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# Peer Learning Activity on Learning Outcome Systems

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**Learning Outcomes & Windows of Mobility/Opportunity: In Search of Boosting Student Mobility between Asia and Europe - Practices from TH Aschaffenburg, Germany -**

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# Learning Outcomes in the European Higher Education Area - ECTS Key Features - Context



Learner-centred  
system

ECTS Mobility  
supporting  
documents

ECTS key features

Learning  
outcomes and  
workload

Recognition of prior  
learning and Lifelong  
learning

Credits:  
allocation, award,  
accumulation, transfer



Sources:

[https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide\\_en.pdf](https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf)

<https://audiovisual.ec.europa.eu/en/video/I-101937>

# ECTS Key Features – Learning Outcomes

It is recommended to formulate 10-12 learning outcomes at programme level & 6-8 learning outcomes for educational components (= “modules“ for our purpose)

Learning outcomes should meet the following criteria:

- Reflect the context/level/scope and content of the programme
- Be succinct and not too detailed
- Be mutually consistent
- Be easily understandable and verifiable
- Be achievable within the workload
- Be linked to appropriate learning activities/assessment methods and criteria (formulation e.g. active verbs what students are expected to do/know/learn ..)

sources: [https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide\\_en.pdf](https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf);  
<http://www.duz-medienhaus.de/de/fachinformation/wissenschaft/ebook-details/!/id/75>

# Learning Outcomes & Windows of Mobility

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- Definition: A mobility window is a period of time reserved for international student mobility that is **embedded into the curriculum of a study programme** (source: I. Ferencz /K. Hauschildt and U.Garam (eds.). Mobility Windows. From Concept to Practice. ACA Papers. 2013. p.34 )
- Formulation of learning outcomes/mobility windows against the **rationale of enhancing student mobility** as integral part of overall internationalisation (promoting two-sided mobility) = structural mobility arrangements
- Key role of **academic staff & role of partners** in designing mobility windows (e.g. complementing rather than matching expertise of partners)

Source: [http://www.aca-secretariat.be/fileadmin/aca\\_docs/images/members/ACA\\_2013\\_Mobility\\_windows.pdf](http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA_2013_Mobility_windows.pdf)

# Windows of Mobility – Key Features

- **Curricular embeddedness** is a distinctive feature of windows of mobility/window of opportunity
- Essential Elements:
  - 1) They form an **explicit part of the study plan**
  - 2) **Transparency about the possibility of recognising** the student mobility (i.e. counting towards degree e.g. usually via ECTs accumulation)
- Windows of mobility/opportunity can be **optional or mandatory elements** of the respective curriculum
- Windows of Mobility can mean a **highly prescribed vs loosely prescribed programme** abroad (cf. Learning outcomes can act as facilitator/bridge)

# Windows of Mobility – Examples

## Example 1: International Management (15 ECTS)

- This module is a window of mobility that forms an integral part of a BA programmes in business and economics (210 ECTS) in the 3rd year
- It allows students to choose relevant courses for one of their two specialisations of BA amounting to 15 ECTS
- This is a loosely prescribed student mobility program with learning outcomes focussing on aquisition of relevant knowledge/competence and skills in an international study context
- Recognition possible for programmes with partners but also for free movers (= loosely prescribed programme)

Source: [www.th-ab.de/https://www.th-ab.de/eng/prospective-students/degree-programmes/bachelors-programmes/business-administration/](http://www.th-ab.de/https://www.th-ab.de/eng/prospective-students/degree-programmes/bachelors-programmes/business-administration/)

# Example 2: From Window of Mobility to Mobility of Internationalisation



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## Example 2: Working in international projects (6 ECTS)

- This module has been conceived as a course to be taken abroad to boost outgoing student mobility in a Master's programme (outbound component).
- This module has now also been anchored as an integral element of the course programme for incoming students (inbound mobility)
- The context and focus of the learning outcomes is centred around interdisciplinary cross-cultural project related team work
- This is a new way of boosting two-way curricular anchored mobility as part of the institution's internationalisation agenda = **“window of Internationalisation“**

# From Window of Mobility To Windows of Internationalisation



- Design and integrating mobility windows is a common effort: **involve colleagues** from the onset
- **Short term mobility programs** such as summer schools /internationalisation can act als catalyst for more ambitious recognition efforts between partners
- Link window of internationalisation **to staff mobility** where possible i.e. between Asia and Europa (e.g. Bavarian guest lecture programme allowing guest lectures from Thai partner) also to facilitate learning inside and across the HEIS involved
- A future **ASEM Study visit programme** would enable sharing more good practices and valuable insights (context is important!) in the creation of such instrumetns to facilitate academic recognition ..and ultimately boost student mobility



*Thank you for your attention*

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