

The Impact of Erasmus Programme on Meeting Personal and Academic Expectations



IMPRESSIONS FROM HACETTEPE UNIVERSITY STUDENTS



ESIN SULTAN OĞUZ
PROF.DR. SELDA ÖNDEROĞLU
BUGAY TURHAN
{esinsultan, sonderog, bturhan}@hacettepe.edu.tr

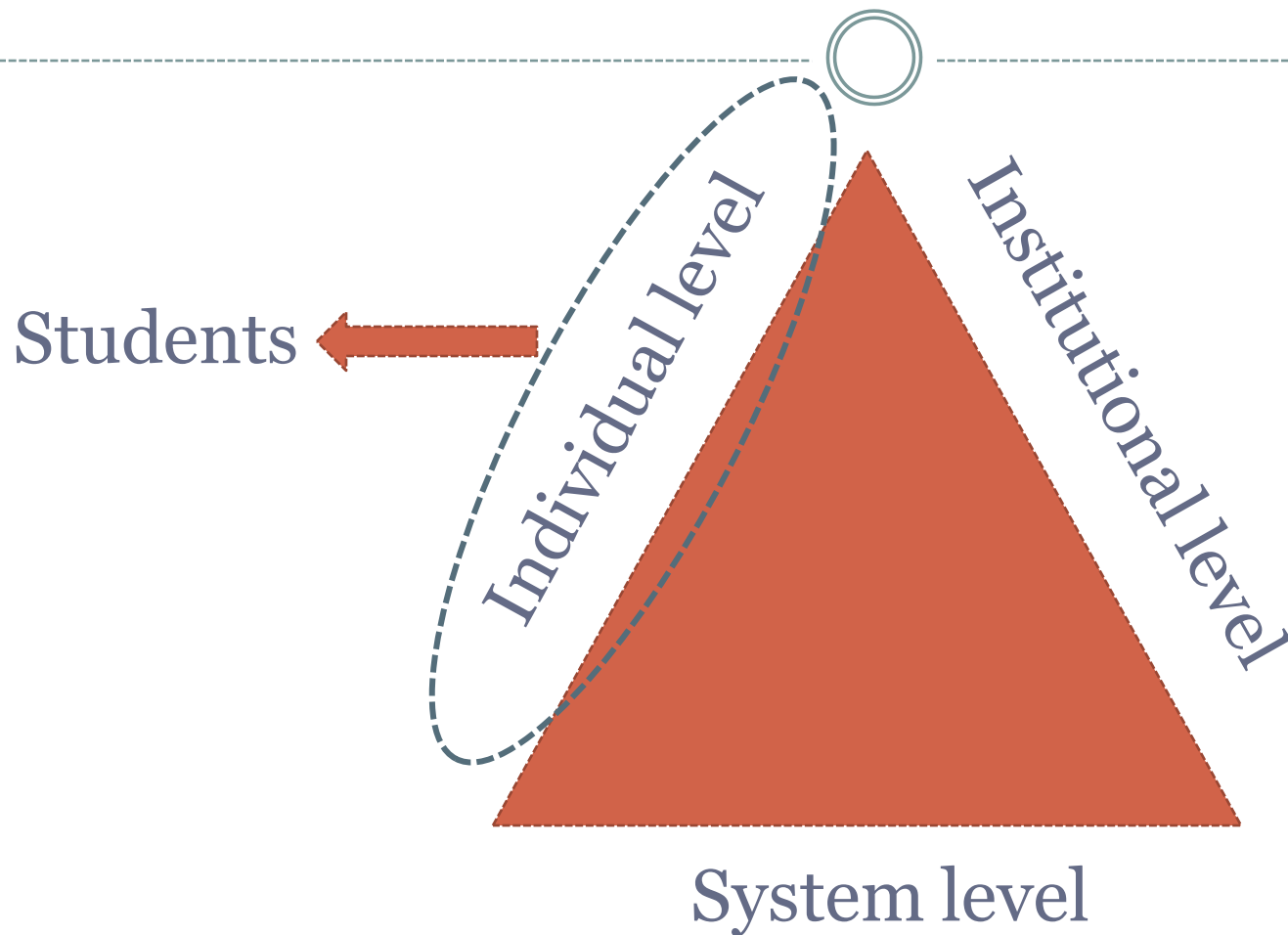
Erasmus Facts



- 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



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.

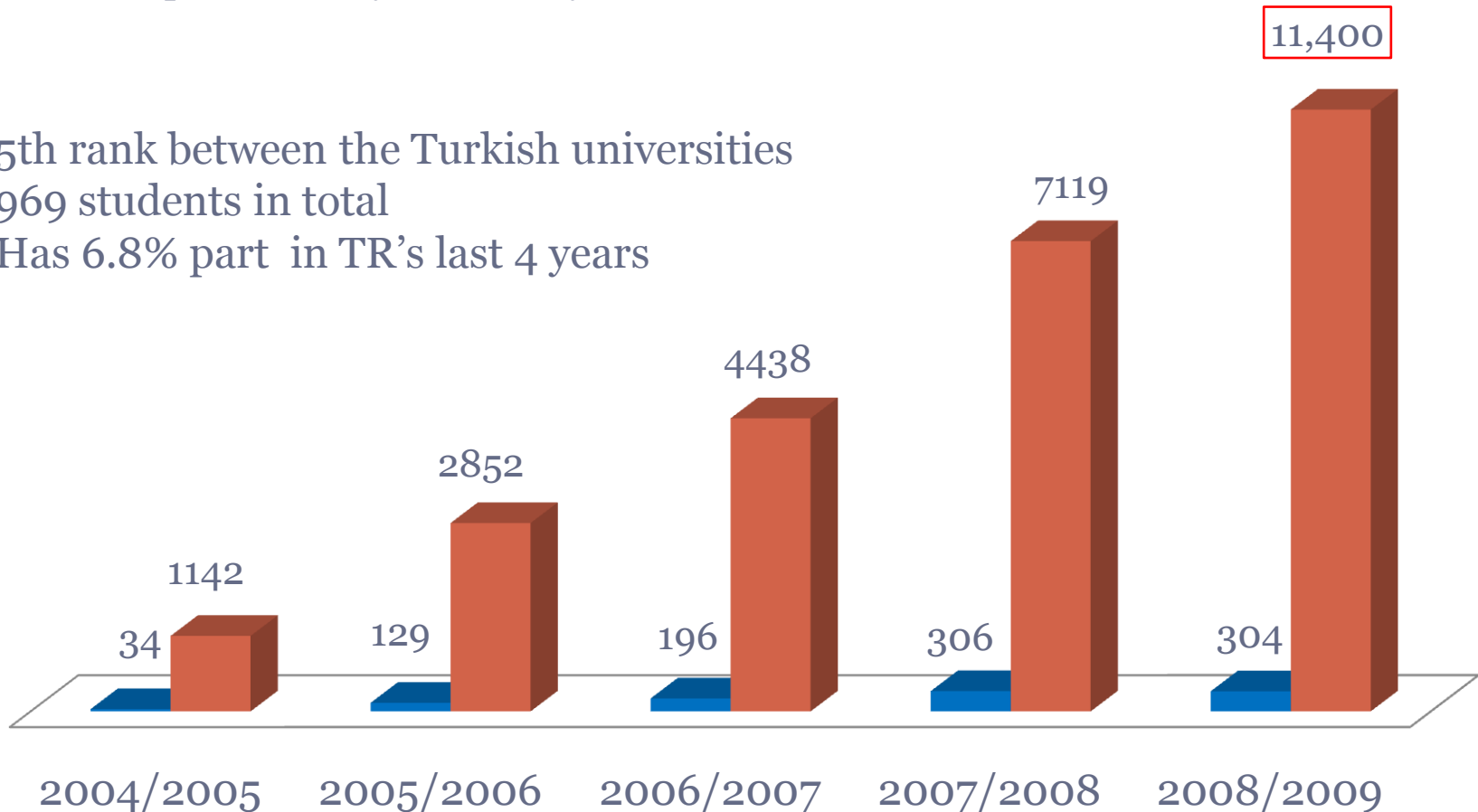
Erasmus in Hacettepe University



■ Hacettepe University ■ Turkey

• 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



Research Instrument and Methods



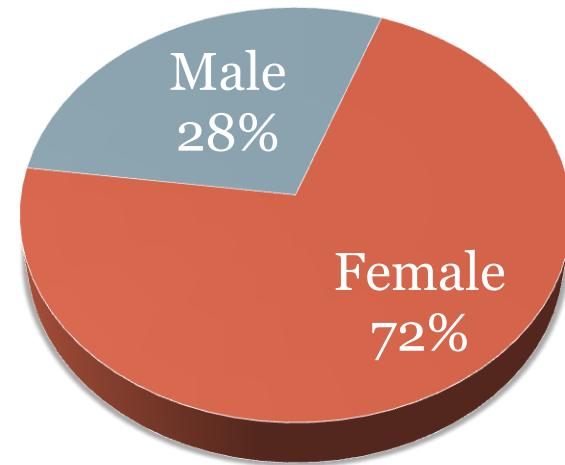
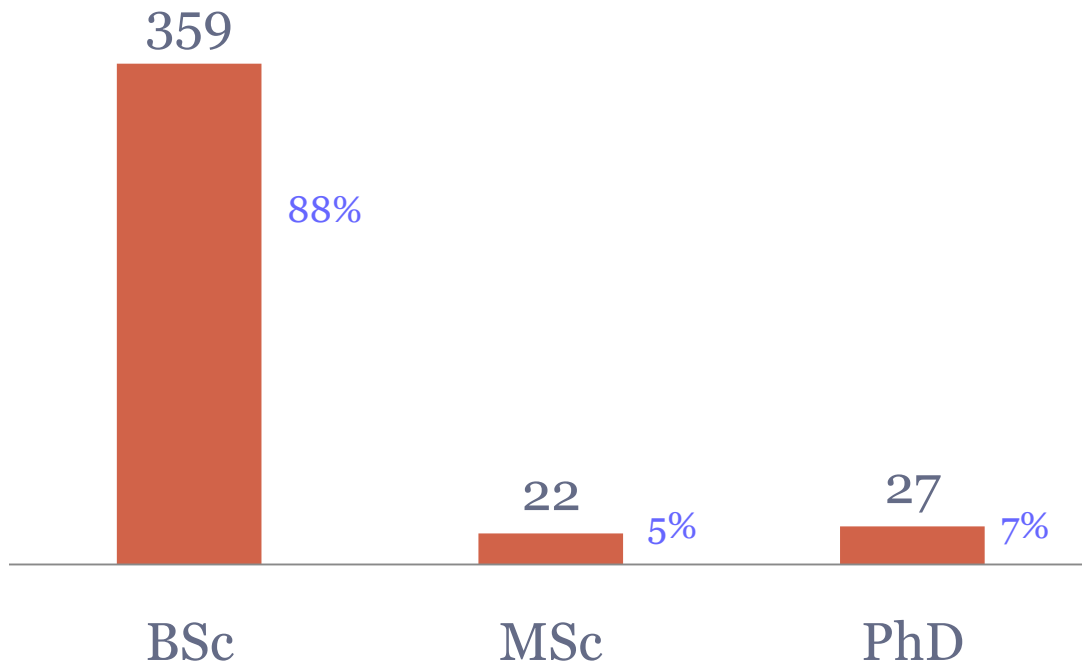
- Erasmus students between 2006-2007 and 2008-2009 academic years
- N= 408
- 51% of the total outgoing students between the years.
- Questionnaire (5 point Likert scale)
 - Basic demographic questions
 - Personal and academic expectations and attainments
- Descriptive statistics (Pearson chi square) and Paired and Independent samples t-tests

Importance to me...					<u>B. EXPECTATION AND SATISFACTION LEVELS</u>					My level of satisfaction					
Not important at all	Not very important	Somewhat important	Quite important	Very important	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.					Not satisfied at all	Not very satisfied	Somewhat satisfied	Quite satisfied	Very satisfied	
1	2	3	4	5	1.						1	2	3	4	5
1	2	3	4	5	2.						1	2	3	4	5
1	2	3	4	5	3.						1	2	3	4	5
1	2	3	4	5	4.						1	2	3	4	5
1	2	3	4	5	5.						1	2	3	4	5
1	2	3	4	5	6.						1	2	3	4	5
1	2	3	4	5	7.						1	2	3	4	5
1	2	3	4	5	8.						1	2	3	4	5
1	2	3	4	5	9.						1	2	3	4	5
1	2	3	4	5	10.						1	2	3	4	5
1	2	3	4	5	11.						1	2	3	4	5
1	2	3	4	5	12.						1	2	3	4	5

Demographics of the Outgoing Students



- Bachelor students are leading.

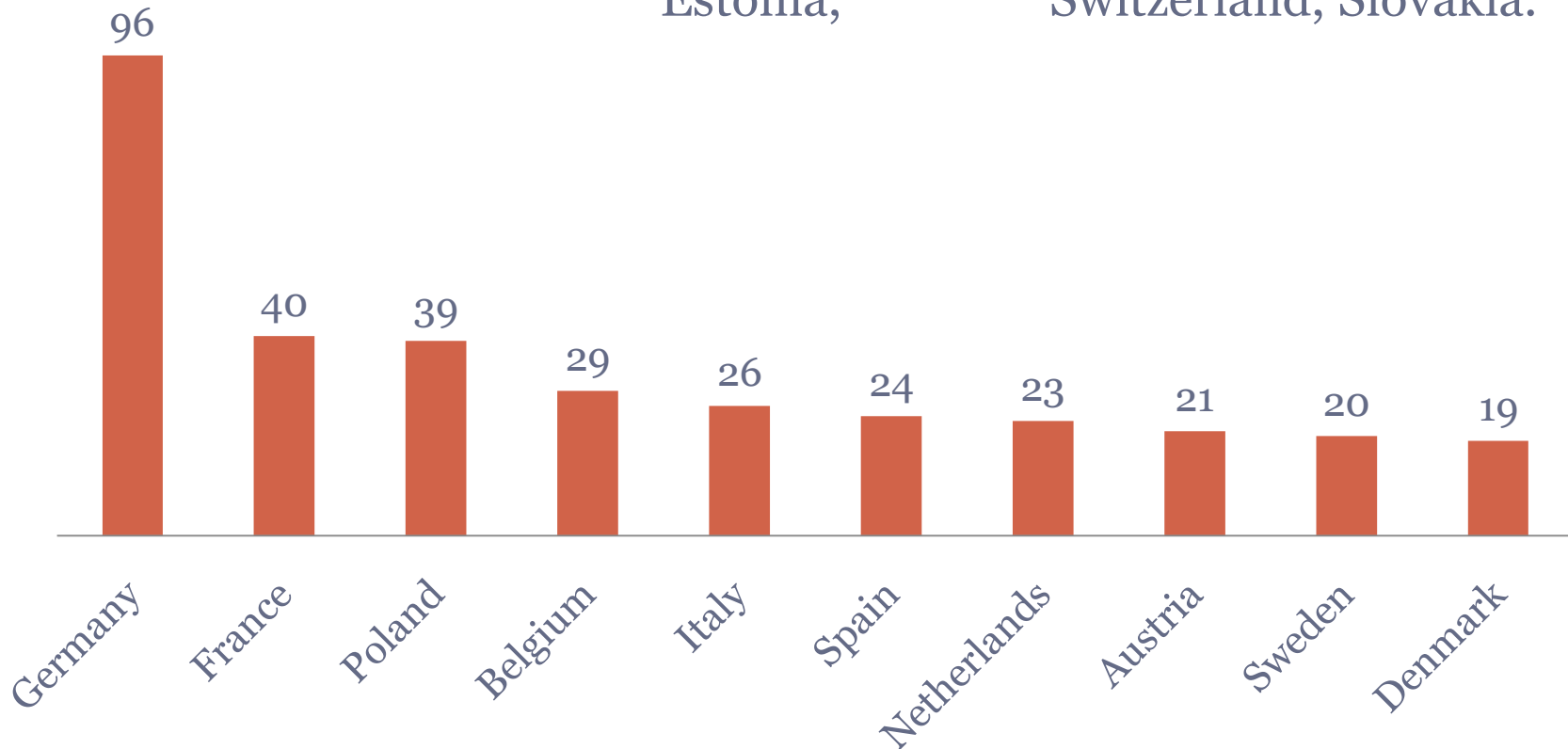


- Female students are more involved.

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



$t(406)=12.852$ and $p<.05$

Female students' expectations ($x=4.31$) are higher than male students' expectations ($x=3.29$).

Gender	N	X	S	Sd	t	p
Female	292	4.31	.637	406	12.852	.000
Male	116	3.29	.895			

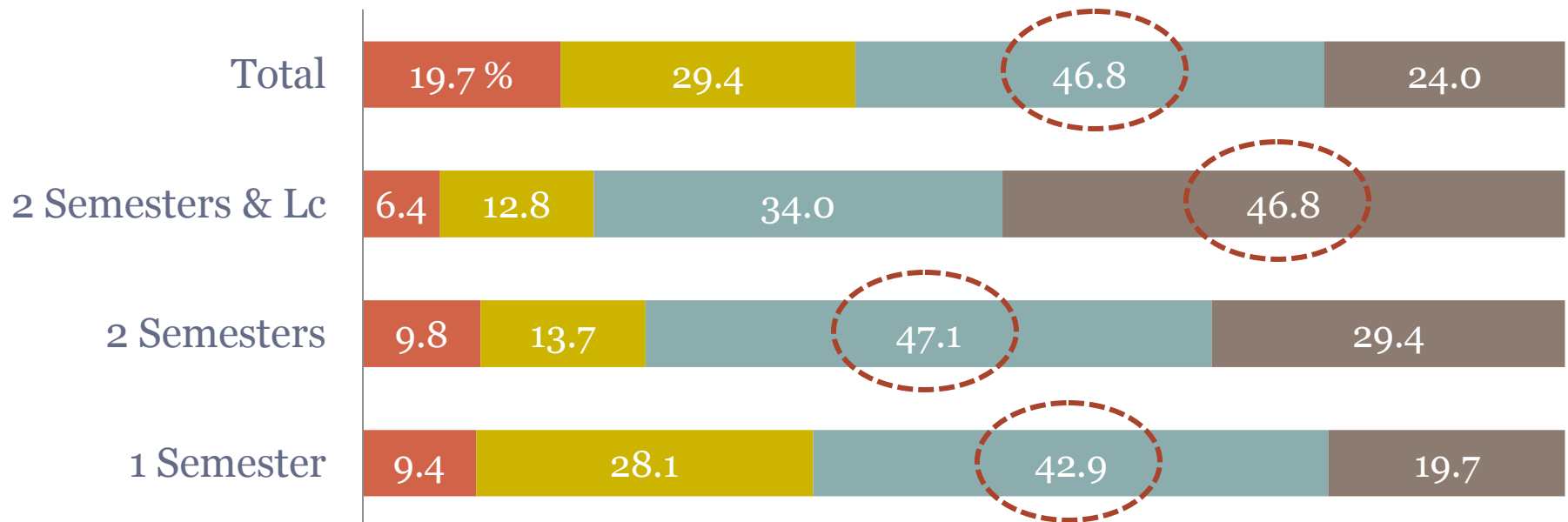
Duration and level of overall satisfactions



Pearson Chi-Square is .002

$P = .002 < .05$

■ Not very much ■ Somewhat ■ Much ■ Very much



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.

Daily	N	X	S	Sd	t	p
Yes	157	2.94	.245	406	13.720	.000
No	251	1.94	.856			

$t(406)= 2.553$ and $p<.05$

Attending language courses creates significance for the academic language skills.

Academic	N	X	S	Sd	t	p
Yes	157	2.24	.624	406	2.553	.011
No	251	2.39	.536			

Academic Expectations and Attainments



$t(407) = -8.658$ 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).

Academic	N	X	S	Sd	t	p
Expectations	408	3.246	.494	407	-8.658	.000
Attainments	408	3.440	.599			

$r = .675$

There is a linear relationship between students' academic expectations and attainments.

Personal Expectations and Attainments



$t(407) = -2.422$ and $p < .05$

There is a significance between students' personal expectations and attainments.

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

Personal	N	X	S	Sd	t	p
Expectations	408	4.315	.518	407	-2.422	.016
Attainments	408	4.381	.504			

$r = .442$

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

Results



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

Expectations	N	X	S	Sd	t	p
Personal	408	4.315	.518	407	-31.784	.000
Academic	408	3.246	.495			

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

Attainments	N	X	S	Sd	t	p
Personal	408	4.382	.504	407	-27.552	.000
Academic	408	3.439	.600			

Results (2)

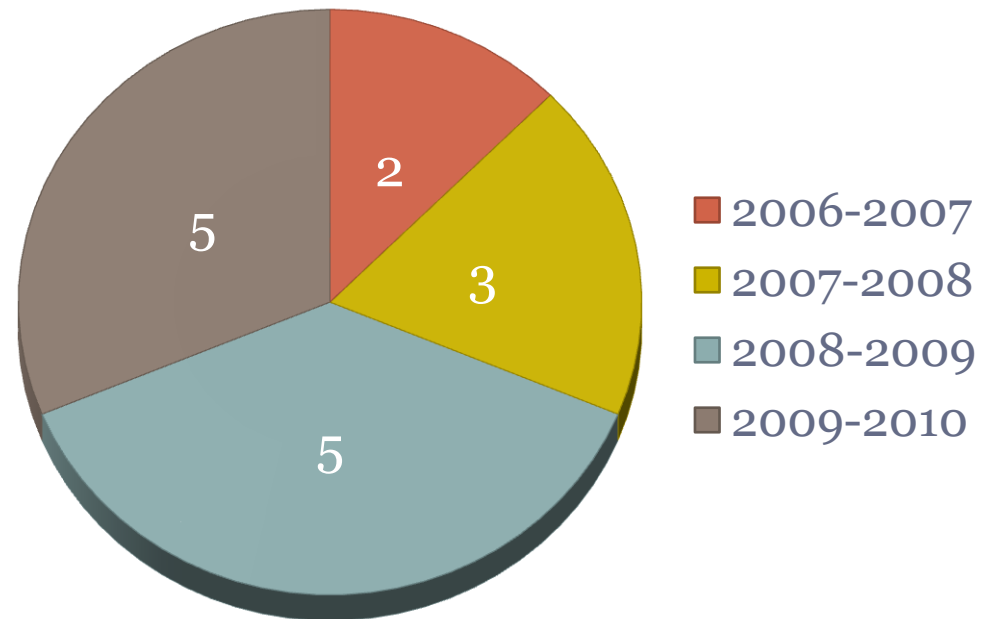


- Language improvement is clearly identified,
- Better knowledge of the host country is a benefit of the programme,
- Changes on career related attitudes and aspirations,
- Broadening their general education,
- Developing their personal values and their understanding of people from other cultural and ethnic background,
- Enhancing interpersonal skills and building confidence.

Erasmus in Dept. of Information Management



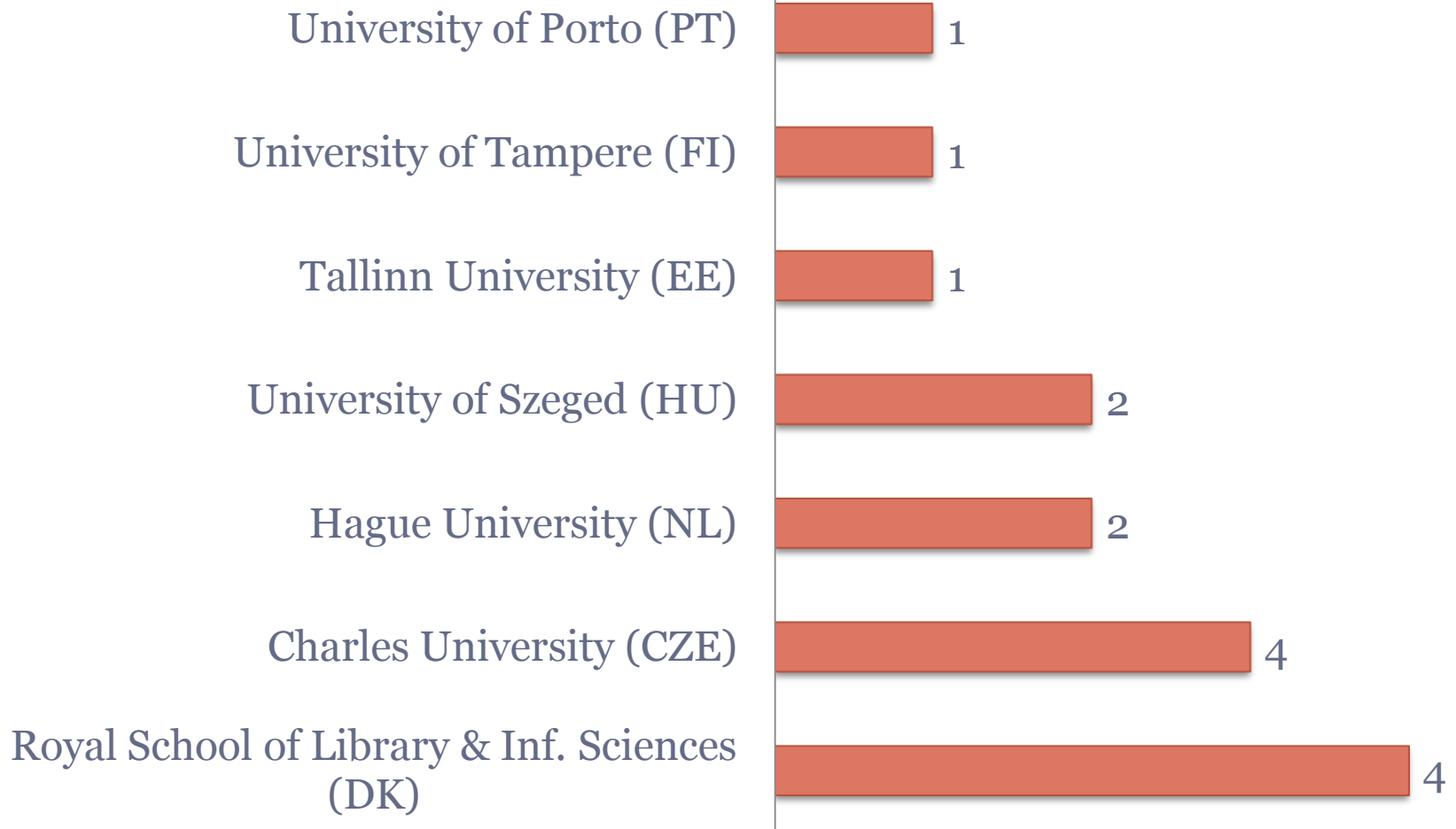
- Since the academic year 2006-2007
- Agreements with 11 LIS departments for 12 students and 13 teachers
- So far...
- 14 outgoing students
- 4 incoming students
- 4 teacher exchanges



- University's quota is limited

<http://www.bby.hacettepe.edu.tr/eng>

Host LIS Departments



Department of Information Management

Billateral Agreements



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

Erasmus for LIS Departments



- LIS departments are familiar with cooperations before the Erasmus.
- We believe we need more bilateral agreements to build more and better:
 - cooperation,
 - understanding,
 - achivement,
 - qualification.

Open Invitation



We welcome
new agreements for student and teacher exchanges.

Hacettepe University
[Web site](#)

Department of Information Management
[Web site](#)

Thanks...



Thank you very much for your attention.



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