

RT9: Will students in search of courses in other countries ever have a digital database to assist them?

Round table planned working method:

Participants are divided in three groups of 4 people. Each group gets a motivating story and some stimulating questions: one for the student view, one for the university view and one for the (inter)national agency view. The groups discuss one "view" and write down answers and suggestions on A3 paper. After 15 minutes of discussion papers are shifted around and the second group works further on the suggestions of the first. In this way each group has 15 minutes to discuss each view. Finally the last group presents the suggestions on their paper to the round table.

Round table schedule:

1. Introduce ourselves	10 minutes
2. Introduce topic, purpose and working method of RT	
3. Round of introductions	
3. Divide participants in 3 groups	
4. First round of discussion	15 minutes
5. Second round of discussion	15 minutes
6. Third round of discussions	15 minutes
7. Present outcomes	5 minutes

Round table necessities:

- 24 booklets for participants to take home (see here under)
- 6 papers (A3) with motivating stories and space for answers, suggestions
- 3 marker pens in different colors, one for each group

Round table report:

Since there were much less participants at the table than expected we had to adapt our working method. We did not divide the group in three but discussed all the topics in one group one after the other. We also did not use the A3 papers but just put down the results in ones booklets.

Finally the rapporteur presented the results to the audience.



Table 9:

**Will students in search of courses
in other countries ever have a
digital database to assist them?**

Moderator: Nicki Mrose (nicola.mrose@avnet.kuleuven.be)
Rapporteur: Steven Verjans (steven.verjans@avnet.kuleuven.be)

Student view:

Anna is a student from Poland. She just finished her Masters in Law at her home university. To enhance her professional competences, improve her language skills, and gain new experiences abroad she wants to follow an additional one or two year specialization with a European dimension. She wants to study at a university in another European country but it doesn't really matter for her where to go as long as the specialization builds on her former education, is of high quality, and additional language courses are offered.

- What problems does Anna face (reflect on your own situation)?

- What actions does Anna need to take?

- What features/tools could make her selection easier (what would be the ideal situation)?

University view:

Rob is working for the management of a European university. He is responsible for making the university's courses and programs visible and transparent. Since government subsidies are depending on student numbers he has to promote the course offers to national and international students and to convince them of their high quality in order to attract as much students as possible.

- What problems does Rob face (reflect on your own situation)?

- What actions can Rob take?

- What features/tools could make his work easier (what would be the ideal situation)?

(Inter)National Higher Education Agencies view:

Susan is working for the European Commission. She has to develop a step-by-step plan to stimulate National Higher Education Agencies and universities to make their study offers transparent throughout Europe. Students have to find information on courses and programs easily and in a standardized way. In this way student mobility can be stimulated and improved.

- What problems does Susan face?

- What actions can Susan take?

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For a UNIVERSITY to be confident it is offering high quality in use of ICT to its VISITING STUDENTS, what services should it offer?

Provide a searchable database of courses and programs, which fulfils the ECTS-label requirements
Provide (course) information and website not only in the local language but also at least in English
Provide information not only on university website. Test if info is also available via the European portals PLOTEUS and Study-in-Europe. If necessary take steps to make information available there

For STUDENTS to be confident that they are well-prepared for a visit to another university in terms of use of ICT, what INFORMATION do they need and what ACTIONS do they need to take before departure?

Check portals like PLOTEUS and Study-in-Europe for information on study opportunities in different European countries
Check and compare university websites of interesting institutions before making a choice
Inform well about course and examination modalities

For INTERNATIONAL (EC) and NATIONAL HIGHER EDUCATION AGENCIES to be confident that the national infrastructure is well-prepared to support VISITING STUDENTS in terms of use of ICT, what INFORMATION do they need to provide and what ACTIONS do they need to take?

Support and stimulate international standards of course descriptions
Support and stimulate European projects like PLOTEUS and Study-in-Europe
Support and stimulate country-specific databases on courses, programs, study modalities and student facilities
Promote these portals towards HEIs and interested students