

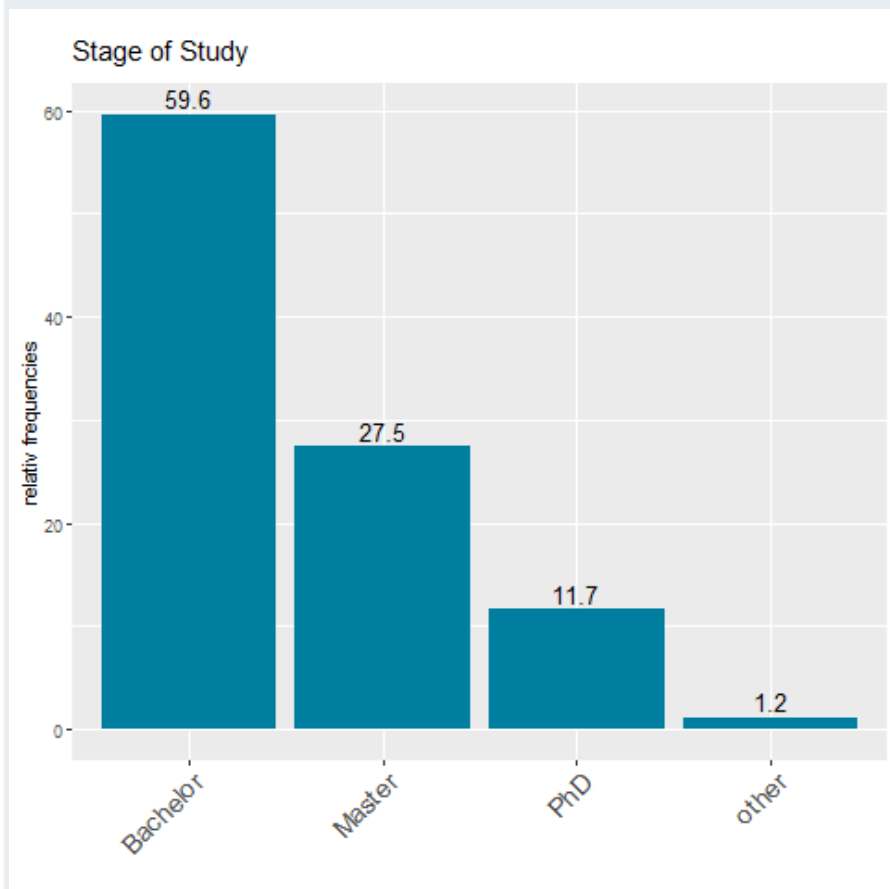
Erasmus+ Blended Intensive Programms – from the students perspective

Survey among students from AT and NL

Student-Survey

- Sampling: IOs at universities from AT and NL were asked to contact students who had participated in a BIP.
- Responses: 171
- Topics:
 - Information, motivation and mobility experiences
 - Course Design
 - Evaluation
 - Recognition and organisation

Sample – general information



47,8 % Male

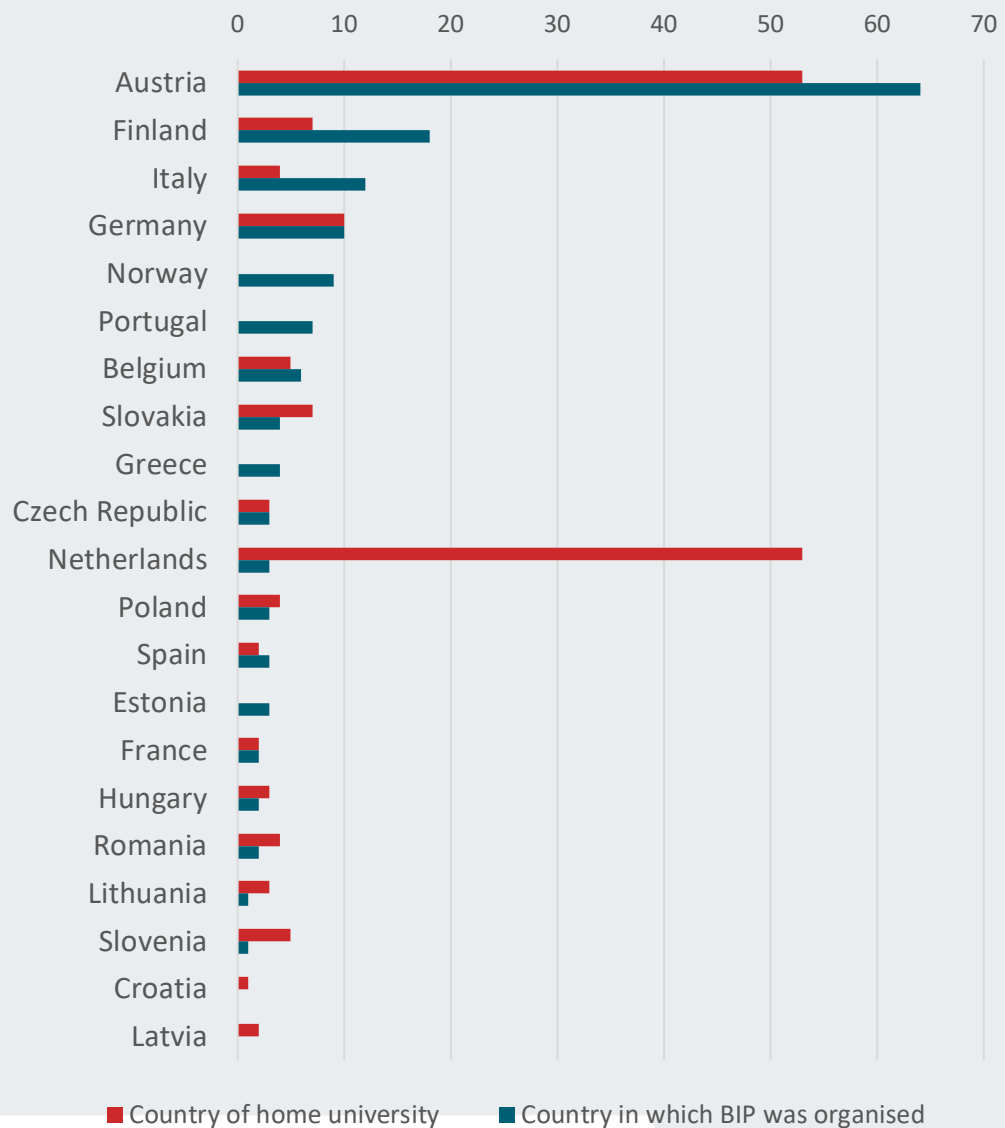
52,6 % Female

0,6 % Other

Living Conditions

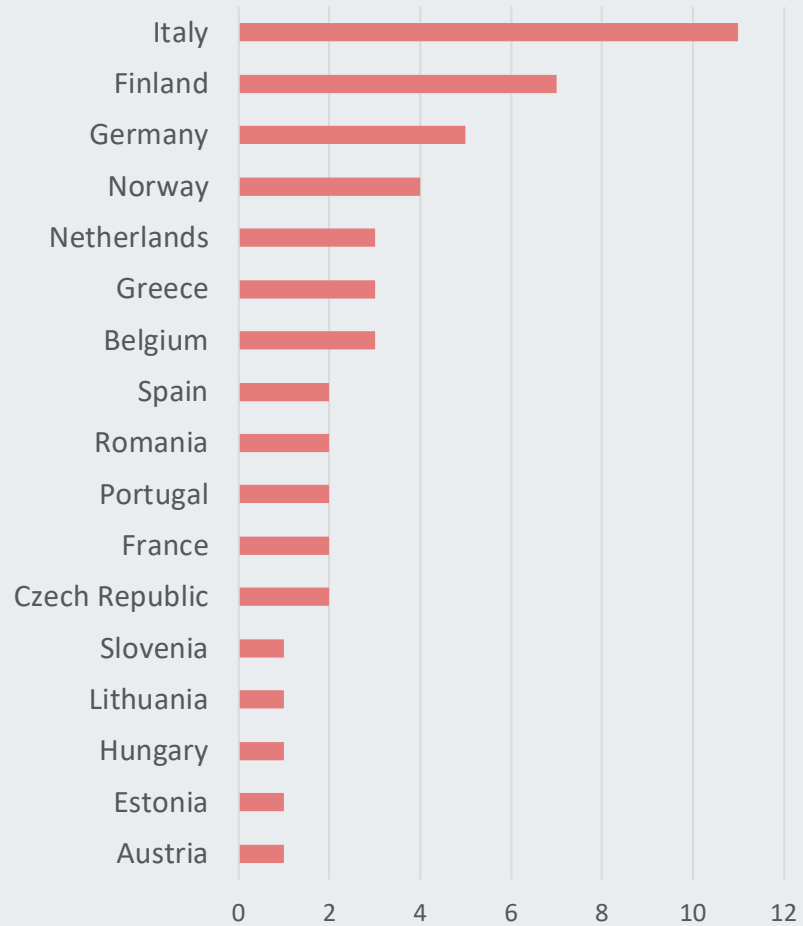
- 70% are employed (average 16h)
- 15% have caring responsibilities
- 8% have disabilities/chronic disease

Countries

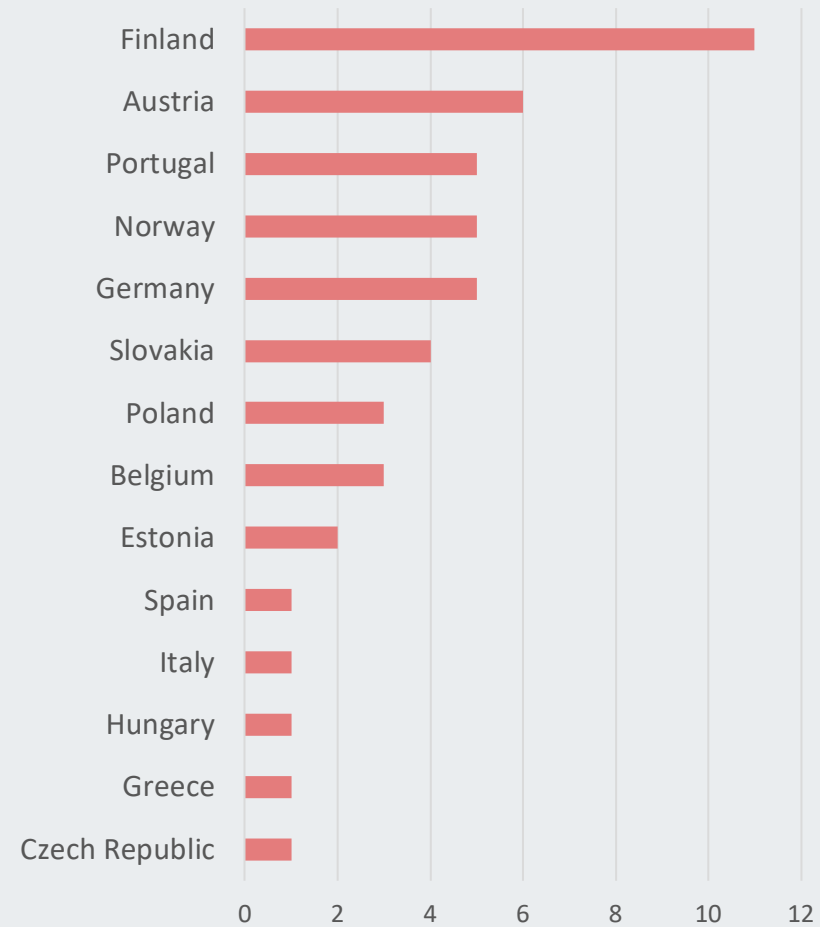


Where do students from AT and NL go for BIPs?

BIP-Countries – Students from AT



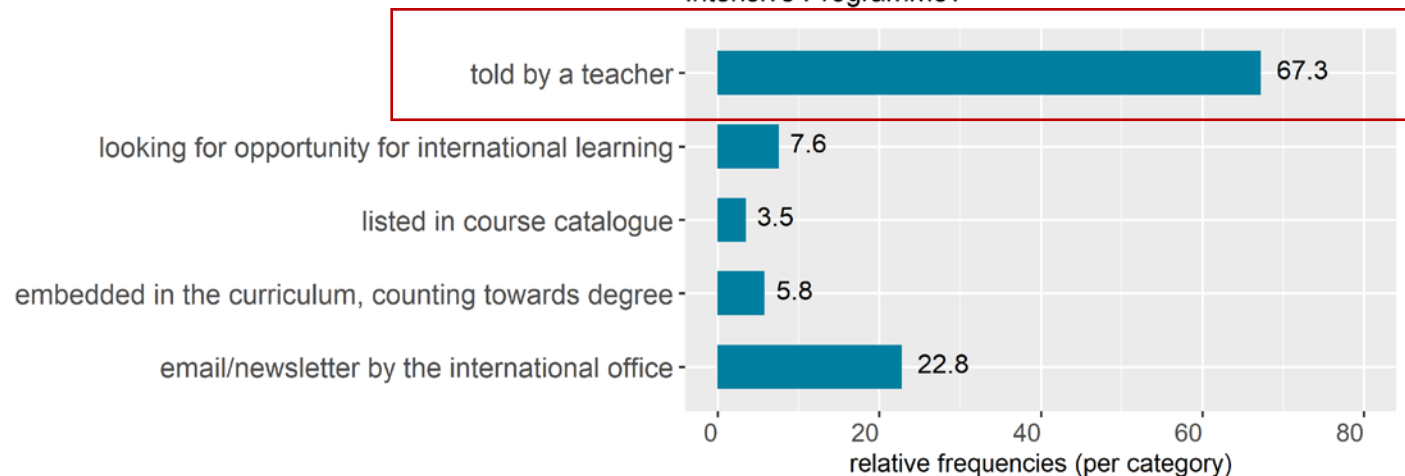
BIP-Countries – Students from the NL



- Information, motivation and mobility experiences
- Course design and evaluation
- Recognition & organisation

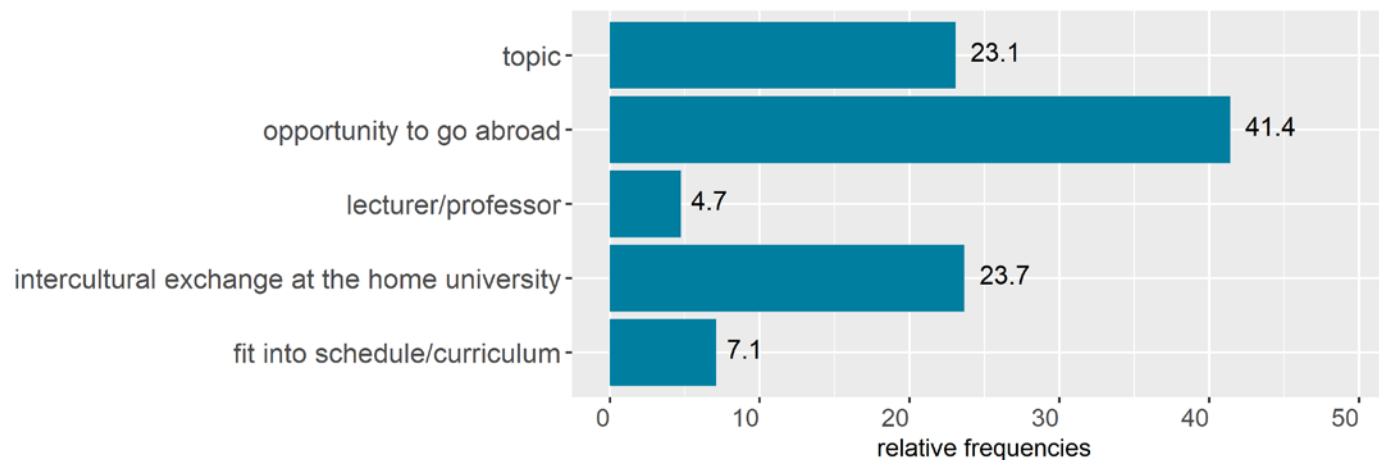
Information and motivation

How did you find out about the Erasmus+ Blended Intensive Programme?



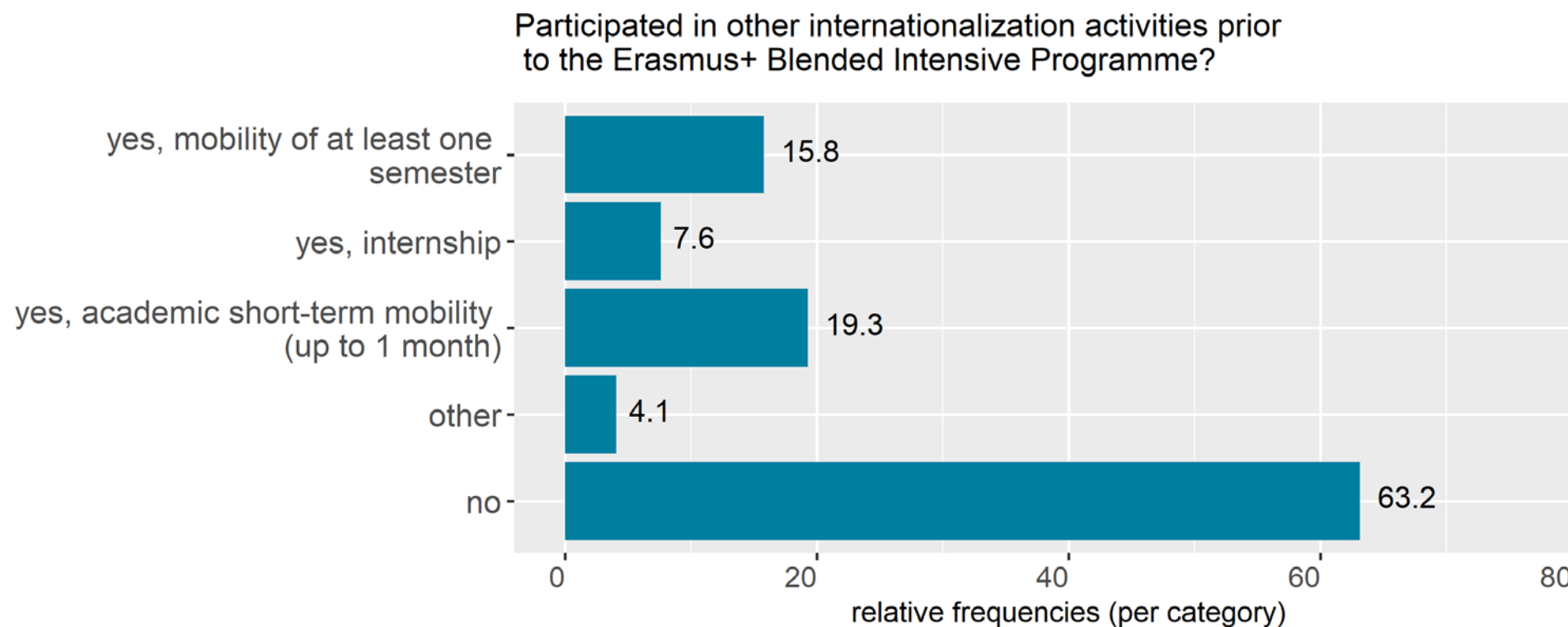
O'Dowd and Werner (2024): students are specifically recruited by other teachers

Most important reason why somebody chose to participate in the E+ BIP – Rank 1



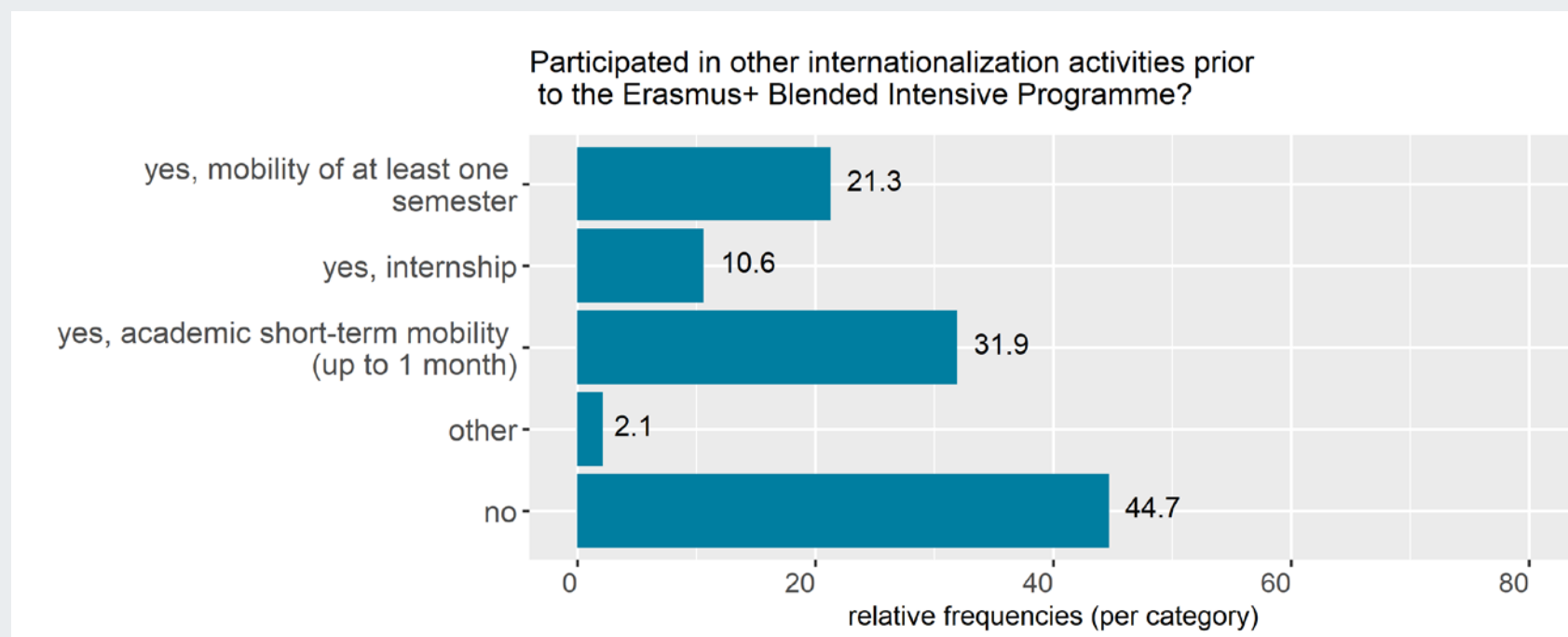
93% went abroad

Mobility experiences in the past



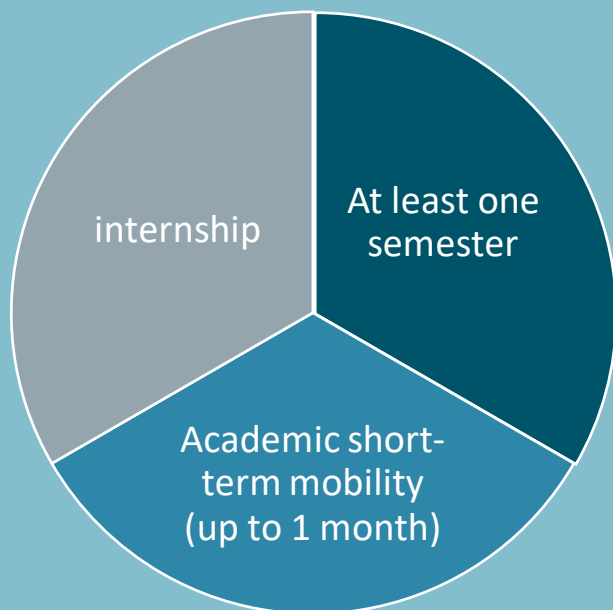
Bear in mind: 60% of respondents are bachelor-students

Mobility experiences in the past – subsample master



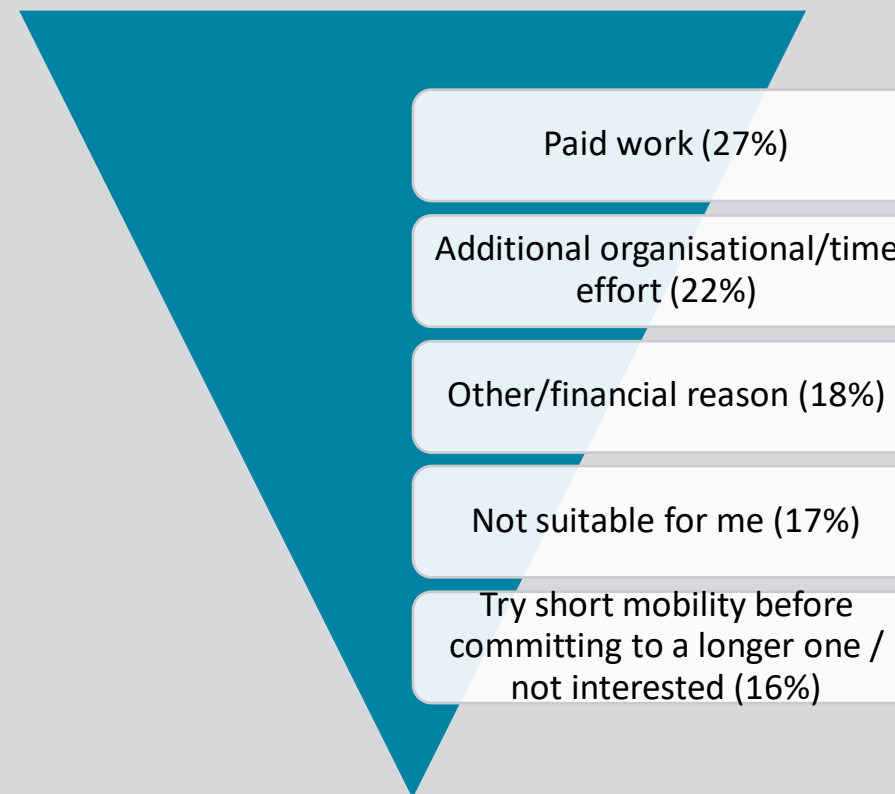
Planned mobility in the future

 44%

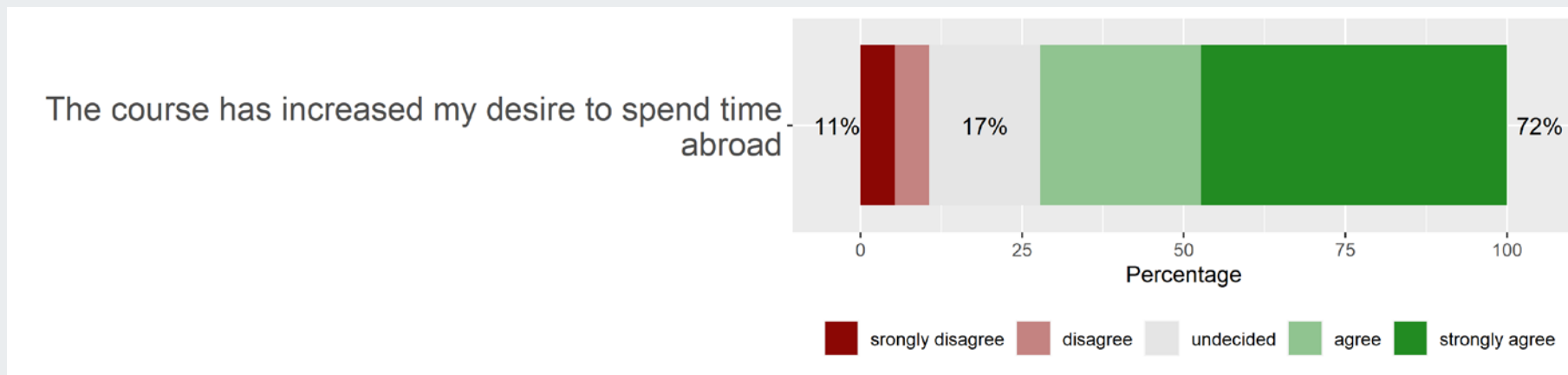


 20%

 36%

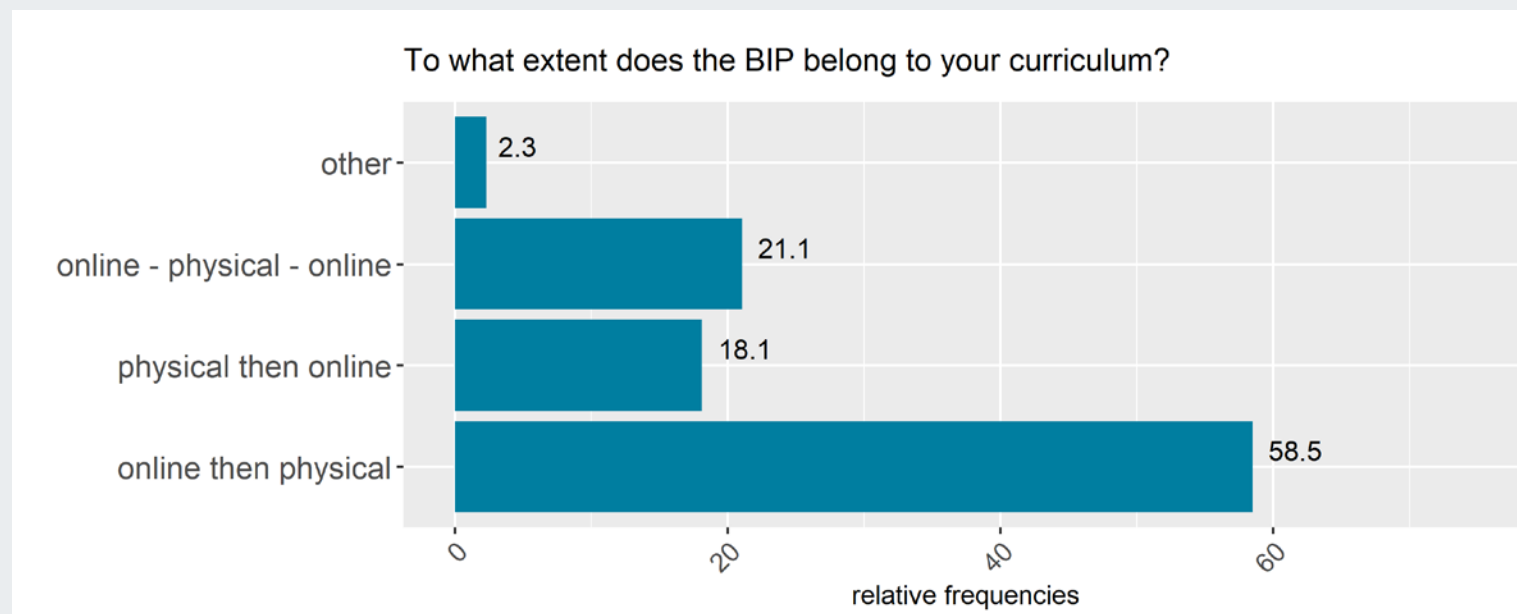


Motivation to become mobile in the future



- Information, motivation and mobility experiences
- **Course design and evaluation**
- Recognition & organisation

Course design

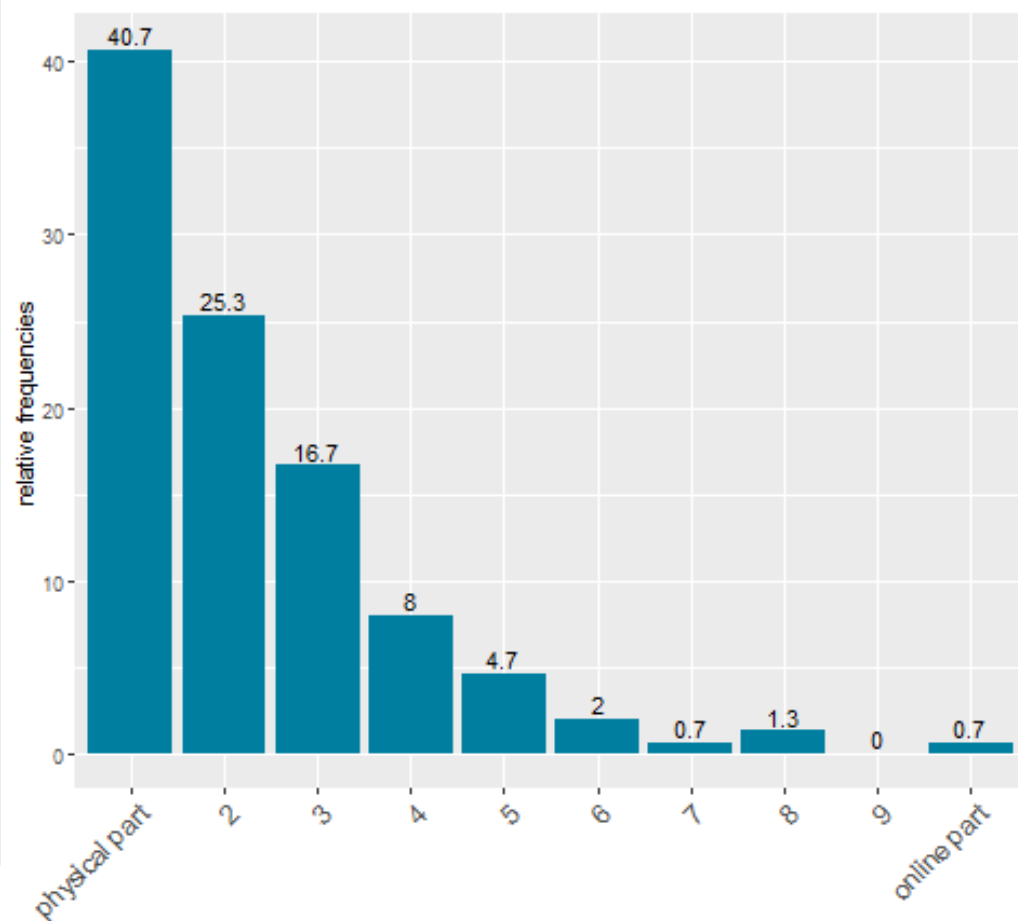


68% agree/strongly agree with the statement „*The sequence of the activities was right and conducive to learning success (online/physical)*“

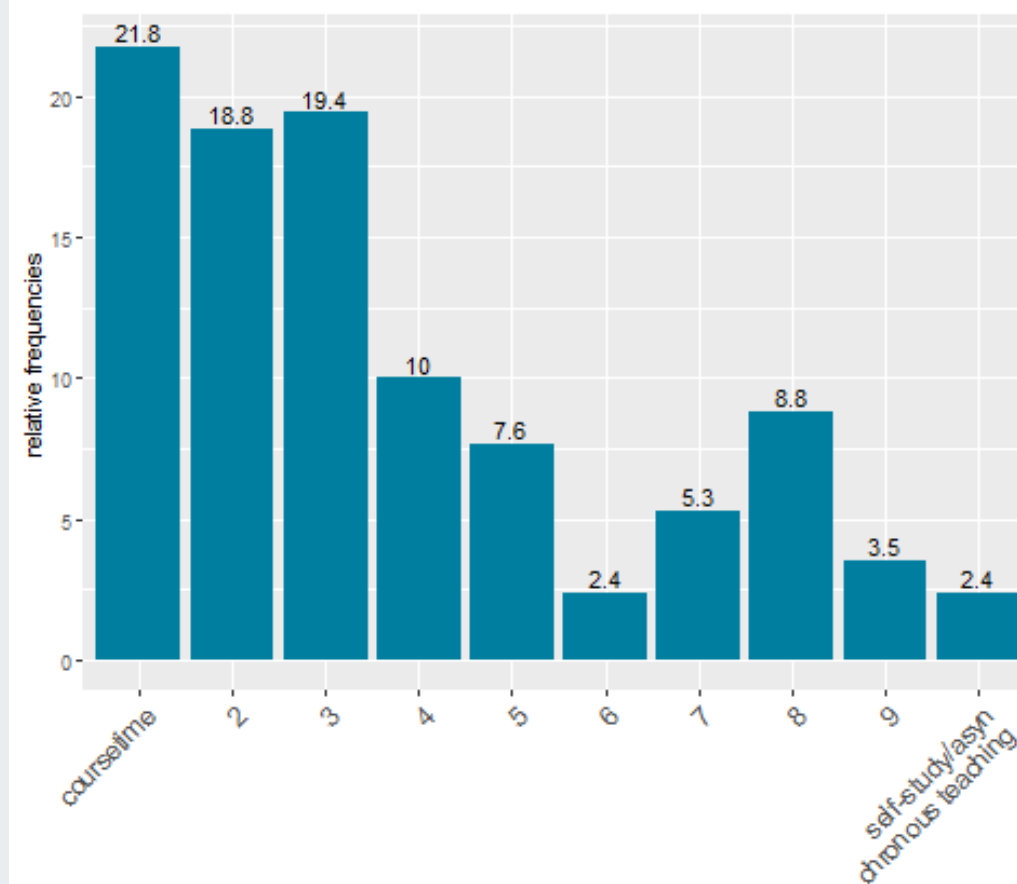
Learning success

Please consider everything you learned – both subject-specific knowledge and skills as well as so called “soft” skills – during the Erasmus+ Blended Intensive Programme. How would you say your learning was divided regarding the mentioned comparisons?

learning success - comparison between online and physical part

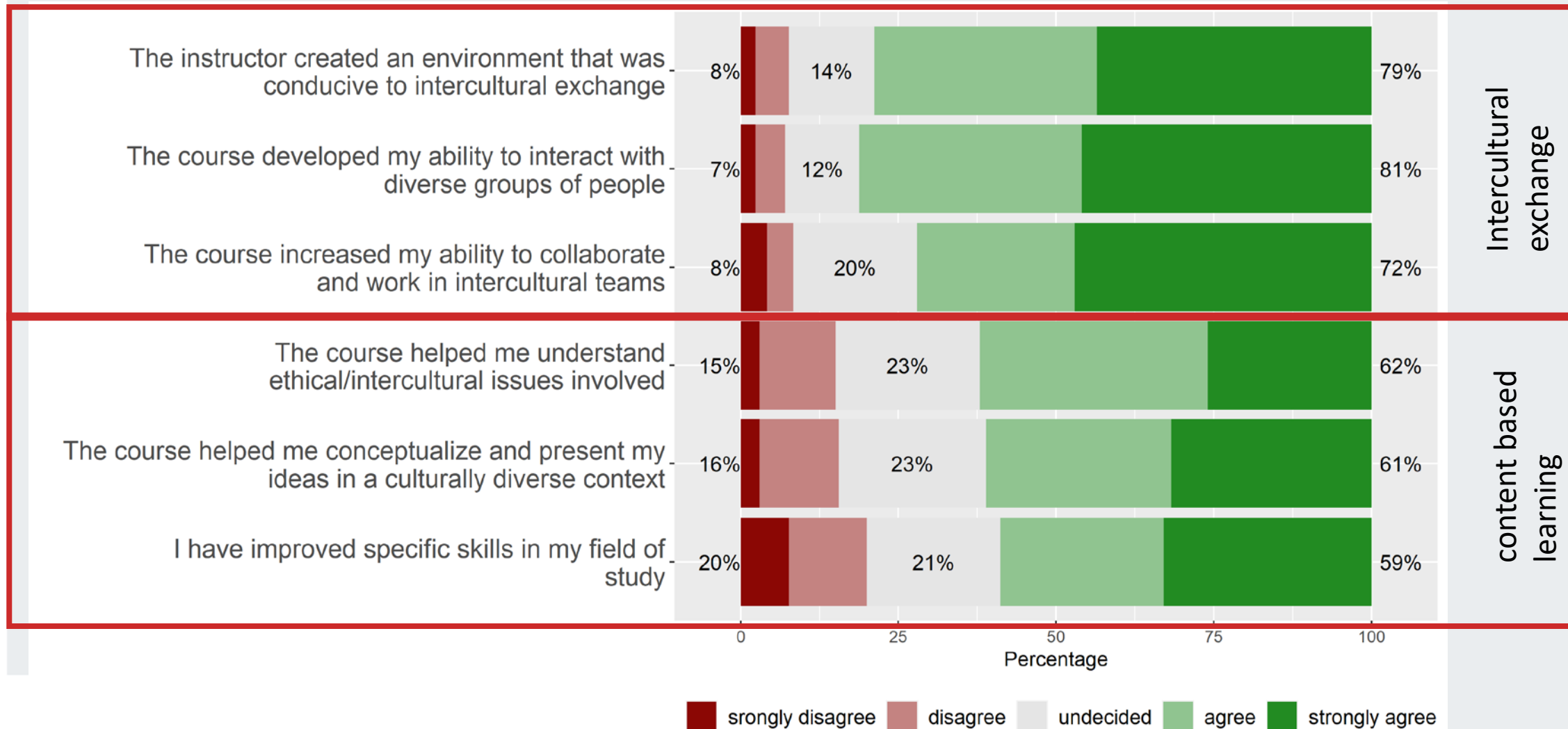


learning success - comparison between coursetime and asynchronous teaching



Evaluation

95% would recommend the course

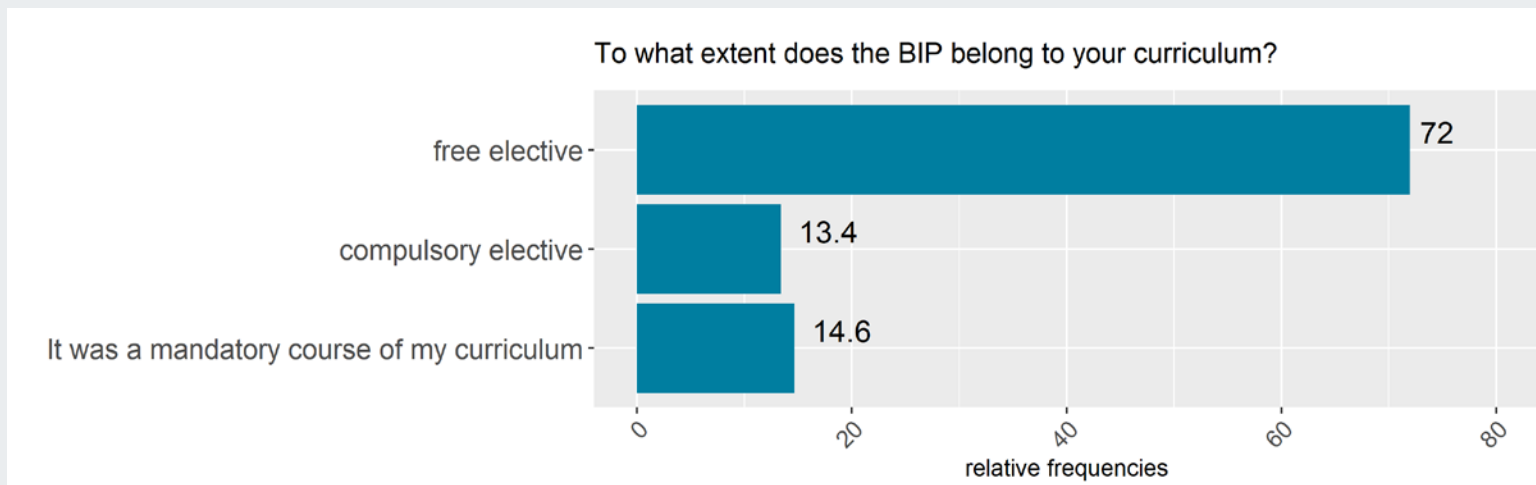


- Information, motivation and mobility experiences
- Course design and evaluation
- **Recognition & organisation**

Recognition

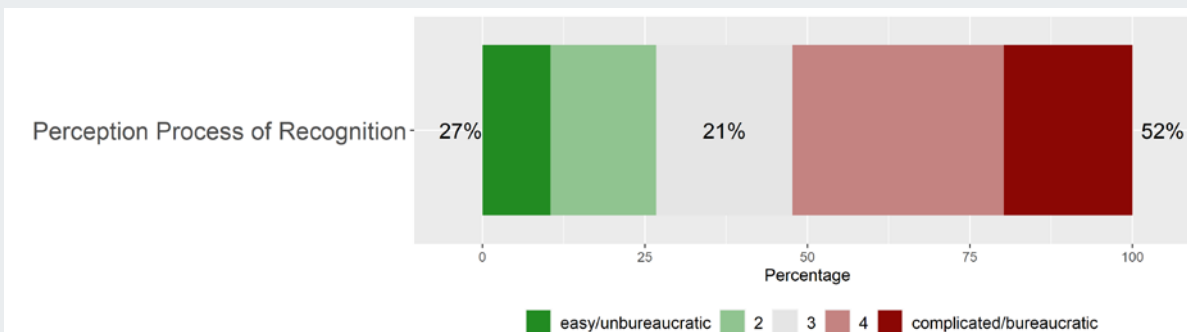
51% had to submit an application for the recognition of examinations/ECTS credits

49% ECTS credits were recognized automatically.



52% perceive the recognition process complicated/bureaucratic

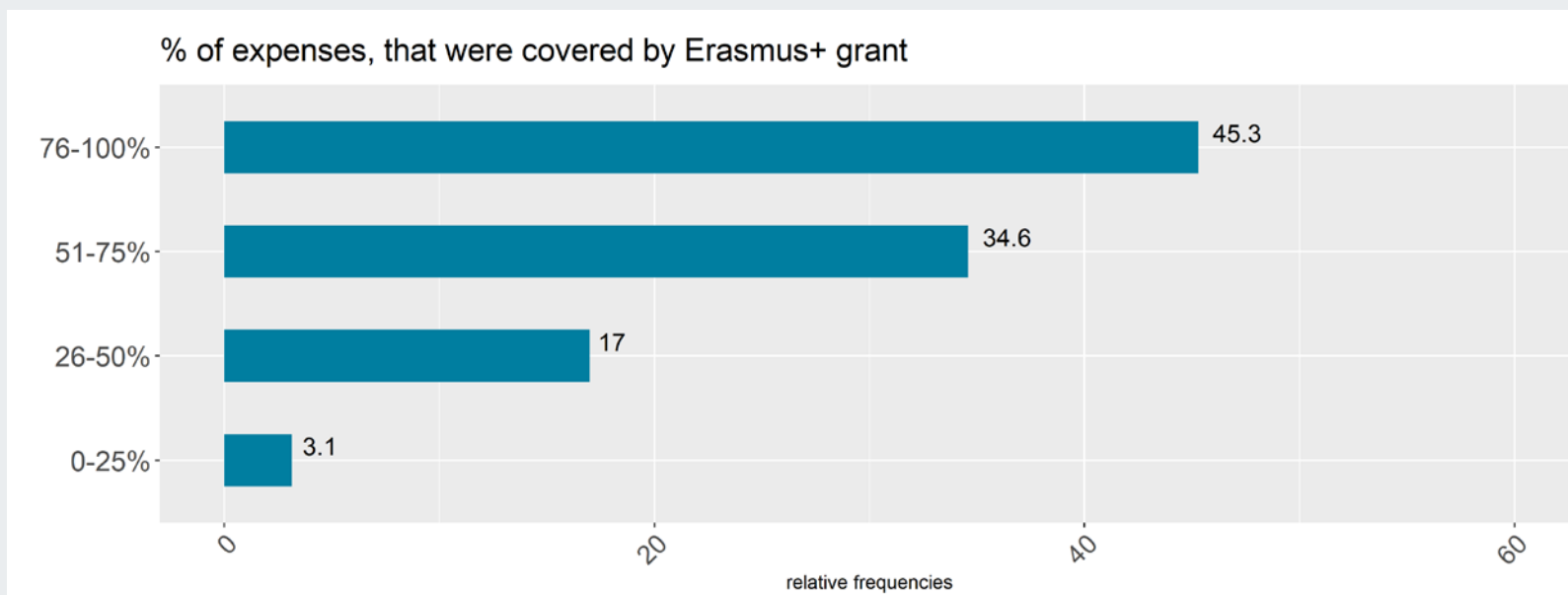
27% perceive the process as uneasy and/unbureaucratic



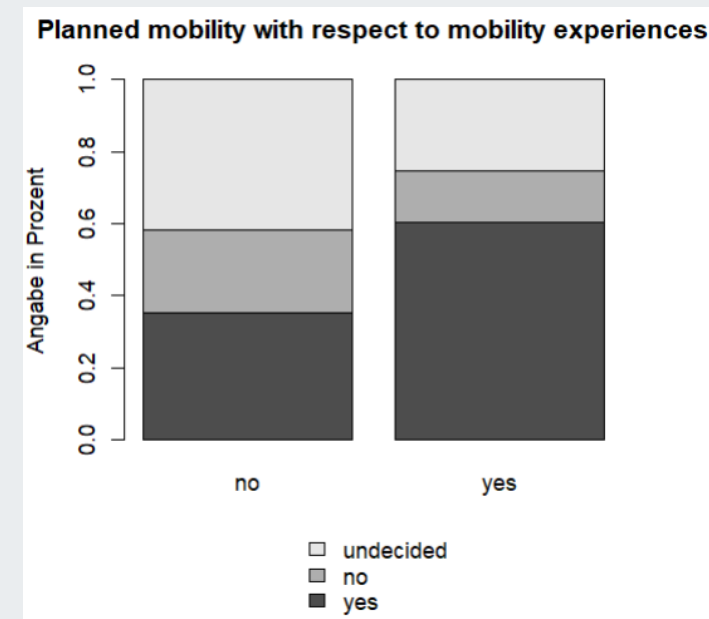
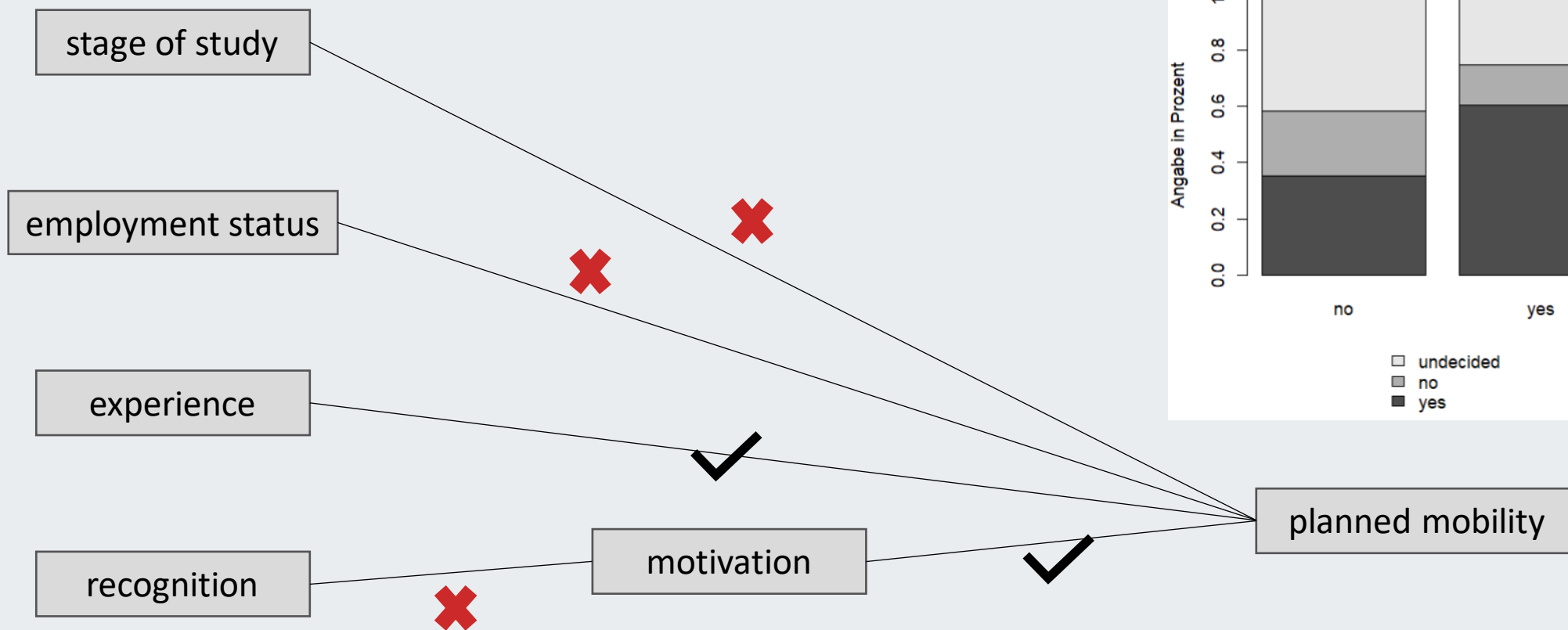
Organisation and finances

Organizational matters are generally rated positively - between 64 and 69% are satisfied too very satisfied with

- Guidance on how to find accomodation
- Process of registration for the course
- Payment of the grant (punctual)
- Assistance with dealing with (administrative) questions or complaints
- Help with inclusion needs and information about additional support



Influencing factors of mobility



Thank you for your attention!

Organisation

