The Impact of Erasmus Programme on Meeting Personal and Academic Expectations

IMPRESSIONS FROM HACETTEPE UNIVERSITY STUDENTS

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Erasmus Facts

• Under Lifelong Programme (LLP) of European Union,
• Promotes mobility of students and academic staff,
• 2 million students have benefited since 1987,
• From 31 different countries,
• 4000 higher education institutions,
• Around 90% European Universities,
• Each year more than 180,000 students,
• The annual budget is more than €440million,
• Total budget for the 2009-2013 is €7 billion.

“Queen of the Programmes”
Effects of Erasmus on HE in Europe

System level

Individual level

Institutional level

Students
Emprical Studies about Erasmus

• Positive influence on obtaining employment after graduation,
• Job position and income corresponds to their level of educational attainment,
• Employers are more positive about the positive career effects of Erasmus,
• Erasmus students want to have a job which is recognized internationally but not necessarily higher in status or income,
• Erasmus students want to continue their studies.
Hacettepe University

- Public state university, was established in 1967,
- Comprised of 13 Faculties, 13 Institutes, 35 Research Centers, a Music Conservatory, 3 Applied Schools and 6 Vocational Schools,
- Known throughout the country and the world for its medical school and its strong arts and sciences program,
- As of Fall 2009, 26,800 students are enrolled,
- They are taught by 4594 faculty members,
- HU has bilateral agreements with 26 of 31 countries,
- Total number of BA of our university is 450.
Erasmus in Hacettepe University

- Based on the last 2 years’ growth: 60%
- 5th rank between the Turkish universities
- 969 students in total
- Has 6.8% part in TR’s last 4 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Hacettepe University</th>
<th>Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/2005</td>
<td>34</td>
<td>1142</td>
</tr>
<tr>
<td>2005/2006</td>
<td>129</td>
<td>2852</td>
</tr>
<tr>
<td>2006/2007</td>
<td>196</td>
<td>4438</td>
</tr>
<tr>
<td>2007/2008</td>
<td>306</td>
<td>7119</td>
</tr>
<tr>
<td>2008/2009</td>
<td>304</td>
<td>11,400</td>
</tr>
</tbody>
</table>
Research Instrument and Methods

• Erasmus students between 2006-2007 and 2008-2009 academic years
• N= 408
• 51% of the total outgoing students between the years.

• Questionnaire (5 point Likert scale)
  • Basic demographic questions
  • Personal and academic expectations and attainments

• Descriptive statistics (Pearson chi square) and Paired and Independent samples t-tests
### B. EXPECTATION AND SATISFACTION LEVELS

Each item **below** describes an expectation about your experiences on the host university as an Erasmus student.

On the **left**, please specify how important it is for the host university to meet this expectation.

On the **right**, please specify how satisfied you are at the host university to meet this expectation.

<table>
<thead>
<tr>
<th>Importance to me...</th>
<th>My level of satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important at all</td>
<td>Not satisfied at all</td>
</tr>
<tr>
<td>Not very important</td>
<td>Not very satisfied</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>Somewhat satisfied</td>
</tr>
<tr>
<td>Quite important</td>
<td>Quite satisfied</td>
</tr>
<tr>
<td>Very important</td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5
Demographics of the Outgoing Students

- Bachelor students are leading.
- Female students are more involved.

- Bachelor students (BSc): 359, 88%
- Master students (MSc): 22, 5%
- PhD students: 27, 7%
- Male students: 28%
- Female students: 72%

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Top Ten Countries

- Others are: Portugal, UK, Hungary, Finland, Greece, Czech Republic, Malta, Lithuania, Estonia, Switzerland, Slovakia.
Findings and Evaluation

- Meeting overall expectations depending on gender, duration and language courses.
- Personal expectations and attainments such as....
- Academic expectations and attainments such as...
### Gender and level of overall expectations

\[ t(406) = 12.852 \text{ and } p < .05 \]

Female students’ expectations (\( x = 4.31 \)) are higher than male students’ expectations (\( x = 3.29 \)).

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>292</td>
<td>4.31</td>
<td>.637</td>
<td>406</td>
<td>12.852</td>
<td>.000</td>
</tr>
<tr>
<td>Male</td>
<td>116</td>
<td>3.29</td>
<td>.895</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Duration and level of overall satisfactions

Pearson Chi-Square is .002
P=.002 < .05

<table>
<thead>
<tr>
<th></th>
<th>Not very much</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>19.7%</td>
<td>29.4</td>
<td>46.8</td>
<td>24.0</td>
</tr>
<tr>
<td><strong>2 Semesters &amp; Lc</strong></td>
<td>6.4</td>
<td>12.8</td>
<td>34.0</td>
<td>46.8</td>
</tr>
<tr>
<td><strong>2 Semesters</strong></td>
<td>9.8</td>
<td>13.7</td>
<td>47.1</td>
<td>29.4</td>
</tr>
<tr>
<td><strong>1 Semester</strong></td>
<td>9.4</td>
<td>28.1</td>
<td>42.9</td>
<td>19.7</td>
</tr>
</tbody>
</table>

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Language courses and daily-academic language competencies

\(t(406)=13.720\) and \(p<.05\)
Students who attended language courses have higher competence on the daily language skills.

<table>
<thead>
<tr>
<th>Daily</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>157</td>
<td>2.94</td>
<td>.245</td>
<td>406</td>
<td>13.720</td>
<td>.000</td>
</tr>
<tr>
<td>No</td>
<td>251</td>
<td>1.94</td>
<td>.856</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(t(406)= 2.553\) and \(p<.05\)
Attending language courses creates significance for the academic language skills.

<table>
<thead>
<tr>
<th>Academic</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>157</td>
<td>2.24</td>
<td>.624</td>
<td>406</td>
<td>2.553</td>
<td>.011</td>
</tr>
<tr>
<td>No</td>
<td>251</td>
<td>2.39</td>
<td>.536</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
t(407)=-8.658 and p<.05
There is a significance between students’ academic expectations and attainments.

Their academic attainments (3.440) are higher than their academic expectations (3.246).

r=.675
There is a linear relationship between students’ academic expectations and attainments.
There is significance between students’ personal expectations and attainments.

Their personal attainments (3.440) are higher than their academic expectations (3.246).

$r=.442$

There is a linear relationship between students’ personal expectations and attainments.
Results

t(407) = -31.784 and p < .05  
r = .108

<table>
<thead>
<tr>
<th>Expectations</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>408</td>
<td>4.315</td>
<td>.518</td>
<td>407</td>
<td>-31.784</td>
<td>.000</td>
</tr>
<tr>
<td>Academic</td>
<td>408</td>
<td>3.246</td>
<td>.495</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

t(407) = -27.552 and p < .05  
r = .227

<table>
<thead>
<tr>
<th>Attainments</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>408</td>
<td>4.382</td>
<td>.504</td>
<td>407</td>
<td>-27.552</td>
<td>.000</td>
</tr>
<tr>
<td>Academic</td>
<td>408</td>
<td>3.439</td>
<td>.600</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results (2)

- Language improvement is clearly identified,
- Better knowledge of the host country is a benefit of the programme,
- Changes on career related attitudes and aspirations,
- Broadening their general education,
- Developing their personal values and their understanding of people from other cultural and ethnic background,
- Enhancing interpersonal skills and building confidence.
• Since the academic year 2006-2007
• Agreements with 11 LIS departments for 12 students and 13 teachers
• So far...
  • 14 outgoing students
  • 4 incoming students
  • 4 teacher exchanges

• University’s quota is limited

http://www.bby.hacettepe.edu.tr/eng
Host LIS Departments

- University of Porto (PT) - 1
- University of Tampere (FI) - 1
- Tallinn University (EE) - 1
- University of Szeged (HU) - 2
- Hague University (NL) - 2
- Charles University (CZE) - 4
- Royal School of Library & Inf. Sciences (DK) - 4

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## Department of Information Management

### Billateral Agreements

<table>
<thead>
<tr>
<th>Billateral Agreements</th>
<th>Country</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Amsterdam</td>
<td>Netherlands</td>
<td>2006-2011</td>
</tr>
<tr>
<td>The Hauge University</td>
<td>Netherlands</td>
<td>2007-2013</td>
</tr>
<tr>
<td>University of Szeged</td>
<td>Hungary</td>
<td>2008-2013</td>
</tr>
<tr>
<td>Tallinn University</td>
<td>Estonia</td>
<td>2007-2013</td>
</tr>
<tr>
<td>University of Tampere</td>
<td>Finland</td>
<td>2008-2013</td>
</tr>
<tr>
<td>Sofia University</td>
<td>Bulgaria</td>
<td>2008-2013</td>
</tr>
<tr>
<td>Charles University</td>
<td>Czech Rep.</td>
<td>2009-2011</td>
</tr>
<tr>
<td>University of Porto</td>
<td>Portugal</td>
<td>2009-2013</td>
</tr>
<tr>
<td>Transilvania University</td>
<td>Romania</td>
<td>2009-2013</td>
</tr>
<tr>
<td>Jagiellonian University</td>
<td>Poland</td>
<td>2010-2013</td>
</tr>
</tbody>
</table>

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Erasmus for LIS Departments

• LIS departments are familiar with cooperations before the Erasmus.

• We believe we need more billateral agreements to build more and better:
  • cooperation,
  • understanding,
  • achievement,
  • qualification.

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Open Invitation

We welcome new agreements for student and teacher exchanges.

Hacettepe University

Department of Information Management

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Thank you very much for your attention.

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