Qualification in your field studies
- Application of theoretical concepts
- Interdisciplinary approach
- Autonomy in personal work
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- Competencies in your field studies
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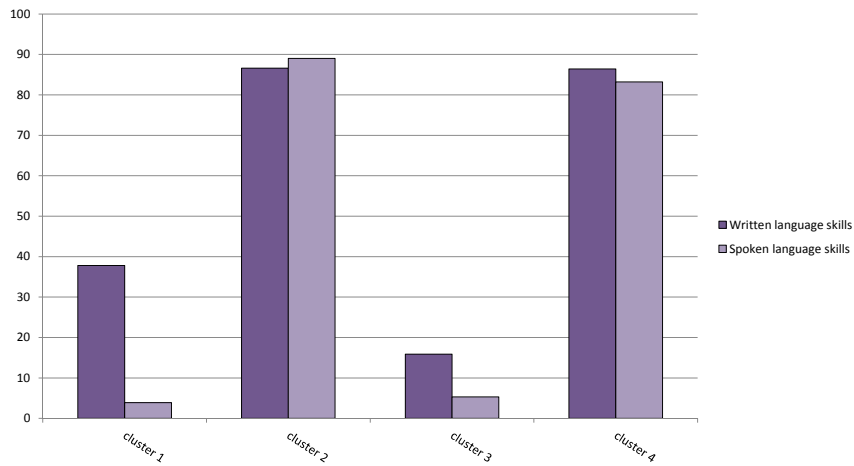
The response items : «yes, and it was what I want», «yes, but it's not important», «no, but it's not important», «no, and however, it's what I'm looking for»

Cluster analysis



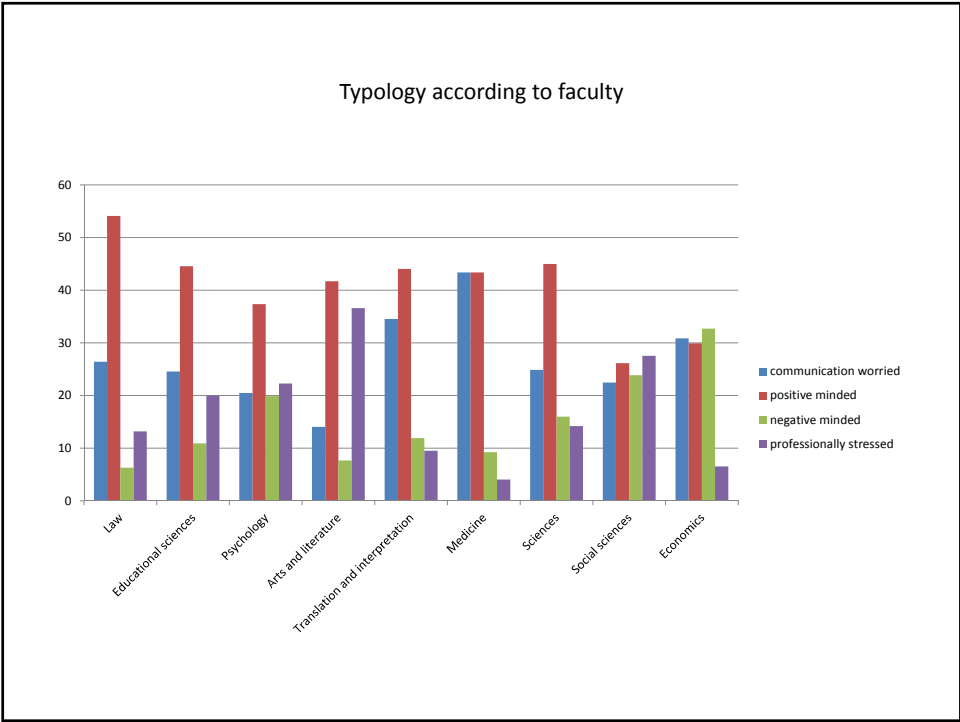
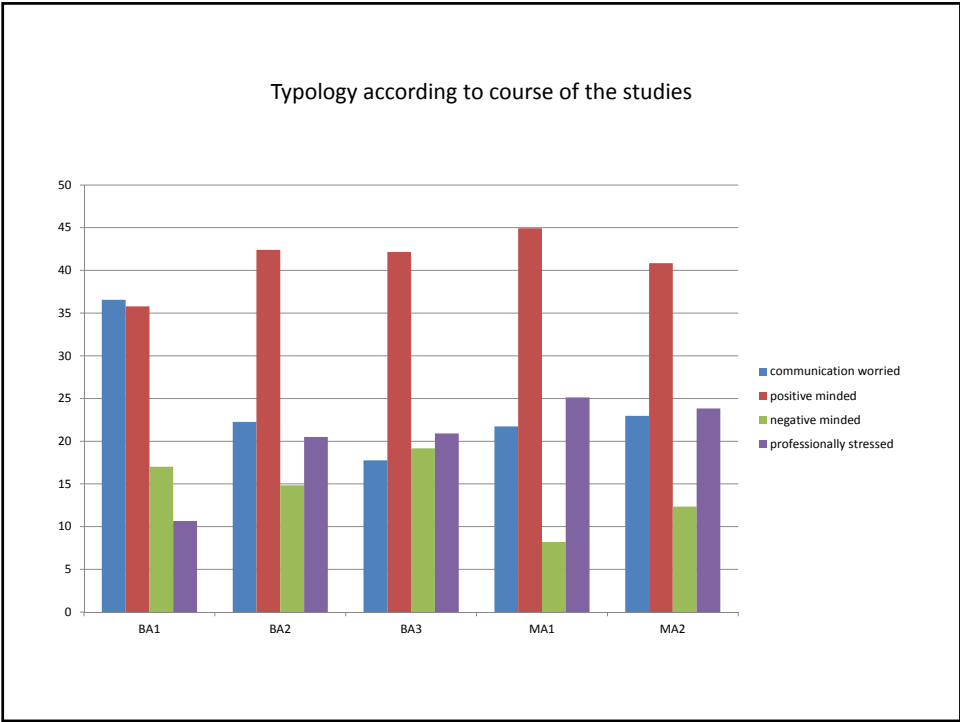


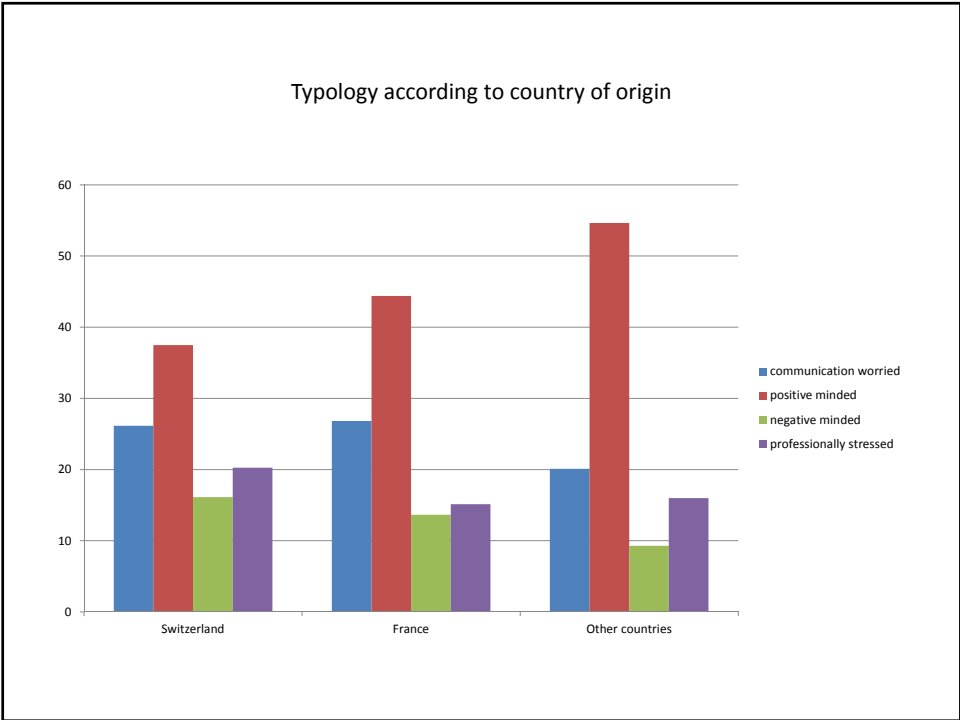
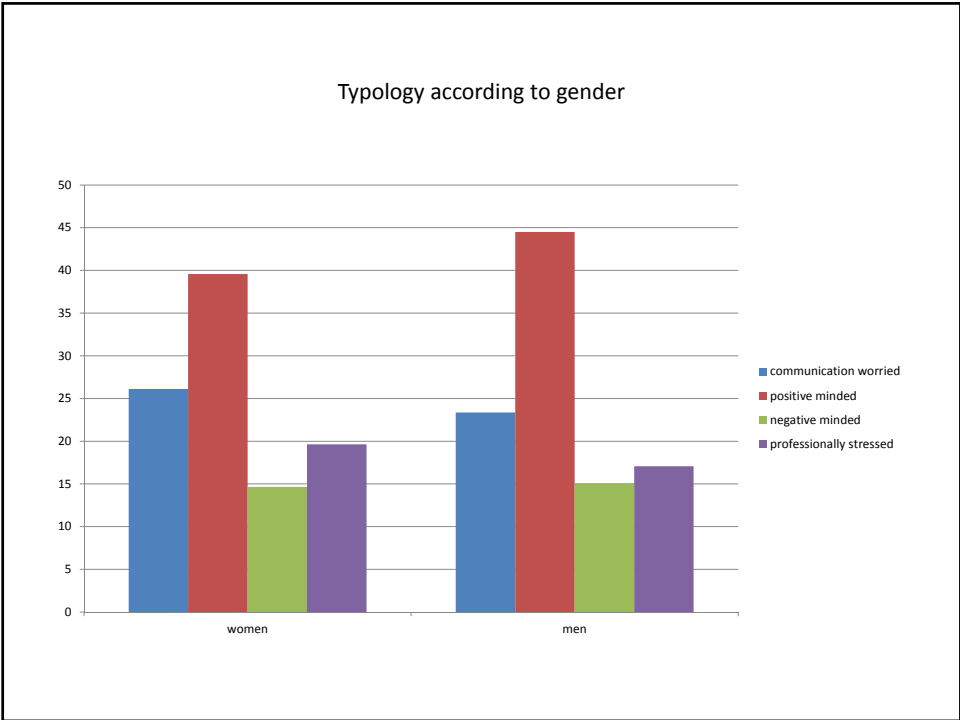
Communication abilities



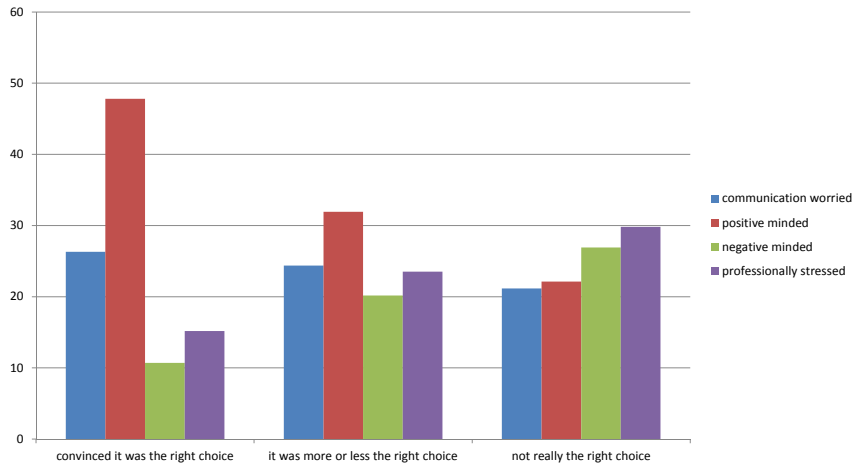
Typology stemming from clusters

| | 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 realized |
| | communication worried | positive minded | negative minded | professionally stressed |

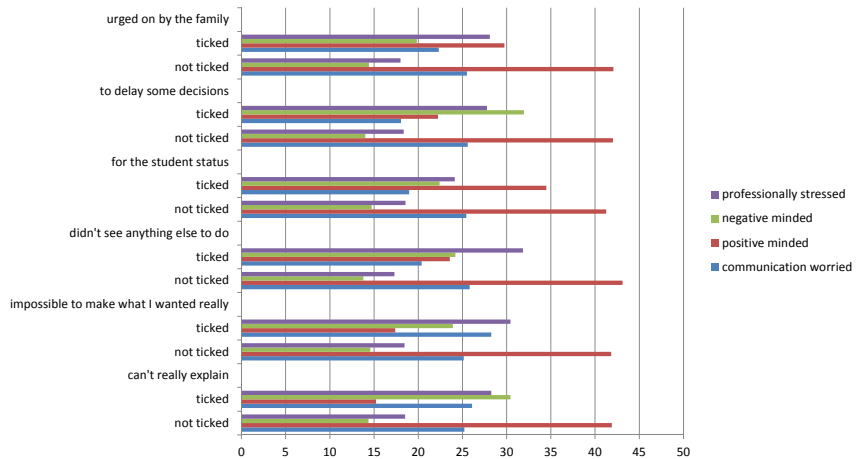




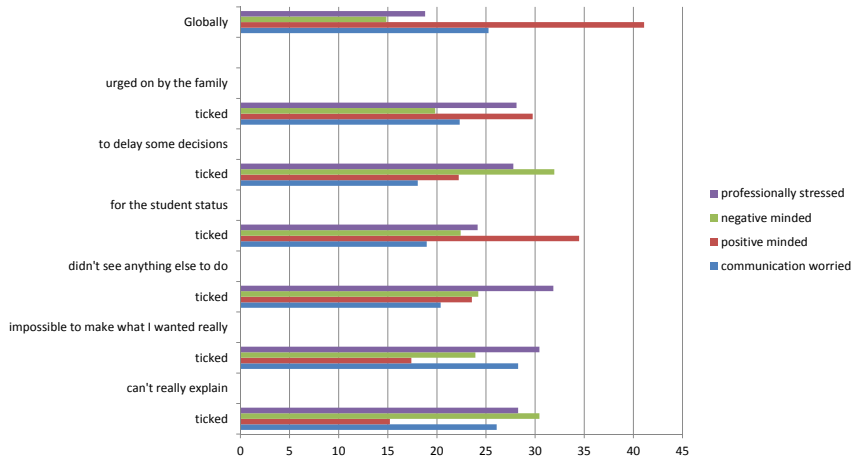
Typology according to conviction to have made to right choice



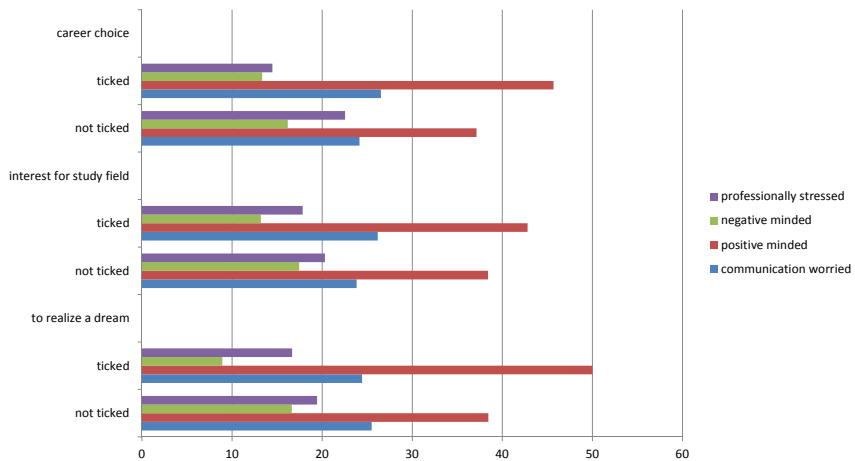
Typology according to motivations for university (associated with less positive- and more negative-minded)



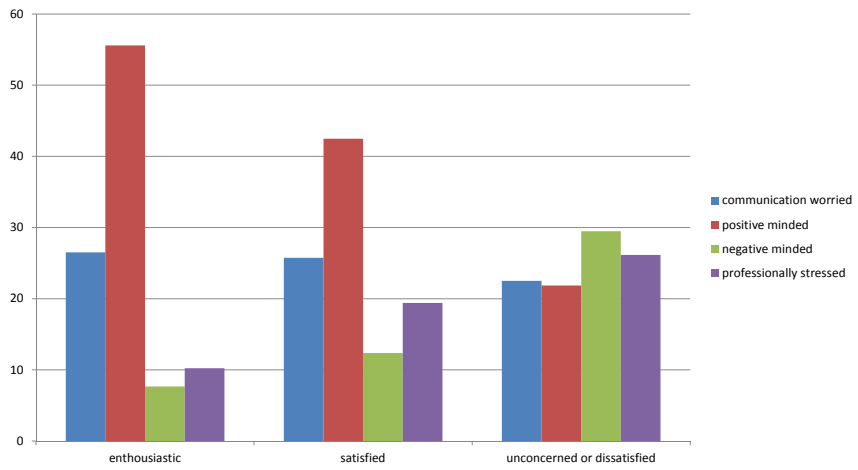
Typology according to motivations for university (associated with less positive- and more negative-minded)



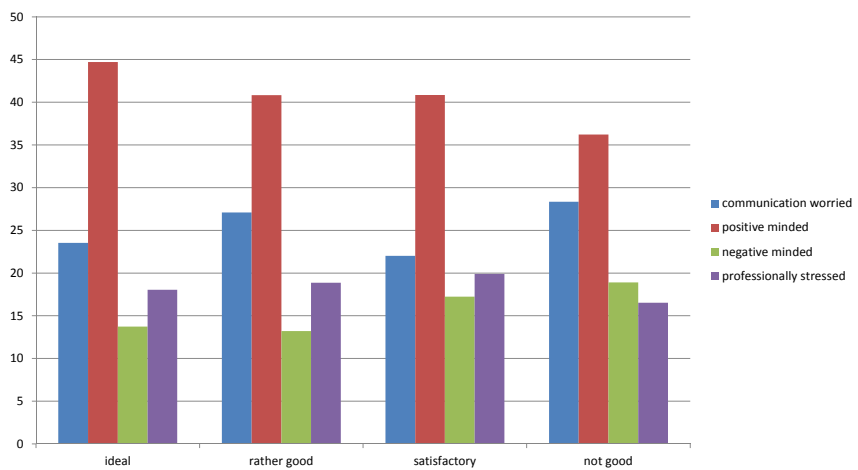
Typology according to motivations for university (associated with more positive- and less negative-minded)

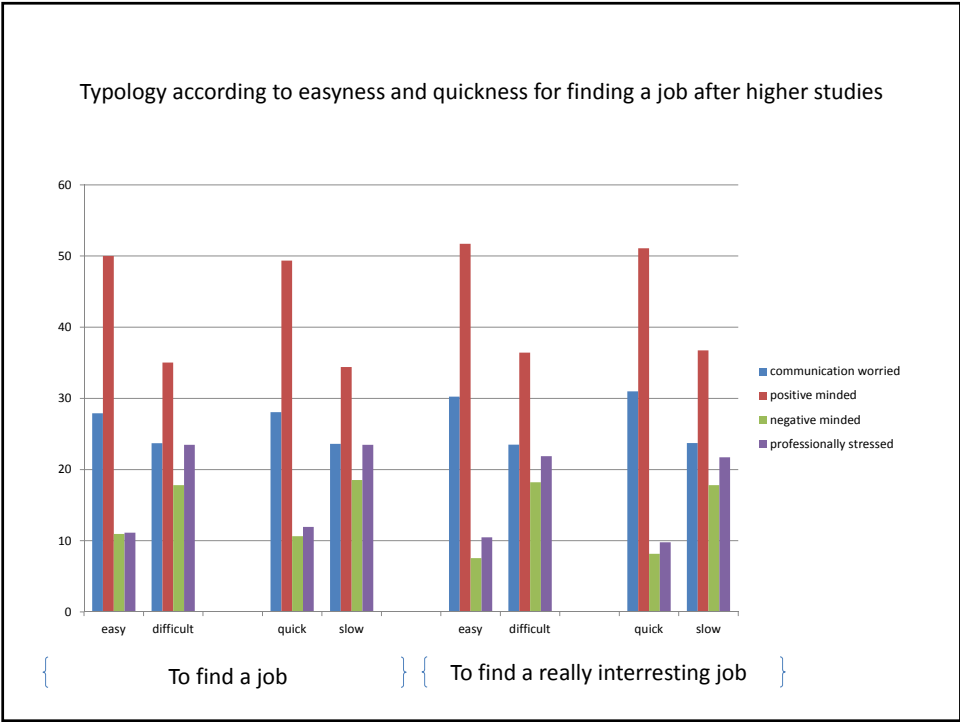
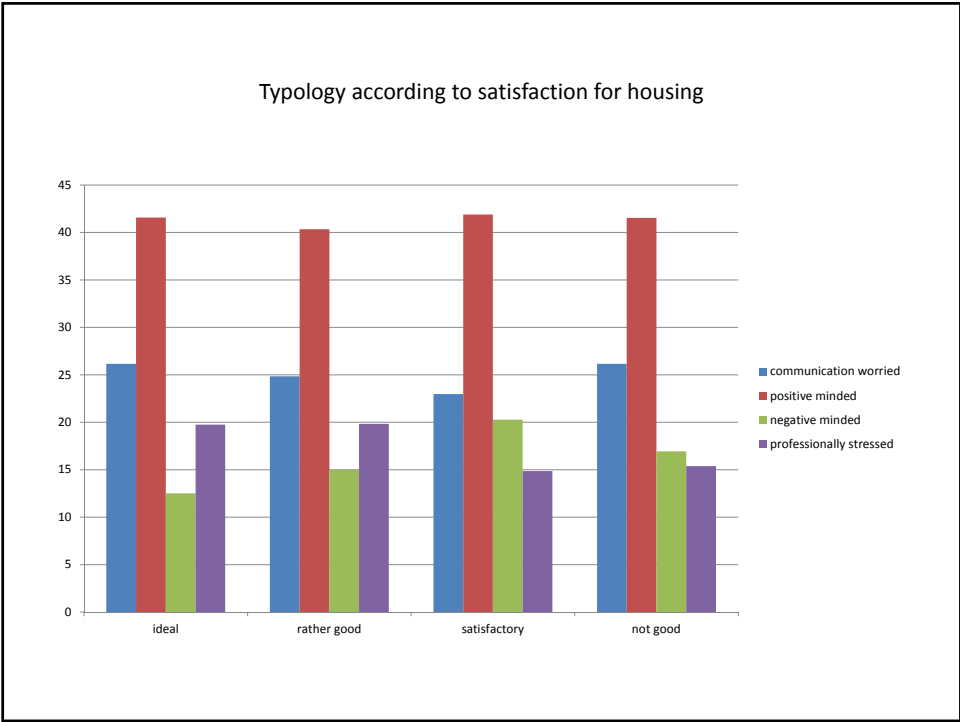


Typology according to global assessment of the studies



Typology according to satisfaction for living conditions





Conclusions

- The expectations 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)

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

Helena Troiano & Dani Torrents

VIII. International Workshop at the University of Konstanz

This communication has been possible for CIC, AQU and Education ministry support

Research frame

Probability of future success:

Based on previous academic performance and skills.

Cost/benefit evaluation:

Based on social background that makes cost relative.



Making a decision

Expectations

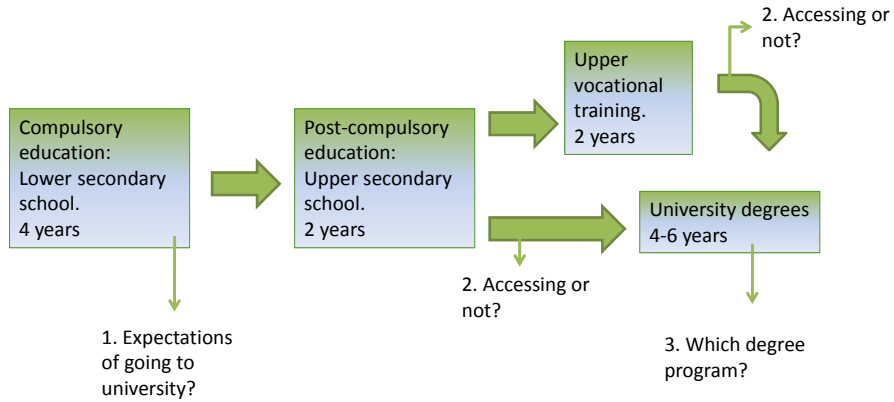


Transition
(yes/no)



Degree program
choice

Design of analysis

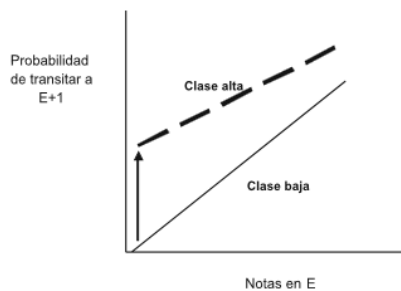


Research frame:

previous research with Spanish data

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

Compensation effect (Bernardi & Cebolla)

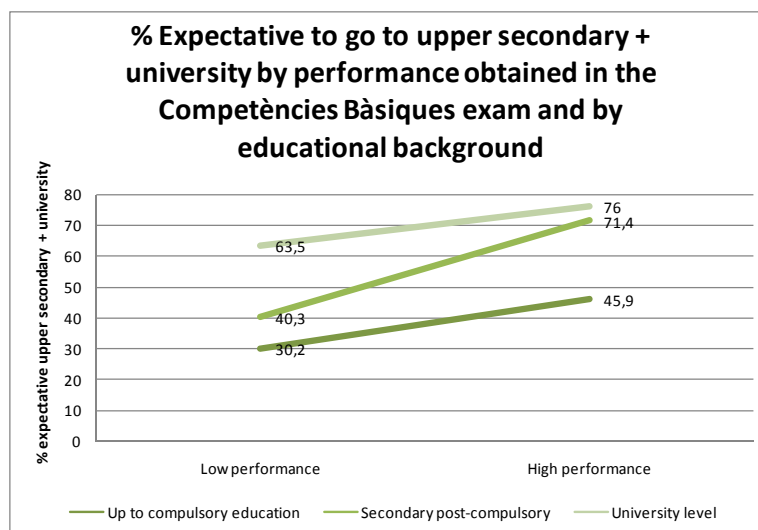


inequality by social background is greatest among students with the lowest grades

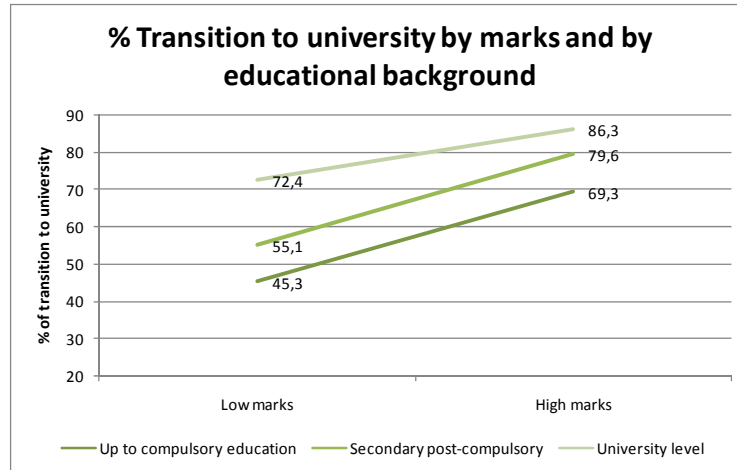
Variables

| Dependent variables | Independent variables |
|---|--|
| <p>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.</p> | <p>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.</p> |
| <p>Transition: Among those who have achieved the appropriate secondary school degrees: who entered university (irrelevant of their final achievement or not).</p> | <p>Social background: Id. Qualifications: Answer to a question in a retrospective questionnaire: high=good and very good; low=bad and very bad.</p> |
| <p>Degree choice:</p> <ul style="list-style-type: none"> ➤ Price: High price: 35,77€ & 39,53€/tuition fee vs. Low price: 25,27€/tuition fee. ➤ Difficulty: performance rate. Two groups form median by university. ➤ Labor market expectations: quality of graduated jobs (IQO). Two groups form median by university. | <p>Social background: Id. Qualifications: Marks obtained to enter university (average secondary school marks and external exam): high=above median, low=up to median.</p> |

Results: Expectations

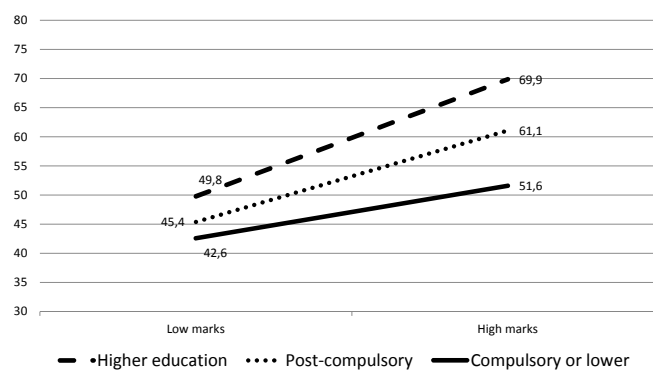


Results: Transition



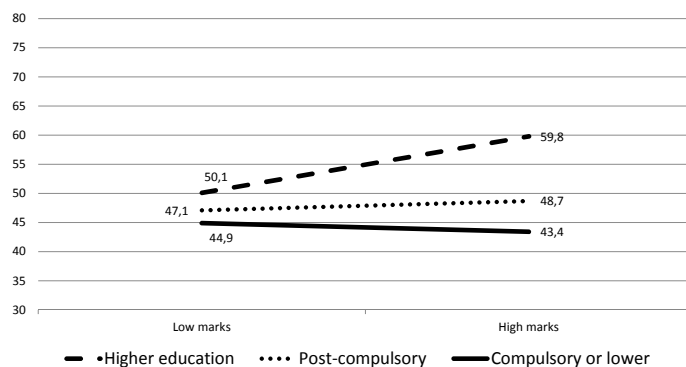
Results: Degree choice (price)

% of high price degree choices by marks and by educational background



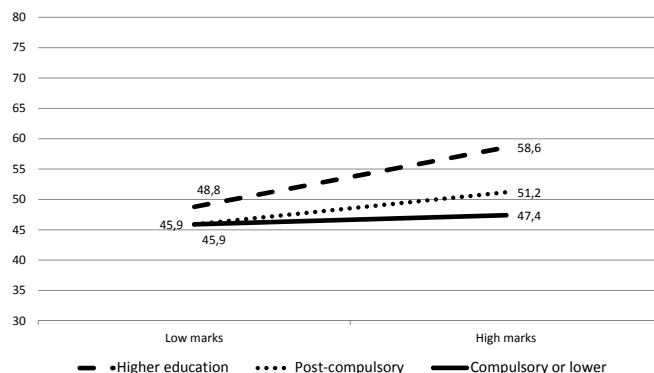
Results: Degree choice (difficulty)

% of high difficulty degree choices by marks and by educational background



Results: Degree choice (return)

% of high return degree choices by marks and by educational background



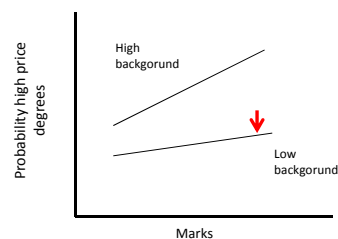
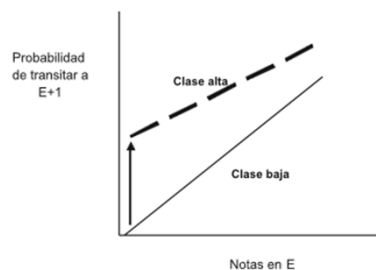
Conclusions

- 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)





Universität
Konstanz



"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

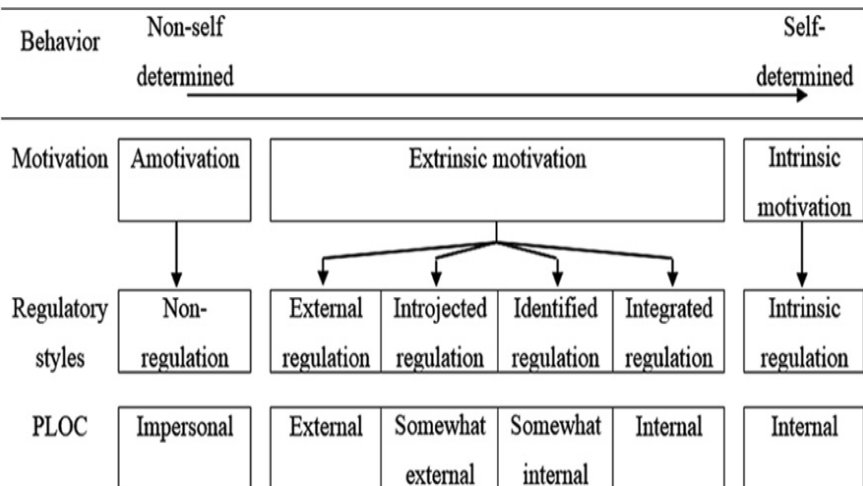
- Introduction
- Research questions
- Analysis related to expectations
- Recommendations
- Conclusion

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)



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

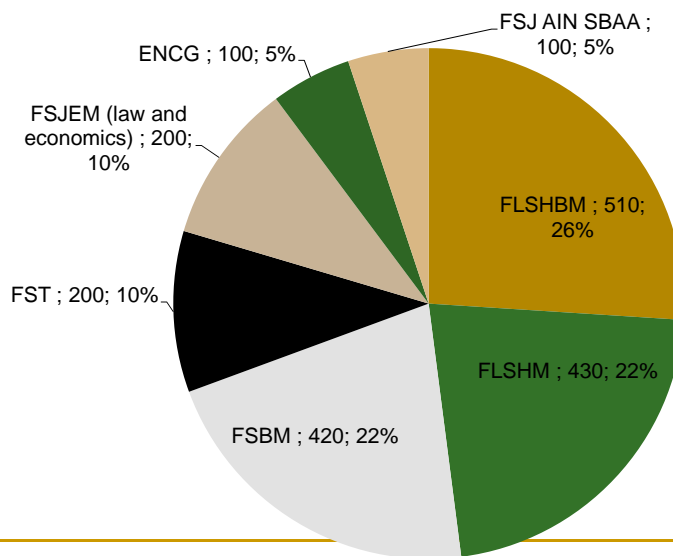
Volubilis Project :

« Avoir l'avis des étudiants, ça fait réfléchir »

Dejean (2002, p. 25)

- 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, organising their work, and their projects.

Sampling (n= 1,960)



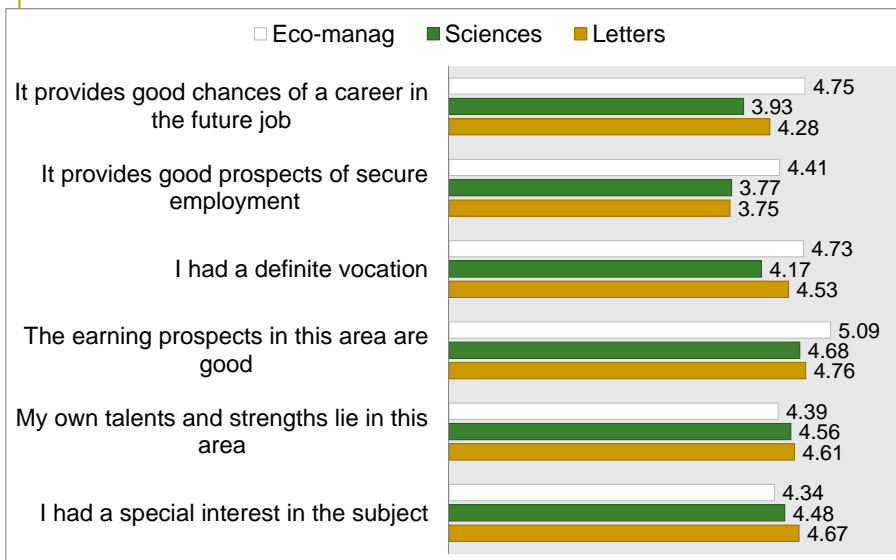
Volubilis questionnaire

- 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



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 university 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 groups 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 |

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

- 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 counselling 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

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- DOSSIER DE PRESSE 18 AOÛT 2014, <http://unef.fr/wp-content/uploads/2014/08/UNEF-Enqu%C3%AAt-sur-le-co%C3%BBt-de-la-vie-%C3%A9tudiante-%C3%A0-la-rentre%C3%A9e-2014.pdf>
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Merci de votre attention
Thank you for listening
شكرا للإستماع



AG Hochschulforschung + FREREF Réseau Uni 21
VIII. International Workshop at the University of Konstanz
“Expectations and outcome of study”

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)

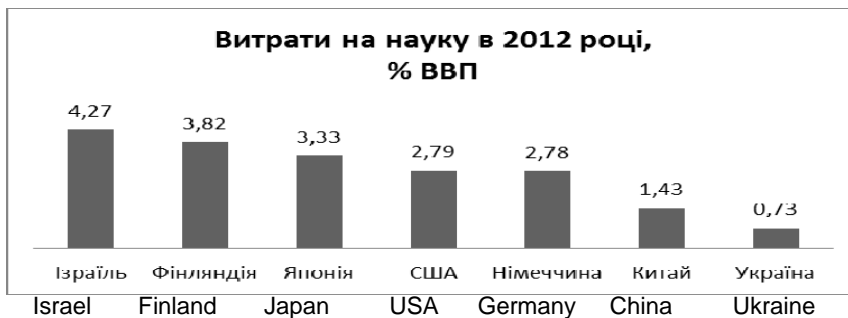
The main common problems of Aspirantura are:

- 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.

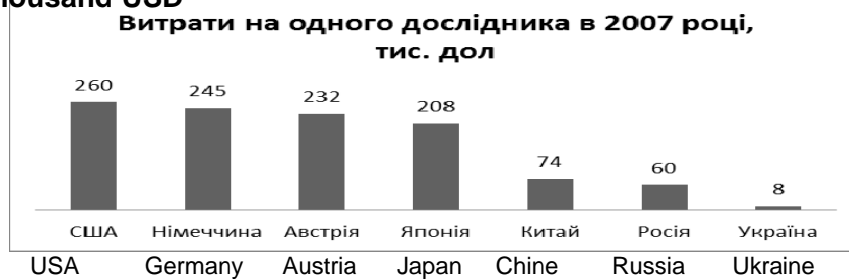
+ Ukrainian state is not a judge of science and researchers.

4

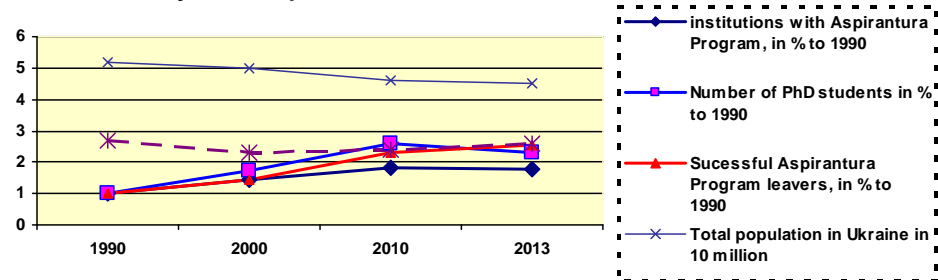
1. State expenditure on science, % of GDP, 2012



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



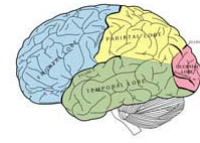
Efficacy of Aspirantura in Ukraine for 1990 - 2013



- 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 (H₀) : attitudes to research and science are dominate among aspirants.

Hypothesis (H₁): 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

| <p>The mean age is 25,5.</p> <p>Margie status: Single – 72%; married – 20%;</p> | <p>Material status (self-estimations): Higher - 8% Average – 64 % Lower – 16 % Lowest (economical with food) – 12 %</p> | | | | | | | | | | | | |
|--|--|--------|--------|--------|--------|------|------|--------------|------|------|-----------|------|------|
| <p>Residence:</p> | <p>Educational status of parents:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Mother</th> <th style="text-align: center;">Father</th> </tr> </thead> <tbody> <tr> <td>Higher</td> <td style="text-align: center;">54 %</td> <td style="text-align: center;">52 %</td> </tr> <tr> <td>Professional</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">28 %</td> </tr> <tr> <td>Secondary</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">20 %</td> </tr> </tbody> </table> | | Mother | Father | Higher | 54 % | 52 % | Professional | 20 % | 28 % | Secondary | 20 % | 20 % |
| | Mother | Father | | | | | | | | | | | |
| Higher | 54 % | 52 % | | | | | | | | | | | |
| Professional | 20 % | 28 % | | | | | | | | | | | |
| Secondary | 20 % | 20 % | | | | | | | | | | | |
| <p>Reside in a dormitory – 54 %; Reside with parents – 34 %; <u>Rent an accommodation – 9%</u></p> | | | | | | | | | | | | | |

| | 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.

| | Expectation of employment | Expectation of employment |
|---|---------------------------|---------------------------|
| 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 |
| 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 |

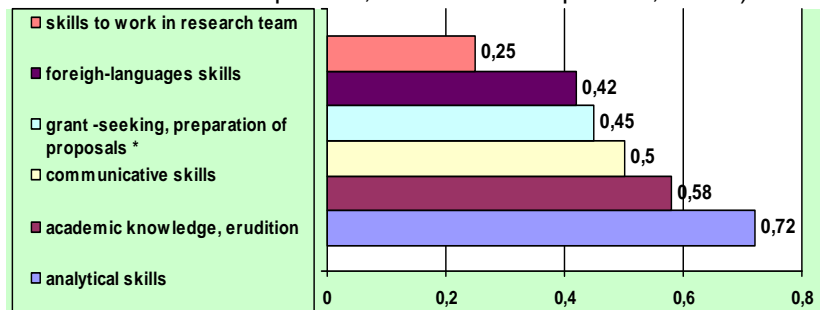
2. Why aspirants are going to remain in science and research after graduation?

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 (1 = '1' means 'most important', '0' means 'unimportant', 1 \ 100)



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

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

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

13

What is about analytical skills and professional knowledge?

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 positive 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

"Student's Expectations of Study Outcome in Ukraine"

Andrii Gorbachyk
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Kostanz 16.10.2015

1

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)

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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 we consider the satisfaction of the educational process as a measure of expectations on education

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3

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% |

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4

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

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5

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

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6

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 | <i>... to get an interesting job</i> | |
| 2 | <i>... to have a reliable income</i> | |
| 3 | <i>... to get a high social status</i> | |
| | Motivation for self-development (m2) | alpha=0.78 |
| 4 | <i>... to develop own ideas and thoughts</i> | |
| 5 | <i>... to learn more about the chosen specialty</i> | |
| 6 | <i>... to get a good academic (classical) education</i> | |
| 7 | <i>... to be an educated person in general</i> | |
| 9 | <i>... to help other people</i> | |
| 10 | <i>... to contribute to the development of society</i> | |

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7

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

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8

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

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

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

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

Model 8 (regression)

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

R²=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

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 |

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

Thank you for attention!

Tino Bargel, Andrii Gorbachyk, Monika Schmidt, Werner Georg

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

Contribution to the VIII. International Workshop: 'Expectations and Outcome of Study' -
University of Konstanz, 15. – 17. October 2015.

Organized by AG Hochschulforschung + FREREF Réseau Uni21

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

SLIDE 2

Five perspectives of expectations about the study functions

1 - intrinsic-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

| Field of study | Kyiv | | Munich | |
|------------------------------------|--------------|------------------|------------|------------------|
| | 1.138 | (percent) | 390 | (percent) |
| - 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

| | N | Kyiv | Munich |
|---|---|--------------|------------|
| Total of students | | 1.138 | 390 |
| <hr/> | | | |
| Gender (in %) | | | |
| - female students | | 64 | 73 |
| - male students | | 36 | 27 |
| <hr/> | | | |
| 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.

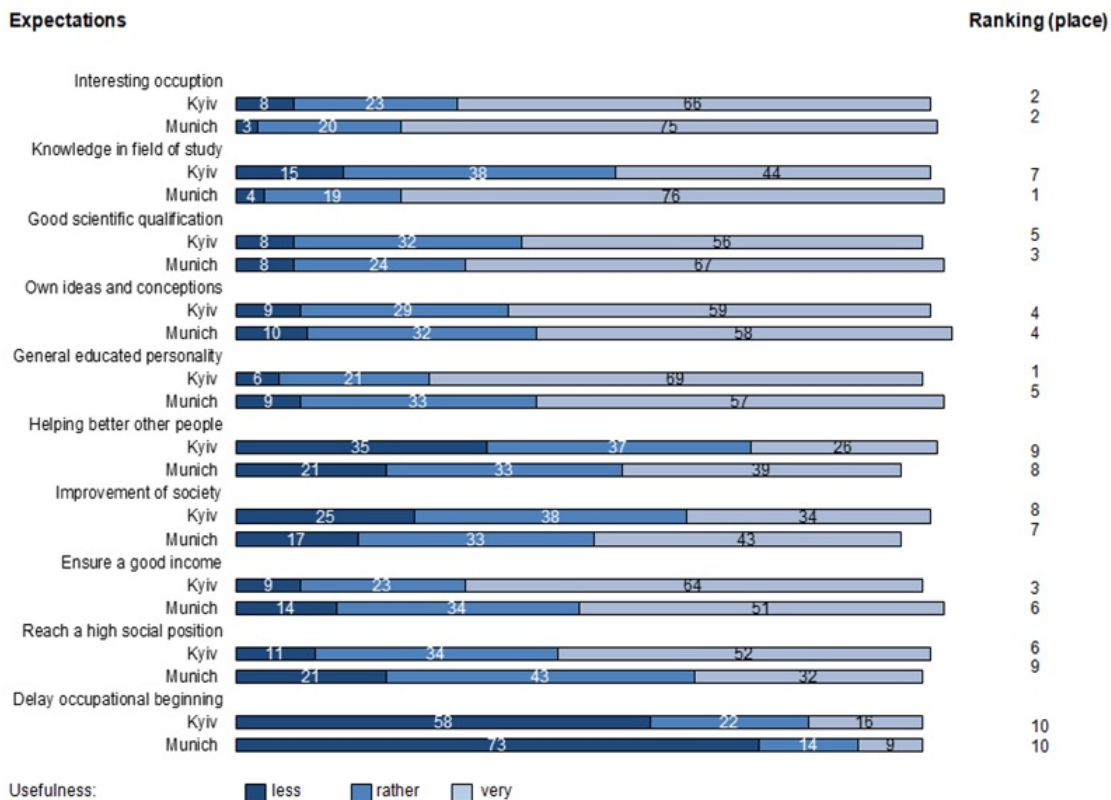
Also the two ‘material-utilitarian’ issues, *income* and *position*, achieve in Kyiv a better ranking: they are three places in advance compared to the ranking in Munich.

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.

Relevance of expectations about study functions of students in Kyiv and Munich

(Scale from 0 = not useful at all to 6 = very useful; in percent for categories: 0-2=less; 3+4= rather; 5+6 = very useful; difference to 100%: 'cannot evaluate'; Ranking place 1 to 10)



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 | | | | | Difference |
|---|------------------|----------------|-----------|----------------|-----------------|------------|
| | Cultural science | Social science | Law | Econo. science | Natural science | |
| Pattern: Idealistic-qualificatory-altruistic | | | | | | |
| - Interesting occupation | | | | | | |
| TSU Kyiv | 66 | <u>62</u> | 71 | <u>63</u> | 67 | 9 |
| LMU Munich | 73 | 77 | 84 | 74 | 74 | 11 |
| - Knowledge in field of study | | | | | | |
| TSU Kyiv | 44 | 42 | 44 | <u>38</u> | 48 | 10 |
| LMU Munich | 81 | 74 | <u>72</u> | <u>71</u> | 75 | 10 |
| - Good scientific qualification | | | | | | |
| TSU Kyiv | 64 | 55 | 56 | 54 | 54 | 10 |
| LMU Munich | 69 | 61 | 65 | <u>58</u> | 72 | 14 |
| - Own ideas and conceptions | | | | | | |
| TSU Kyiv | 67 | 55 | 60 | <u>47</u> | 60 | 20 |
| LMU Munich | 66 | 59 | <u>40</u> | 48 | 56 | 26 |
| - General educated personality | | | | | | |
| TSU Kyiv | 78 | 67 | 77 | 71 | <u>62</u> | 16 |
| LMU Munich | 72 | 59 | 47 | 52 | <u>43</u> | 25 |
| - Helping better other people | | | | | | |
| TSU Kyiv | 24 | 28 | 30 | <u>19</u> | 25 | 11 |
| LMU Munich | 31 | 61 | 33 | <u>19</u> | 40 | 42 |
| - Improvement of society | | | | | | |
| TSU Kyiv | 40 | 35 | 33 | <u>24</u> | 32 | 16 |
| LMU Munich | <u>38</u> | 56 | 42 | <u>36</u> | 42 | 20 |
| - Delay of occupational beginning | | | | | | |
| TSU Kyiv | 15 | 20 | 10 | <u>5</u> | 19 | 15 |
| LMU Munich | 8 | 12 | 5 | <u>0</u> | 14 | 14 |
| Patern: Material-utilitarian | | | | | | |
| Ensure a good income | | | | | | |
| TSU Kyiv | <u>57</u> | 60 | 85 | 68 | 64 | 28 |
| LMU Munich | <u>29</u> | 49 | 81 | 81 | 56 | 52 |
| Reach a high social position | | | | | | |
| TSU Kyiv | 53 | 56 | 63 | 49 | <u>46</u> | 17 |
| LMU Munich | <u>23</u> | <u>24</u> | 72 | 55 | <u>26</u> | 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 | NS | .32 |
| | NS | .58 | .37 | .34 |
| | .95 | NS | .64 | .35 |
| High position | NS | NS | NS | .48 |
| | .11 | .56 | .58 | .34 |
| | .89 | .09 | .42 | .10 |
| Own ideas | NS | .18 | NS | .45 |
| | .13 | .42 | .55 | .38 |
| | .86 | .40 | .48 | .17 |
| Subject knowledge | .06 | .31 | .14 | .57 |
| | .32 | .45 | .62 | .33 |
| | .62 | .24 | .24 | .10 |
| Help other people | NS | NS | .52 | .89 |
| | .29 | .58 | .48 | .08 |
| | .60 | .25 | NS | .03 |
| Improve society | NS | NS | .38 | .82 |
| | .15 | .68 | .61 | .15 |
| | .82 | .31 | NS | 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 | .85 | .30 | NS |
| | NS | NS | .61 | .69 |
| | .91 | NS | NS | .27 |
| High position | NS | .85 | .36 | .25 |
| | .20 | .15 | .56 | .67 |
| | .79 | NS | .09 | .09 |
| Own ideas | NS | .28 | .09 | .38 |
| | .71 | .44 | .47 | .56 |
| | .74 | .28 | .45 | .06 |
| Subject knowledge | NS | NS | .05 | .18 |
| | .21 | .41 | .33 | .56 |
| | .77 | .54 | .62 | .26 |
| Help other people | .25 | .56 | NS | .55 |
| | .30 | .38 | .35 | .37 |
| | .45 | NS | .60 | .08 |
| Improve society | .10 | .48 | NS | .50 |
| | .37 | .45 | .30 | .50 |
| | .54 | NS | .66 | 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 Kyiv | | Munich Kyiv | | Munich Kyiv | | Munich Kyiv | |
|----------------------|--------------------------------|---------|---------------------------|---------|---|---------|---------------------------|---------|
| | Class 1 | Class 1 | Class 2 | Class 4 | Class 3 | Class 2 | Class 4 | 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



3

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

4

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

7

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.

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

Johannes Grabmayer: “*Sapientia aedificavit 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.

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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.

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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.

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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”

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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.

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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”

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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.

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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”

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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).

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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

HRK Hochschulrektorenkonferenz
Projekt nexus
Übergänge gestalten, Studienerfolg verbessern

Contents

Introduction
Diversity-Management
HRK-Project nexus: First results
Conclusions



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)



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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

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Intro

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



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Intro

Typology of Higher Education Institutions in Germany



■ College of Art and Music
■ Universities
■ Universities of Applied Sciences

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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.

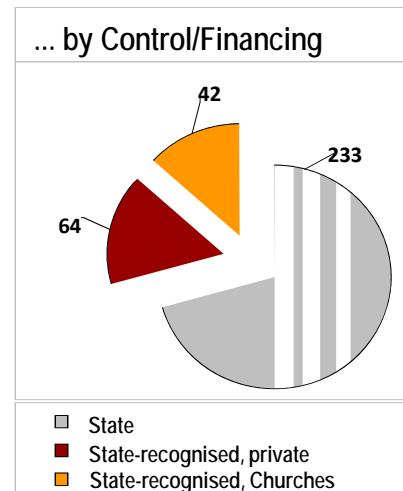
Schools of Art, Music and Film: 55 state recognised Schools of Art, Music and Film offer a wide range of education.

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Intro

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 |



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Intro

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

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Diversity Management

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)

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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

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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

Quelle: Anke Hartt, Universität Oldenburg, 9.7.2015, Folie 3

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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 programmes 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

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Diversity Management

New Challenges for Higher Education

- Diversity Management (DiM):
Cross sectional task in
Personal (Continuing Education),
Organisational (Part time and Long distance
courses; Offers in Didactics), and Strategy
development (Profile building, Marketing,
Research)
- Institutional implementation of DiM in Higher
Education structures through:
 - Gender commissioners
 - Vice-presidents
 - DiM Departments
 - Staff sections



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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 Brandenb
- RWTH Aachen Integration Teams – Hu
Diversity Management
- Cologne University: Center for Diversity
- University of Applied Sciences Gelsenki



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



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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

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Quelle: Tino Bargel, AG Hochschulforschung, U Konstanz, 5.7.2015, S.6

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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

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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)

Quelle: Anke Hanft, Universität Oldenburg, 9.7.2015, Folie 4

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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

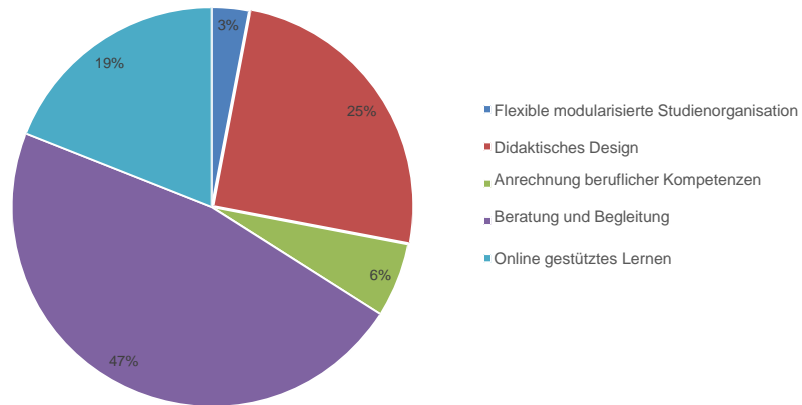
Quelle: Anke Hanft, Universität Oldenburg, 9.7.2015, Folie 5

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Diversity Management

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



Quelle: Anke Hartl, Universität Oldenburg, 9.7.2015, Folie 6

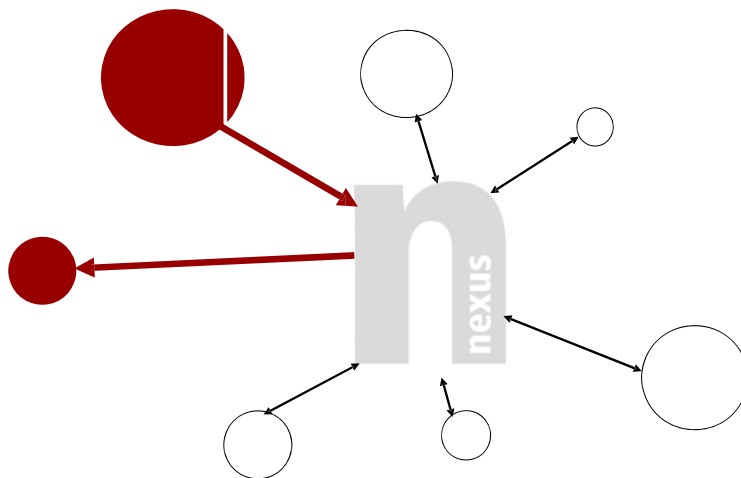
Category-based evaluation of financially supported Higher Education Institutions, data base: 35 HEIs

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HRK-Project nexus 2014-2018 – First Results

The nexus project (2010-2018)

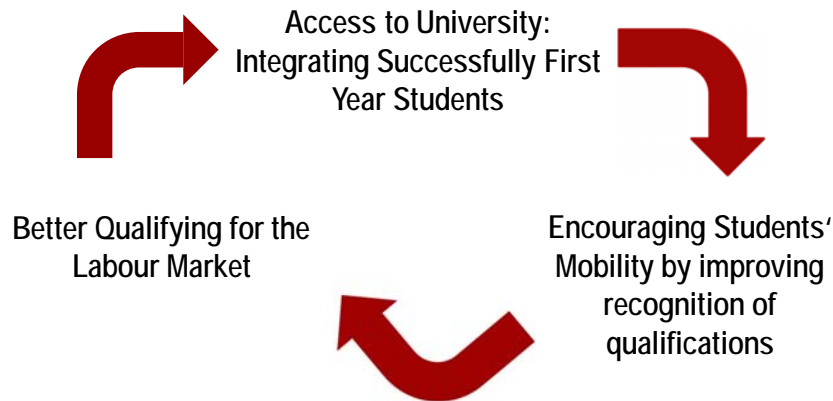


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HRK-Project nexus 2014-2018 – First Results

**Focussing at the Student Life Cycle (2014-2018) in
“Forming Transitions, Promoting Student Success“**

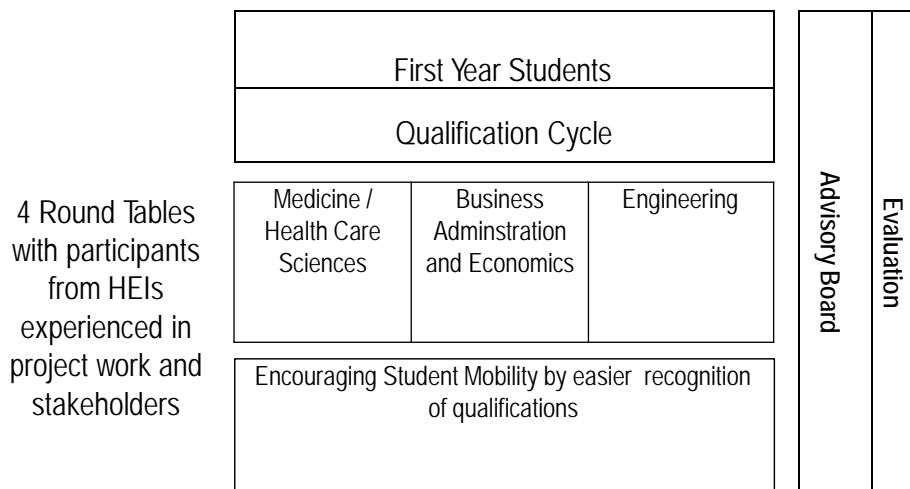


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HRK-Project nexus 2014-2018 – First Results

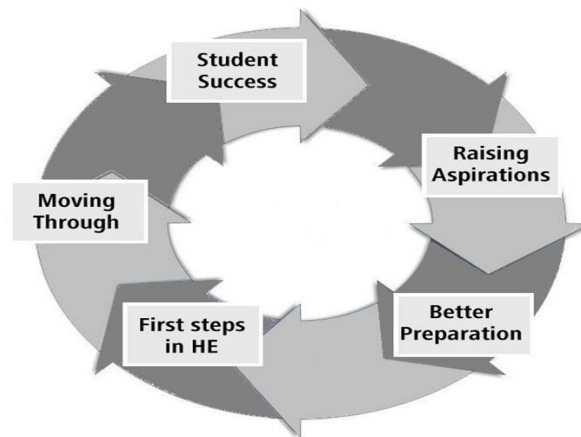
Organizing nexus II – “Forming Transitions, Promoting Student Success“ (2014-2018)



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„Student Life Cycle“



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

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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 Harff, Universität Oldenburg, 9.7.2015, Folie 8,11

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Provisions for heterogeneous groups of Students (II)

4. Student Success by 'properly' understood Modularization

- Moduls as self-contained, 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 learning facilitators and academic experts instead of being just providers of input/presenters
- Student mentors being students' guides instead of just being supervising tutors
- Consequent orientation towards the learning outcome instead of just passing on of learning contents

Quelle: Anke Harth, Universität Oldenburg, 9.7.2015, Folie 11.12

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Provisions for heterogeneous groups of Students (III)

5. Success in study and learning processes

- Outcome oriented instead of classical examination methods (such as portfolios)
- Periodical feedback loops from lecturers
- Facilitating recognition of skills acquired outside the Institutions
- Transparent, quality assured recognition processes
- General options for credit transfer will be widely recognized

Quelle: Anke Harth, Universität Oldenburg, 9.7.2015, Folie 12

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Übergänge gestalten, Studienerfolg verbessern

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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

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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)

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Conclusions

What can higher education institutions further contribute?

- As part of curricula, including practice-related elements (e.g. in a “practise phase”), teaching key competences and academic reflection of results 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.)

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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

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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>

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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

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–17th 2015

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

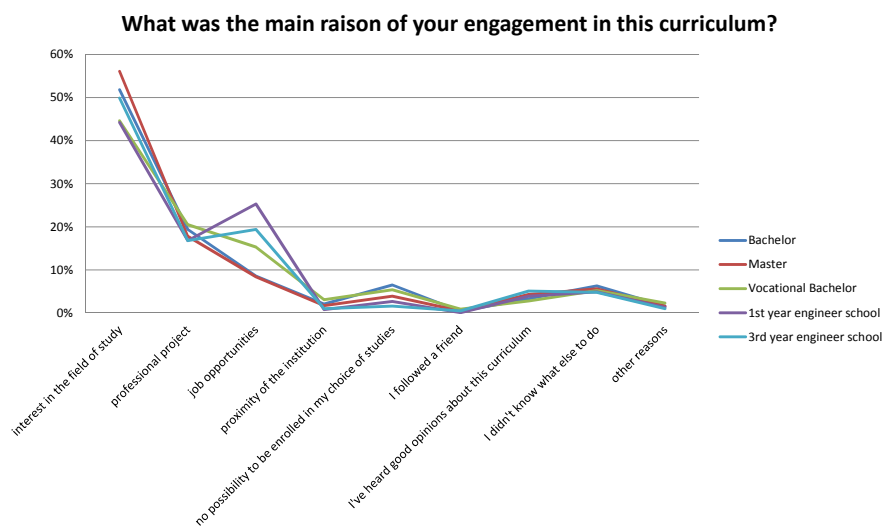
An analysis for : **Last year Bachelor students and last year Master students**

1.

The reasons for the engagement in the studies

Two interesting questions

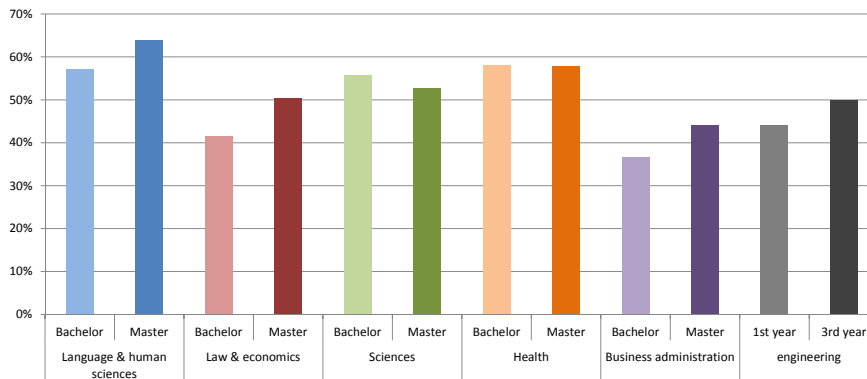
- Reasons for the choice of the field of study and the institution
- Importance given, at the time of the choice, to two dimensions of the studies:
 - the possible contribution to the intellectual development
 - the possible job opportunities.
- Possible bias:
 - Students are questioned about the reasons 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.



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.

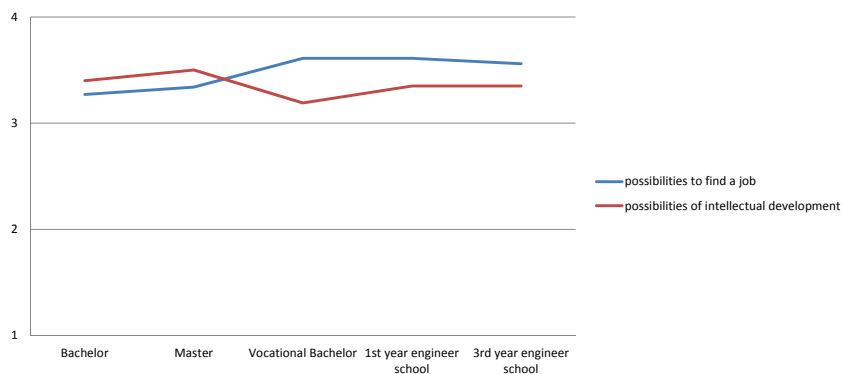
What was the main reason for your engagement in this program? interest in the field of study



- 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)

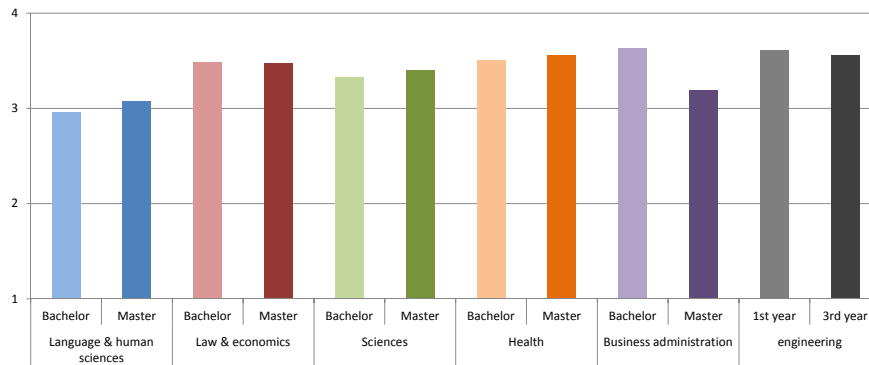


Both proposals are considered important by students and seem to have been determining in choices.

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

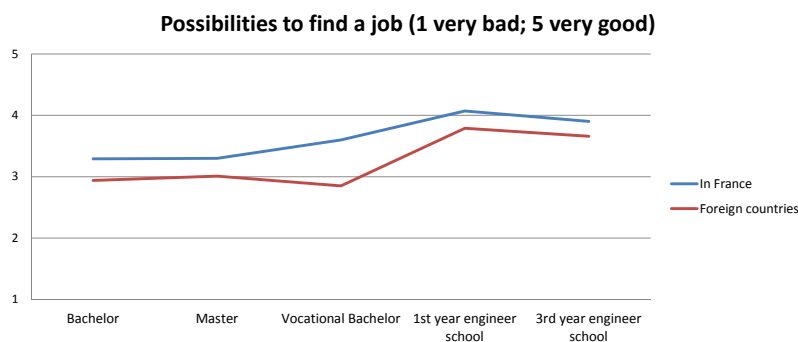
Questions about employment perspectives in France or in another country:

- 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.

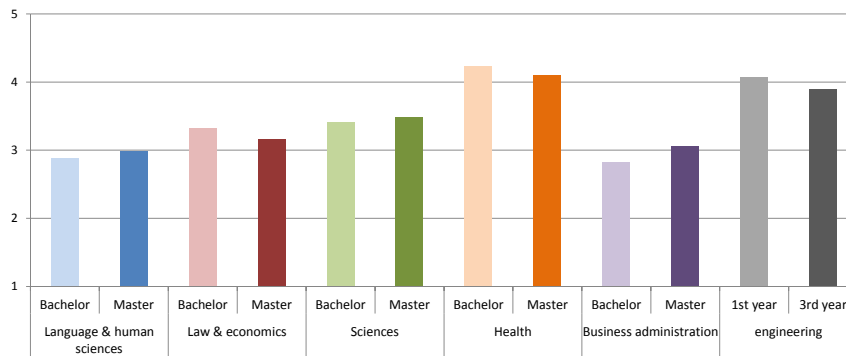
chances of getting a job at the end of their studies



- 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

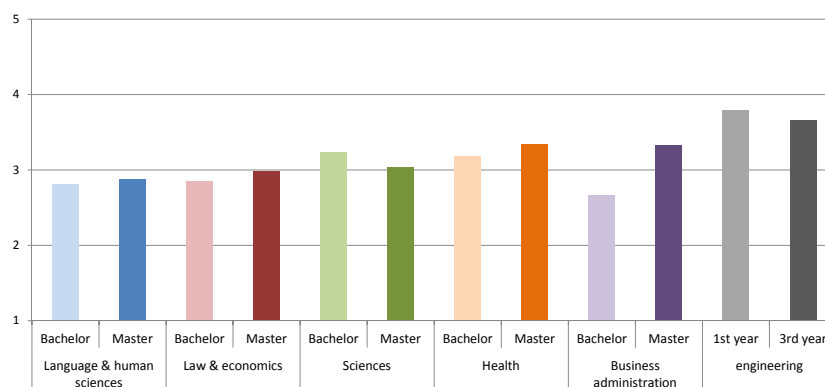
In France



- 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

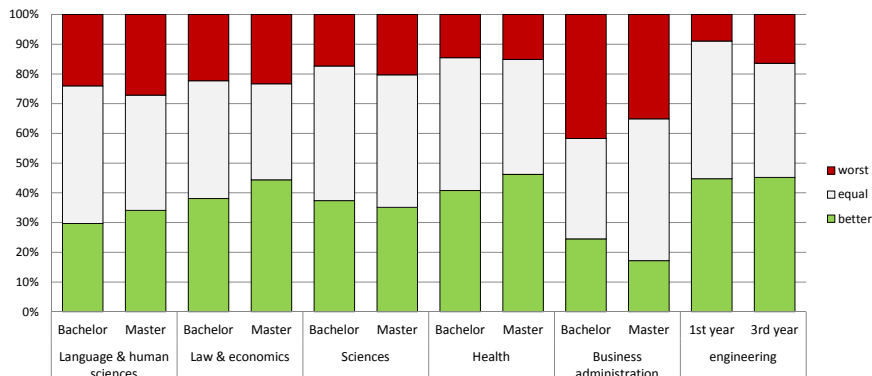
Foreign countries



- 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

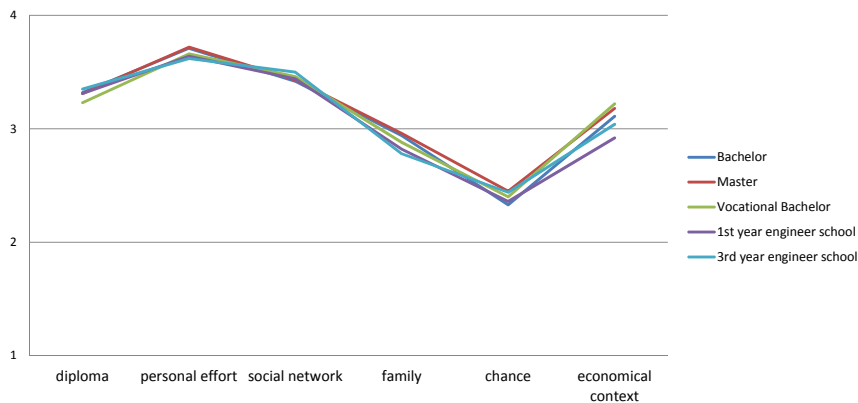
Compared to your parents, your future will be...



- 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

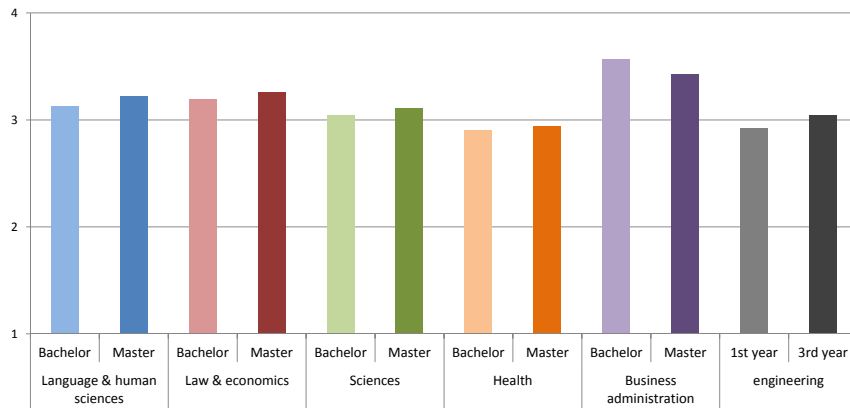
Conditions for success (1= not important at all, 4= very important)



- 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

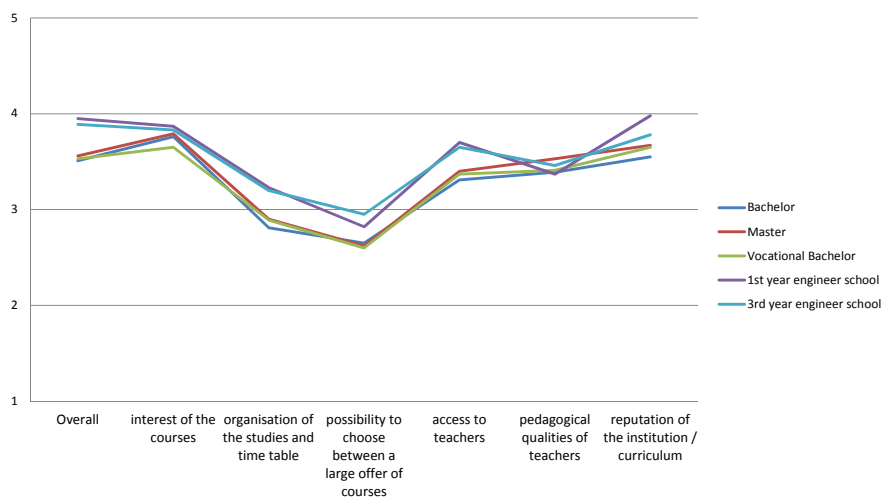


- Law & Economics Students are more sensitive to the economic situation.
- Students from Health attach relatively less importance for this factor (the average is nevertheless close to 3)

Satisfaction with the field of studies

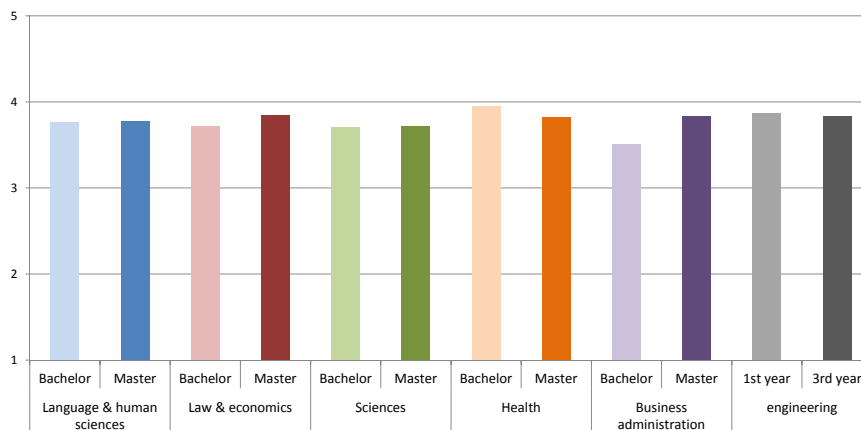
important to observe because it is likely to act on their labor market anticipations

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

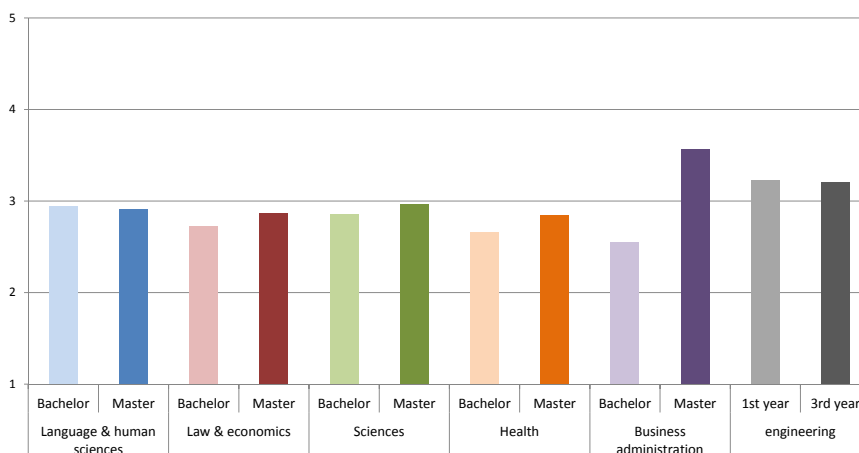


A very big uniformity in the degree of satisfaction about the interest of teachings and courses

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 :

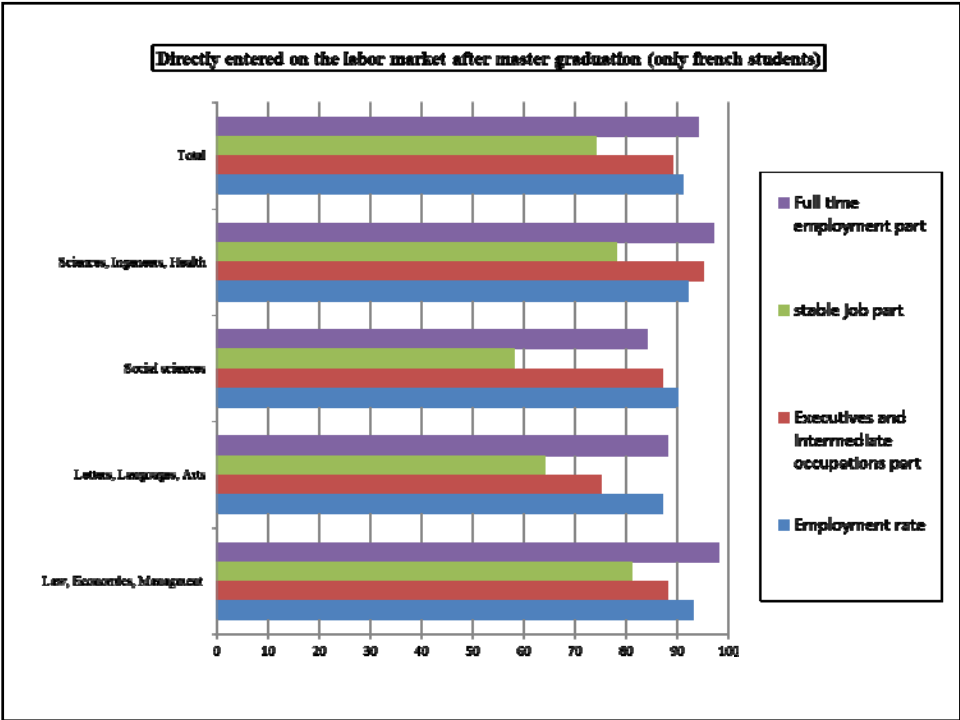
- All students express the desire to be able to spend more time to paid work and leisure activities. In other words, students wish higher quantity of paid work (who allows to reach consumer goods) and leisure activities;
- But all students also indicate that this increase does not have to reduce academics 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, Management | 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 |



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?)



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

Content

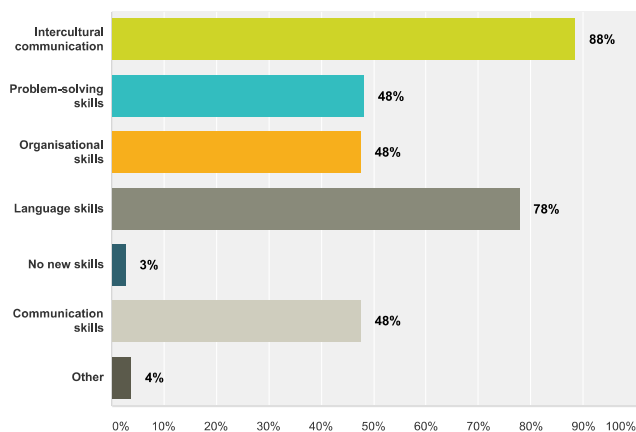
1. Research design
 - 1.1 Research questions
 - 1.2 Research approach
 - 1.3 Description of sample
2. Findings
 - 2.1 Survey results: Skills acquired through mobility
 - 2.2 Survey results: Personality change
 - 2.3 Skills development
 - 2.4 Video cuts from the interviews
 - 2.5 Explaining skills development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

Description of sample

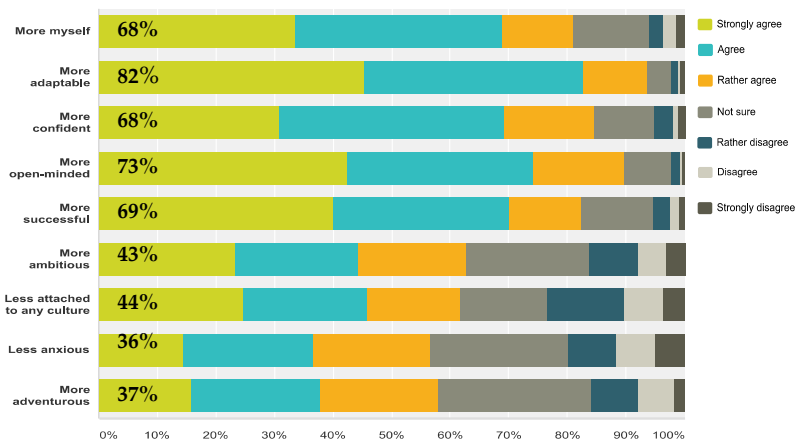
Sample of this research includes individuals, who:

- 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.

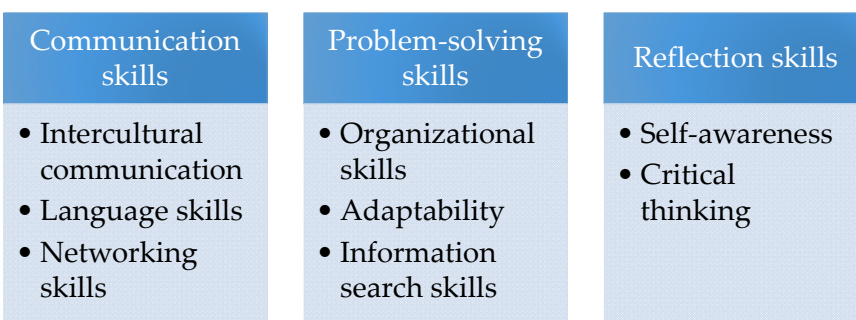
Survey results: Skills acquired through mobility



Survey results: Personality change



Summary of findings: Skills development



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

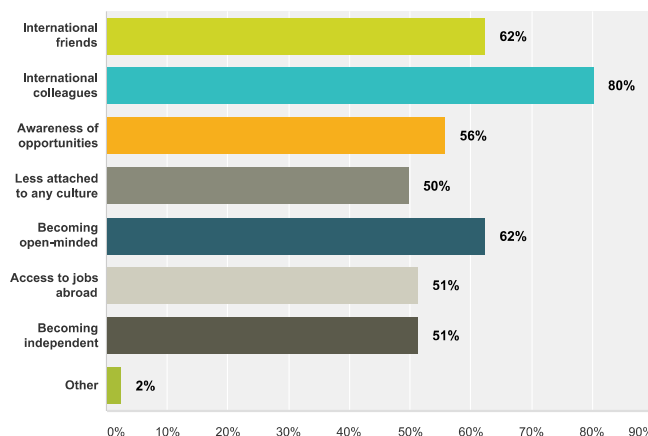
Interview with Tim



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.

Survey results: Benefits of mobility



Interview with Laura

WARWICK INSTITUTE for
EMPLOYMENT RESEARCH 

I believe that the advantage for me is the flexibility, which I have.

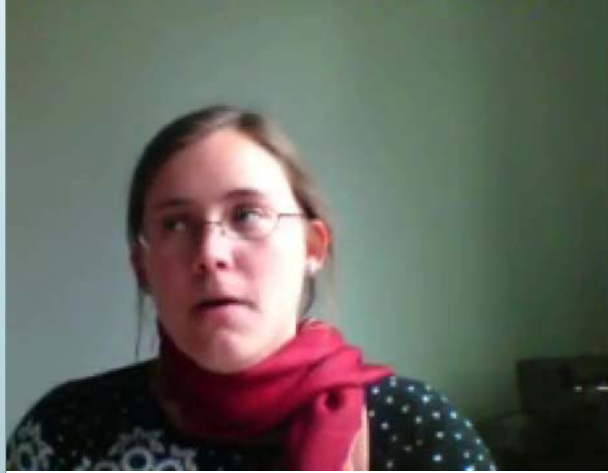
As I have seen people struggling because of wanting to stay in the same place.

Actually, it is good that I can just move when I want to.

I am not scared to pack my luggage and to say: "Goodbye, I am going now".

It is always another adventure to move somewhere else.

This makes the life exciting.



THE UNIVERSITY OF
WARWICK

o.siemers@warwick.ac.uk

Voices from the interviews

WARWICK INSTITUTE for
EMPLOYMENT RESEARCH 

I think working abroad and working with different people is an enriching experience. You learn and you grow up in a way. You learn different languages. With the language you learn different cultures.

Alice

It is hard to survive in a new country in a new situation. So, definitely survival skills are developing due to staying abroad.

Azra

This experience of mobility made me to become myself rather than to change myself. I think it would be really difficult for me to be who I feel that I've always been, if I have not had this experience.

Sarima

THE UNIVERSITY OF
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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

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