Teaching and Learning on the Move
Trends and Policies in Higher Education in Israel and around the World

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Teaching and Learning on the Move

In the 21st century, international ties have become a significant part of academic teaching and learning:

- **Students** study outside their home countries, in a variety of international programs.
- **Faculty members** teach outside their home countries.
- Academic mobility has reached **unprecedented heights**, growing from 50,000 in the 1950s to 5 million in 2000.
- **Mobility and the dispersion of knowledge** affect all universities and their faculty.

We will discuss:

- Current **trends of student mobility**
- **Policies in Europe, the US, and Israel**
- The state of mobility in Israel
- **Risks and challenges of academic mobility**
- **Finally, we will discuss whether** academic mobility is a matter of principle or economics.
Teaching and Learning on the Move

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The internationalization of higher education is a response to globalization, to a world where reality is shared and influenced by global economies, IT, the English language, and other forces that are beyond the control of academic institutions.

Globalization has forced the higher education system to adopt an international approach in order to deal with the demands of the new era and prepare students for a global reality.

Economic, political, and social forces are propelling 21st century higher education toward greater international involvement.
Teaching and Learning on the Move

The internationalization of higher education has led to an increase in cross-national activities, the introduction and adoption of a variety of programs and policy styles of an international flavor:

- **Encouraging students** to study outside their home countries beginning from undergraduate studies
- **Establishment of academic extensions** outside the home country
- **English-language** programs and degrees
- Programs for **exchange** students
- Inter-institutional **collaborations**
Several Trends

• Increased significance of collaborative research projects
• Development of curricula, teaching and learning approaches with an international flavor
• Increase in the mutual dependence of academic institutions around the world
• Mobility of people, programs, and institutions around the world

The current presentation focuses on mobility in undergraduate studies. In contrast to academic research which has become largely international since research is a cross-border endeavor, undergraduate studies are typically local and national.

But today, even undergraduate programs include an element of mobility.
Increase in the number of students studying outside their home country. 1975-2010 (in millions) (Kritz, 2012)

Mobility in higher education existed even in the Middle Ages, but then it only involved the elite. By the late 1990s, there was a significant increase in the number of students studying outside their home country.
According to UNESCO figures

In 2000, there were 1.8 million international students around the world.

• In 2007 – 2.8 million
• In 2010 – more than 4.5 million

The number of international students varies from place to place. In Europe and the US, student mobility has become a major issue in higher education, but for different reasons (in Europe – for academic reasons; in the US – for economic reasons).

In high-demand areas, international students may constitute 20% of the student body.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>2013 (%)</th>
<th>Compared to 2009 (%)</th>
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<tbody>
<tr>
<td>1</td>
<td>US</td>
<td>59.8%</td>
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<tr>
<td>2</td>
<td>UK</td>
<td>53.4%</td>
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<td>3</td>
<td>Canada</td>
<td>26.7%</td>
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<td>4</td>
<td>Germany</td>
<td>25.9%</td>
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<td>5</td>
<td>Australia</td>
<td>25.5%</td>
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<td>6</td>
<td>France</td>
<td>22.7%</td>
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<td>7</td>
<td>Switzerland</td>
<td>19.6%</td>
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<td>Netherlands</td>
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<td>9</td>
<td>Sweden</td>
<td>15.2%</td>
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<td>10</td>
<td>Spain</td>
<td>14.8%</td>
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Teaching and Learning on the Move

Almost one half of all international students study in the West. The US leads with 17% of the world’s total international students, followed by the UK (13%), Australia (6%), Germany (6%), and France (6%).

Most international students prefer to study in English-speaking countries (US, UK, Australia), which account for 36% of the world’s total international students.
Trends in international education market shares (2000, 2011)

Percentage of all foreign tertiary students enrolled, by destination

**Market share (%)**

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<tr>
<th>OECD countries</th>
<th>Other G20 and non-OECD countries</th>
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<td>United States</td>
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<td>United Kingdom</td>
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<td>Australia</td>
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<td>Canada</td>
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<td>Russian Federation</td>
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<td>Japan</td>
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<td>South Africa</td>
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<td>China</td>
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<td>Other OECD</td>
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<td>Other G20 and non-OECD</td>
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International students mainly come from:

- China, India, and Korea – Asian students account for 53% of all international students.
- European students, particularly from the EU and OECD countries, account for 23% of all international students.
- African students account for 12%.
- Students from the rest of the world account for 12% of all international students.
Questions:

1. Why do certain countries attract students more than others?

2. What are the strategies and political decisions that make it possible for certain countries to attract a high rate of international students?

3. How do these countries encourage mobility outside the country of origin?
European Trends

In Europe, mobility is a major issue in higher education.

In the late 1990s, European states declared their desire to extend the inter-state space of a shared economy and industry to the field of higher education. The ultimate goal was to increase mobility and citizen employability in a manner that strengthens the entire continent.

In 1999, these ideas were formally developed in the Bologna Process, a foundation for inter-state collaboration that created a European Higher Education Area. In 1999, 29 European countries signed the declaration and today there are 47 contracting states.

The Bologna Process introduced several changes to facilitate mobility and create uniform standards for accreditation of higher education institutions:

• Unification of training settings, to create a uniform system for all degrees.
• Shift to a uniform system of academic credits, where students accumulate credits toward a degree in any institution they attend. The credits are transferable, allowing students to transfer between institutions, experience programs in other places, and become familiar with diverse learning settings.
• Shift to a comparable system of degrees that encourages competition and increases employability, including development of relevant dimensions of European higher education that encourage mobility in general, and specifically the mobility of programs, inter-institutional collaborations, training, and research.
EU programs that promote mobility:

- **ERASMUS (European Community Action Scheme)**, established in the early 1990s to promote collaboration, mobility, excellence, and competition in the EU.
- The program was extended to Erasmus Mundi in 2004, and includes advanced degree programs, scholarships, collaborations with external countries and institutions, designed to increase competition. The program is open to all the countries and organizations in the world.
- **Tempus (Trans-European Mobility Scheme for University Studies)** is designed to strengthen ties with neighboring countries, including Eastern Europe, the Western Balkans, Central Asia, and the Middle East. The program operates in three main areas:
  - Joint projects involving EU and external institutions
  - Short-term projects to support policy reforms in the field of higher education
  - Specific grants to faculty for training and attending professional and academic conferences

The Bologna Process, and especially its flagship programs, have achieved the goals of academic mobility:

- Standardization of education made it possible to improve academic learning, bring cultures closer, and facilitate knowledge transfers.
- Enormous increase in the number of international students who study in the 32 European countries since the beginning of the program: from 827,000 in 1999 to 1,507,000 in 2007.
European Trends

In Europe, the Bologna Process was the first step that signaled a new era in higher education mobility. The open borders and removal of obstacles to higher education in Europe forced other countries around the world, wishing to remain relevant, to offer their own alternatives for increasing mobility and attracting international students.

Due to differences in governance styles and dominant social values in each country, such programs were implemented differently. In the US, where institutions operate as for-profit companies and the federal government tends not to interfere, the changes occurred from the bottom up.
Mobility in Europe and the US: A matter of academic principles, economics, marketing, or PR?
The US

In the US, institutions of higher education use a variety of initiatives and partnerships to provide cross-border programs and courses designed to attract international students.

- In contrast to Europe, this is not federal policy, but the initiative of colleges, universities, and private institutions.
- Foreign undergraduates contribute to institutions’ budget as well as their institutional prestige. The most highly sought destinations are California, New York, Illinois, Washington DC, and Massachusetts.
- US institutions compete over foreign students and some states adopt policies that they apply to public universities. For example, Colorado changed a law that limits the number of international students to one third of the students in an institution. This allowed a 23% increase in the number of foreign students in the state in a single year.
- To increase mobility, Massive Open Online Courses were first launched in the US in 2011. These courses were offered at no charge, first by Stanford University and then through for-profit companies including Coursera and Udacity. Many prestigious universities such as MIT, Princeton, Harvard, and Yale offer MOOCs. Students who successfully complete these courses receive a certificate. Although the courses are free, the companies that offer them profit in various ways, including through fees for certificates of completion and academic credits.
Academic capitalism in the US

The dominant model in the management of US higher education institutions is the market force model. This model follows a capitalistic approach assuming that competition and a free market are the best way to maximize utility. As a result, universities compete over students and financial resources.

International students are an important source of revenues for academic institutions. First of all, they pay tuition. In 2011, the increase in international students accounted for an additional USD 18 million in revenues over these students’ four-year period of studies.

Prestige and international ranking – International students add to an institution’s prestige because the proportion of international students is one of the elements that make up an institution’s international ranking. For example, to meet international standards, institutions must have at least 30% international students and 30% of its faculty must be foreign faculty. International ranking is an important source of attraction and reflects an institution’s competitive edge in the higher education market. These standards have a strong impact on the decisions of students and their families when considering international education options.
Academic capitalism in the US

• In the US academic system, economic profit is a supreme value that reflects an institution’s efficiency.

• Institutions operate independently and use private initiatives to attract international students.

• International mobility policies are conducted at the institutional or state level, reflecting the belief that institutions must adapt to the changing global world in order to compete in the global higher education market.

• Institutions invest active efforts in advertising and marketing their programs, and open agencies overseas to recruit students. The perceived prestige of US institutions, English-language instruction, as well as institution and state policies that encourage international students, has made the US the leading country in the proportion of international students.

• Australia is another attractive destination, an English-speaking country that encourages immigration for educational purposes.
Australia

• Similar to the US, higher education is a significant industry that generates enormous revenues for the country. International students account for one quarter of all the students in Australia. Higher education is classified as the third most important export service for the country’s treasury. Revenues from international students account for 15% of the total revenues of Australian universities.

• As a result, mobility has become an integral part of the national and institutional agenda. Australia has a higher education advisor stationed in several of its foreign embassies, mainly in Asia.

• The country’s institutions also offer a variety of programs and degrees through foreign extensions. One third of the country’s degrees are earned outside Australia.

• In 2010, the country launched a Study in Australia campaign to recruit potential students from China, India, South Korea, Indonesia, Malaysia, and Thailand.
Israel

• Israel has extensive research ties with academic institutions around the world, they typically involve research students. There are local initiatives.

• The Commission of Higher Education opened the TEMPUS program in Israel, funded by the EU, which injected over EUR 10 million into the program. The program reflects the desire to participate in the global mobility trend, but few institutions participate, and these focus mainly on collaboration between institutions on research projects.

• ERASMUS MUNDI operates in Israel but is limited to faculty and students in advanced degree programs.
Israel

Academic institutions in Israel recognize the economic significance, but mainly the academic significance, of promoting inward and outward mobility.

There is no national policy showing that this issue is on the higher education agenda.
How does mobility affect teaching and learning?

**Policy** - One of the goals of teaching is to prepare students to function in a global world. Both faculty and students are required to take part in mobility as part of their study programs and professional development.

**Greater internationalization in higher education programs** - Increase in cross-border activities, including development of programs with an international character (student-exchange programs; opening academic extensions overseas; offering English-language programs and degrees; programs for foreign students; involvement in inter-institutional partnerships).

**Massification of learners** - To compete in the global market of higher education, institutions must adapt to the changing world. These adjustments include global operations, which demand that institutions open their gates to students from all over the world. A broad range of initiatives and partnerships have been established to provide cross-border programs and courses that appeal to foreign students. Recruiting foreign students significantly contributes to institutions’ budgets and prestige. Institutions compete fiercely over foreign students.

**Increased global competition** - International ranking has become a major factor of attraction for students, and provides a competitive advantage in the saturated higher education market. Despite the shortcomings of the ranking model, rankings have a strong influence on the decisions of students and their families regarding international education options.

**The revolution in tools of teaching & learning** - A conceptual change in how teachers teach, including increased use of information and communication technologies and development of curricula and approaches with an international perspective.

**The view of research and academic teaching as a resource** - The dominant model in higher education management is the market forces model, which stems from the capitalist approach and assumes that competition and free markets are the means for maximizing utility. As a result, universities compete with each other over students and financial resources. According to this approach, foreign students are a significant source of income for academic institutions. Therefore institutions make active efforts to market and advertise their programs and have even established overseas agencies to recruit students. MOOCs are offered at no cost.

**English-language programs & courses** - Perceived prestige of US institutions, teaching in the English language, institutional and state policy, all encourage foreign students.

**Support systems** - Efforts to improve support systems for foreign students. Universities must make strategic, planning, budgeting, and executive preparations, and incorporate mobility into their general institutional vision.
Mobility in higher education – challenges and risks

• Processes of globalization and internationalization have created record levels of student, program, and faculty mobility throughout the academic world. This mobility includes considerable **challenges and risks**. The relative ease with which students move between institutions and programs around the world creates a situation in which the higher education systems, cultural norms, and labor market of the countries of origin are not always compatible with those of the destination countries.

• Nearly exclusive use of the English language makes it possible, on one hand, to access most of the world’s research and study materials. However it limits access to knowledge in countries where students and researchers have not fully mastered the language.
Challenges and Risks

• The students who tend to use opportunities to study overseas are generally come from higher status groups. In Israel, for example, students who study overseas must pay their own airfare. As a result, overseas education strengthens the stronger populations, and makes the weaker groups even weaker. To create global education that is universally accessible, that is an integral part of higher education, institutions must address this challenge by providing significant financial aid to allow equal opportunities for international education.

• Risks of international education include “brain drain,” commercialization of higher education, and loss of cultural identity of students from poor countries. In view of the one-way direction of students, this situation has an adverse impact on the division of resources in the world. Citizens who have the economic and academic ability to do so leave weaker countries in favor of stronger ones.

• A 2004 study showed that 80% of the Chinese and Indian students who study abroad do not return home after they earn their degree.
Conclusions

• Mobility is the next “hot thing” in higher education. Eventually, an international education will be an integral part of a BA degree.

• Mobility increases inequality – a small number of countries are the most desirable destination countries, with the strongest institutions attracting the most students, while international students are usually those with the financial resources or talent to study overseas.

• Mobility differs from one country to another. In Europe, the source of mobility are decision makers and policy makers, but in the US, mobility reflects institutional policy designed to adjust to market demand. In Australia there is a combination of institutional initiatives and government support for mobility.

• Mobility is an inevitable process and institutions and countries that fail to recognize this and to adjust accordingly, will remain behind.
Conclusions and Summary

how are we preparing ourselves?
In Ariel university
The current article's purpose is to examine the globalization phenomenon, which is not the same as internationalization. The article discusses how globalization has affected the field of higher education. The author argues that globalization has led to the expansion of academic programs and the increasing number of students studying abroad. The article also highlights the importance of local and international collaboration in higher education.

Keywords: globalization, internationalization, higher education, academic programs, students, collaboration.
Every student can accumulate academic credits at any college of their choosing.

The network of academic exchanges and programs is run by one institution or jointly by several institutions in a specific area as well as a resolution under the name "European Higher Education Area - EHEA" (European Credit Transfer and Accumulation System - ECTS).

The agreement covers the movement of students and researchers from one country to another, both short and long-term, as well as the establishment of a single academic ranking system.

According to the report by Altbach et al. (2009), "European Higher Education Area - EHEA" has a share of 36% of the total enrollment of international students worldwide.

Overarching framework of qualifications (e.g., the Bologna Declaration, 2009). The report emphasizes that the movement of students and researchers is a key factor in the development of the European Higher Education Area (EHEA).

The Bologna Declaration (2009) states that the movement of students and researchers is a key factor in the development of the European Higher Education Area (EHEA).
Aim of the study was to develop a model of the quality of education and its benefits for the higher education institution. The study used a comparative analysis of the quality of education in different countries and regions. The study was based on the following criteria:

1. Academic reputation and ranking in the world (Times Higher Education World University Rankings).
2. Number of international students in the university.
3. Enrolment rates in the courses.
4. Number of courses offered.
5. Quality and reputation of teaching staff.
6. Research output and publications.
7. Funding and financial resources available.
8. Infrastructure and facilities.

The study was conducted in a sample of 50 universities from different countries and regions. The results of the study showed that the quality of education is significantly higher in universities that rank higher in the world rankings. Furthermore, universities with higher enrolment rates in international students tend to have better quality of education. The study also found that universities with higher research output and funding resources tend to have better quality of education.

The study recommends that universities should focus on improving their academic reputation and ranking in the world, which would result in better quality of education. Universities should also invest more in research and infrastructure to improve their academic reputation. The study concludes that improving the quality of education is crucial for the success of higher education institutions.
In order to promote the arrival of students, programs are being implemented in various institutions. The guide proposes a wide range of opportunities for students, including, for example, the possibility of conducting research and coursework at the graduate level or outside the country.

In the context of the mobility strategy, the planning, budgetary, and implementation aspects of the guide are emphasized. The mobility strategy is successful in increasing student mobility. As noted in previous publications, such as M. Choudaha & Chang (2020), programs that are being implemented in universities and institutions are intended for students and their faculty who are interested in conducting research and coursework abroad, particularly in Asia.

In the context of the mobility strategy, the planning, budgetary, and implementation aspects of the guide are emphasized. The mobility strategy is successful in increasing student mobility. As noted in previous publications, such as M. Choudaha & Chang (2020), programs that are being implemented in universities and institutions are intended for students and their faculty who are interested in conducting research and coursework abroad, particularly in Asia.
The document discusses the benefits of student exchange programs, particularly in the context of the global academic landscape. It highlights that universities, such as the University of Haifa, offer exchange programs for students to study abroad during their bachelor’s degree. These programs are不仅能 include courses that fulfill the requirements of their major, but also provide opportunities to study in different cultural settings, enhancing their educational experience.

In addition to the academic benefits, these exchange programs can also be financially viable for students. For example, the University of Haifa offers scholarships to cover tuition fees and living expenses, making it feasible for students to study abroad for an entire year.

Moreover, these programs are integral to the university’s strategy of internationalization. They facilitate the exchange of knowledge and ideas, enriching the educational experience for both domestic and international students. This highlights the importance of international academic partnerships and the role of universities in preparing students for the globalized world.
The development of curricula and teaching methods in an international setting
is a topic of discussion. The paradigm shift in teaching and learning, and the academization of business as a business model, is rooted in a market-driven approach that is embedded within a capitalist framework. This paradigm places competition and free markets as the means of maximizing efficiency. As a result, universities compete with each other to attract students and financial resources.

According to this economic perspective, international students are an additional and significant source of revenue for academic institutions. Therefore, there is an active effort by institutions to market and promote their study programs and even open agencies abroad to attract students. Programs of courses open to the public (MOOCs: Massive Open Online Courses) without the cost of teaching in English is a feature that is considered prestigious in American higher education, teaching in English in combination with institutional and state policies that encourage the entry of international students. Efforts are made to support students internationally, and this must be part of the overall vision of the institution.

The challenges and risks of higher education, the movement of students, programs, and faculty around the world, create internationalization and processes between institutions and programs in the world. The relative ease with which students identify risks and challenges, and in particular, the mismatch between the market and the State of the destination or origin, can be measured at least partially or the destination, in terms of the quality, ethics, and conditions of higher education that are provided (Altbach et al., 2009).

English is a language of the rich countries of the world, and generally used to take advantage of the opportunities for national students. However, in most cases, the students who are required to be at least or ranked high in social status are considered to have the advantage of studying abroad, as well as the ability to pay the high costs of transportation and accommodation that make global education a right for those who can invest in it.

There is also a variety of challenges, including the high costs of higher education. In addition to these challenges, there are those who claim that the "export" and between them, you can mention (Altbach et al., 2009). In the global market, the higher education is subjected to an international influence in all areas, and in particular, the part of the international component is increased, and the technological globalization is such a phenomenon that is expected to lead to research and development in various fields. There is a significant interconnection between the countries of the world, and this is the basis for the expansion of the market and the black market, which is the only solution for students of international standing, who are drawn to institutions that allow them to study abroad.

There are different policies for internationalization in different regions. For example, in Europe, the policy of internationalization is different in each region. In addition, as mentioned above, the movement of students and the differences in the international classification and institutional rankings, can be measured by the lack of students in the global market, as well as significant differences in the quality of institutions that accept students, depending on the region.


• https://rector.tau.ac.il/international-agreements