

Academic Mobility as a Key Factor for the Future Development of Education

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Abstract: The article examines academic mobility as a driving factor for the improving of educational system in the nearest future. It was shown that higher educational institutions in Ukraine seek to improve their brand and reach the European level of educational development. Academic mobility was considered as strategically important component for this purpose. Key linkages and conclusions were given by the example of journalism and communication sciences. The level of students' awareness of academic mobility was completely investigated and based on an online survey of 634 respondents. The authors carried out website monitoring of Ukrainian universities in order to identify topical problems of academic mobility implementation and promotion. Analytical database covered materials for 2019, 2020 and 2021. The advantages and disadvantages of academic mobility were considered in the context of global integration of the modern Ukrainian educational system.


1 INTRODUCTION


Since the emerging of COVID-19 pandemic the world has completely changed economically, culturally, communicatively, educationally and ecologically. Today humanity faces an imperative need to improve the educational process, that is wholly or partly transformed into distance learning. Thus, researchers, lecturers and other training staff are forced to look for new ways to engage and interest students. Moreover, they not only have to correct existing practices, but also have to invent innovative teaching methods in order to deepen students' knowledge. This case becomes especially important for online practical training.


Besides, social networks and communication platforms are intensively implemented in the


educational processes. Such networks serve as leading platforms for informational content in the educational environment. Our study was carried out on the basis of the specialty "Journalism" and students of 1-3 courses who are going to become media professionals in the nearest future. The research involved over 600 students from such famous universities as Borys Hrinchenko University of Kyiv, Kyiv National University of Culture and Arts, and Taras Shevchenko National University of Kyiv.


Practice has shown, that modern society requires not only a broad-based specialists, but professionals skilled in "soft" competitiveness such as an ability to think creatively, deep understanding the creative aspects of the work, multicultural openness, charisma, lobby the student team etc. Furthermore, all

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these social skills should be developed since academic life.

At the same time, the involvement of social networks, information and communication technologies in the educational process will give more opportunities to develop the modern student's innovative competencies needed by the modern media society (Mietule et al, 2021).

Here in the future, the creative and constructive positions of the specialist will be valuable. Such skills are necessary for a member of the media team not only to be able to propose an idea, but also to implement it and bring it to full realization. If earlier we said that a journalist should be a narrow-minded specialist - a radio broadcaster, TV presenter or print media worker, today, with the development of multimedia newsrooms and the production of multimedia and multiplatform content, the situation has changed fundamentally.

The aim of the work is to study academic mobility in the modern system of higher education in Ukraine as a leading parameter in shaping the education of the future.

It should be emphasized that the world scientific community pays great attention to the topic of academic mobility. It is necessary to admit some ukrainian and foreign researchers, among them Dotsyak I., Gulyaeva N., Stankevichus M., Saginova O., Karpenko M., Ermolenko A., Dewey D., Paulette Siekierski, Manolita Correia Lima, Felipe Mendes Borini, Rafael Morais Pereira.

2 THEORETICAL BACKGROUND AND RESEARCH RESULTS

Today we are talking about the need for journalists to be able not only to write content on the site, but also to promote it. As a 21st century expert, he must be able to take photos, shoot streams, record audio and work in a wide range of applications. In Ukraine, this trend began relatively recently, with the active development of mobile journalism, which today has taken a leading place among the types of journalistic activities.

While writing the research paper, the authors used a descriptive method to study the factor of academic mobility in Ukraine; method of questionnaires to study the level of information of young people about academic mobility; monitoring to study the amount of materials on university websites that cover materials on academic mobility in our country.

In general, the outlined topics are relevant not only for Ukraine but also for the world. Currently, for more than 13 years, research in these areas has been conducted by organizations such as The New Media Consortium with the popular educational project "EDUCAUSE (ELI)" (Pina & Cifuentes, 2021; Pomerantz, 2018). Researchers study the main trends in education related to the development of information technology.

2.1 Modern Vision and Mission of the Academic Mobility

According to Karpenko and others, today in Ukraine there is a tendency to perceive universities as platforms for the implementation of innovative approaches (Karpenko et al, 2019). In our opinion, this is right and essential for our state. Today, when we are on the path of stabilization and development, the system of higher education in the country cannot be ignored.

Today, higher education institutions are actively working on the development and implementation of new pedagogical approaches for the students. There are the following: academic mobility, academic integrity, student-centeredness, innovation in scientific and creative activities of students and more.

Taking into account the standards of the Bologna Process, Ukraine adheres to the requirements and best world practices in the educational environment. In the 21st century, each higher education institution is implementing different academic mobility programs for students and young teachers. In modern scientific circles, academic mobility is considered as "an opportunity to study one or more semesters during another period of study at another higher education institution, where specialists in the same specialty are trained, including disciplines (credits) and periods of study; more effectively develop personal intellectual potential" (Fedorova & Trofimenko, 2012). Exploring this process as a phenomenon of international education, we consider it an integral part of the modern educational process. This parameter allows Ukraine to stand in line with educational institutions in Europe, to implement and maintain programs of exchange and active research, to integrate Ukrainian students into the international community. Another scientists argue that "academic mobility in the XXI century is" an important component of the process of integration of higher education institutions into the international educational space; the period of study of the student in the country of which he is not a citizen; departure of a certain number of students to study abroad; an

important qualitative feature of the European space, which provides for the exchange of people between higher education institutions and between countries; it is an opportunity to choose the best training options for the training of a modern specialist" (Gulyaeva & Bidiuk, 2018).

Modern educational environment could be illustrated with the following criteria, gathered from international reports accomplished by European Commission and Cornell University.

Table 1: Some parameters of educational environment.

Criteria	Germany	UK	Poland	Ukraine
Higher education (world rank)	6	15	51	32
Inbound mobility, %	8,4	17,9	4,1	3,1
ICT, score	88,5	93,6	81,1	58,8
Education, score	54,6	55,2	54,1	56,9
Expenditure on education, %GDP	4,8	5,5	4,6	5,4
GDP, Bln \$	3434,4	2810,3	553,6	97,7
PISA reading, math	500,4	503,5	512,8	462,7
Pupil-teacher ratio	12	16,6	9,1	7,3
Graduates in science & engineering, %	35,6	26,3	22,9	25,3
Digital skills among population, 1-7 (best)	5,07	4,94	4,27	4,45

Resources (European Commission, 2020; Dutta et al, 2020)

Comparative analysis reveals the main gap in total assessment of educational system and level of information and communication technology. Despite general expenditure on education takes comparatively high position, the level of GDP in Ukraine remains the smallest in Europe. Thus, educational funding could not be considered as strong and profound.

As we can see, academic mobility in the 21st century should be considered not only as an opportunity for Ukrainian students to exchange and gain foreign experience, but also as a mechanism of strategic development.

Thinking this way we have to admit the following tendencies:

- raising the ratings of Ukrainian universities and building an international educational image;
- renewal of existing and introduction of new professional Ukrainian education;
- improving the quality of education and moving in the European direction;
- introduction of new learning concepts;
- introduction of new academic disciplines that provide an opportunity to train general journalists;
- prospects for developing new areas of work for young journalists;
- strengthening ties with employers;
- computerization of the learning process;
- transparency of the educational process.

The postulates put forward are not the final list, obviously there are still postulates. However, the above list may be arranged depending on the general priorities of the university, its mission and educational strategy (National Academy, 2017).

This process involves the direct crossing of the border by an individual, taking into account previous education and the award of qualifications or degrees at the end of the training period (Bilecen & Van Mol, 2017). Besides, it is very important to distinguish "horizontal" and "vertical" mobility (Teichler, 2017). Horizontal mobility means another university and even specialisation in order to obtain a certain academic or scientific degree, while vertical mobility implies in order to obtain the higher academic or scientific degree (Absaliamova, 2021).

At the same time, two types of academic mobility could be delineated. The first type is organized (transnational) mobility that involves the implementation the whole range of programs, achieved by maintaining different types of partnerships between higher education institutions in in different countries and world regions (Greek & Jonsmoen, 2021). The second type is individual mobility that takes place by the student's own request.

The introduction of academic mobility as a basic principle of the international educational standard that is maintained by the Bologna Process. The fundamental provisions of the Bologna Process that should be implemented for the future development are the following (Bergan & Matei, 2020):

1. Ordinary European student has the right to study for degrees recognized in Europe, not just in the countries (regions) where they are obtained;

2. The main responsibility of educational institutions is to ensure that they do everything possible to provide a high level of qualification to their students.

The tasks that modern education is forced to set for itself are relevant. After all, Ukrainian higher education institutions, like European ones, should increase their competitiveness through the introduction of academic mobility and the development of professional ties with colleagues from other countries. Conducting guest lectures, workshops, round tables, exchange programs, etc., all contribute to improving the educational process in domestic universities.

There are a number of tasks that the university should focus on in order to implement academic mobility as an educational standard for the future.

First, development of a unified system of qualification degrees for higher education. Thus, two-level system "Bachelor-Master" is the most comprehensible (Karpenko, 2019).

Second, creation of a national system for educational credits accumulation and its transfer that allows to continue education in another country.

Third, cooperation in the field of quality management in higher education (Pelaitis & Spathoulas, 2018).

In addition, the development of academic mobility involve all actors of educational process (students, lecturers, researchers, academic management etc). For this purpose European standard of higher education should be implemented for all participants of educational environment.

2.2 Mobility Issues in Ukraine

In Ukraine academic mobility becomes more and more important and prevalent. From year to year higher educational institutions pay greater attention to this activity as a driving criteria.

Generally, the dynamic of national mobility could be illustrated with specific indexes of inbound and outbound mobility as a percentage of the total enrollment in some country.

While inbound mobility rate represents the total amount of foreign students studying in Ukraine, outbound mobility is the number of students from Ukraine studying abroad as a percentage of the total tertiary enrolment.

There is the following strong tendency in Ukraine (Figure 1).

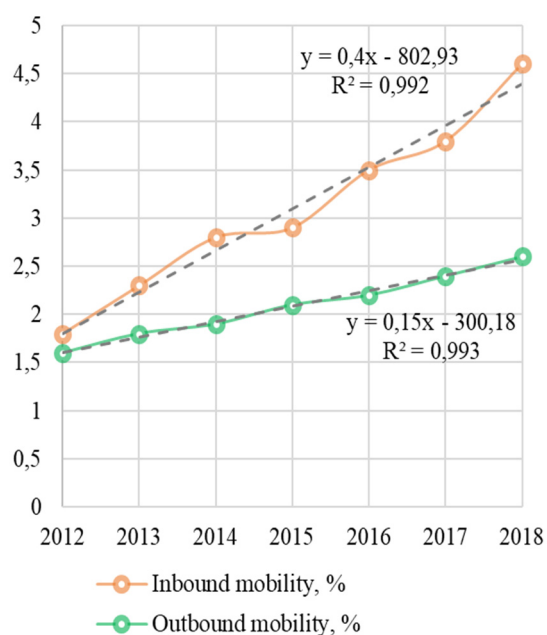


Figure 1: Inbound and outbound mobility in Ukraine (before COVID-19 pandemics).

The diagram illustrates visible increase in mobility indexes. Before pandemic, outbound mobility in Ukrainian higher education was about 2.6 %. Outbound mobility in Ukraine showed remarkable growth from 0.8 % in 1999 to 2.6 % in 2018, so the average annual rate was about 8%. In 2018, inbound mobility in higher education for Ukraine was 4.6 %. Inbound mobility in tertiary education of Ukraine increased from 1.1 % in 1999 to 4.6 % in 2018 showing an average annual rate about 9 %.

Moreover, strong linear correlation allows to predict future growth of inbound mobility about 0,4% every year and outbound mobility growth about 0,15%. There are no doubts, global pandemic decelerated this dynamics, however it was just temporary issue.

To confirm the specific of this tendency, we conducted an online survey among Ukrainian students, which demonstrated the level of student involvement in the academic mobility as a part of educational process.

We should state the fact that with the advent of the COVID-19 pandemic, the process of academic mobility itself has changed somewhat across closed borders. Because of this, the Internet is involved, especially with regard to science and the training system.

As can be seen from the survey (table 1), modern Ukrainian students understand the concept of academic integrity and ready to work in this direction

both collectively and individually. Educational institutions create appropriate conditions for cooperation between with foreign partners, which raises the rating of the institution and erase borders for the research and new achievements.

Table 2: The level of awareness of Ukrainian students on academic mobility.

№	Question	Respondents' answers (percentage)		
		yes	no	difficult to answer
1	Are you familiar with the concept of "academic mobility"?	98	2	0
2	Are academic mobility programs involved in the learning process of your higher education institution?	75	15	10
3	Are students in your group familiar with international academic mobility programs?	77	9	14
4	Does the educational institution adhere to the principle of collective mobility?	69	22	9
5	Does the educational institution adhere to the principle of individual mobility?	78	3	19
6	Do you think that the conditions for academic mobility at the university where you study are favorable?	88	6	4
7	In your opinion, does academic mobility improve the learning process in Ukrainian universities?	94	4	2

Also, the development of academic mobility as one of the leading parameters of the educational process of the future in Ukraine is influenced by other negative processes: information war, economic parameters, new reforms, the cost of studying abroad and low percentage of grant programs for students.

The acute problem is the employment of graduates with a bachelor's degree. According to the National Report of Ukraine on the Implementation of the Bologna Process, only 13.9% of graduates who

received basic higher education and found a job, while 81.8% continued their studies in the next cycle.

At the same time, we analyzed the sites of Ukrainian universities to cover materials on academic mobility by students. We analyzed the sites of 22 universities in Ukraine and studied materials for 2019, 2020 and 2021. The level of lighting has increased significantly. The results obtained are shown below (Figure 2).

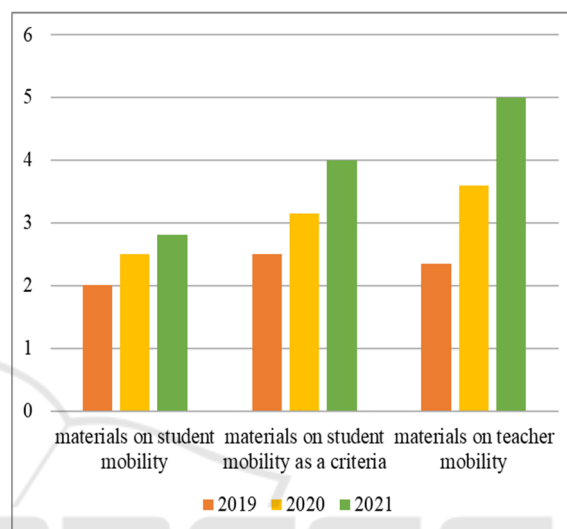


Figure 2: Indicators of coverage of university sites (by the groups of content).

As we can see from the chart, in 2021 the highest rate of coverage of materials on international cooperation and academic mobility led to not only students of Ukrainian educational institutions, but also teachers and lecturers. This shows that universities pay attention to this issue. The materials also cover internal mobility, which emphasizes cooperation between freelance partners from different cities of Ukraine. An example of the most popular academic mobility for Ukraine is the Erasmus program, which involves a large number of Ukrainian universities.

Positive for the further development of academic mobility in the field of "061 Journalism" in Ukraine is the trend of teaching professional disciplines in foreign languages, which is becoming increasingly popular in higher education institutions. This actively increases the level of foreign language skills among young people and opens the horizons for future partnerships between teachers and students, will increase the number of young professionals who will go abroad for internships, internships, scientific conferences and increase positive experiences.

2.3 Ways to Improve Academic Mobility in Ukraine

Academic mobility, as a category, is currently being studied in terms of integration into the educational process, innovative aspects and scientific approaches in higher education institutions.

In the 21st century, mobility should be studied as a phenomenon stemming from the development of the education system as a whole. That is why she managed to develop into a modern international movement, to get a form not only of full-time education, but also virtual. But in Ukraine today there is something to work on, because this vector needs proper attention. Today's leaders of higher education institutions pay very little attention to the potential benefits of exporting or importing teachers, students, and employees of partner institutions abroad, and do not create the right conditions for this. Along with the economic and normative component that complicates the process of academic mobility, there is also an acute problem of insufficient administrative and regulatory support in modern education, as well as lack of programs and conditions to facilitate incoming and possibly outgoing academic mobility of future mediators.

Thus, we conclude that there are currently a number of problems that slow down the development of academic mobility in higher education institutions as one of the central categories of education in the future. We consider it necessary to outline each of them.

1) It is worth paying attention to the creation of normative documents that would facilitate the enrolment of foreign students for a certain period of time (for example, to study in the second year according to a certain educational program in the specialty "061 Journalism").

2) There are no documents that would confirm and simplify the study of the academic mobility program in the specialty, if the student already has a related specialty or international diploma.

3) The students' needs to obtain a visa to study in a number of countries around the world, even for a short period of study or internship.

4) The lack of proper conditions for employment of foreign students, which significantly complicates the process of motivating young people to come to Ukraine.

5) The necessity in the more frequent updates on the websites of educational institutions on existing exchange and mobility programs.

6) The complex feedback between the educational institution and the foreign student, because currently

few universities have an international department responsible for this category of students, conducts business in the direction of developing relationships with foreign partners, creates programs that target to send Ukrainian students abroad, etc.

7) Improper creation of infrastructure for foreign students in universities (preparatory courses, departments, medical centers, dormitories, etc.).

8) Obtaining appropriate licensing conditions for the training of foreign students in a particular field.

9) The lack of necessary funding for the university and its promotion to the appropriate level of international mobility.

10) The lack of in-service training programs for faculty at the expense of the university.

Separately, in our opinion, it is worth studying the problems of forming the initial academic mobility, because it also acts as a powerful lever for shaping the image of Ukrainian education. It should be noted here that students need to be re-enrolled in certain academic disciplines or modules, if they have participated in the program and listened to similar (or similar) disciplines, or participated in the creation of a practical project. It is also important to keep the scholarship or social benefits for a certain category of students (if they have one) while participating in international mobility programs and building a convenient schedule or so-called academic calendar. It should be noted that the latter is not practiced in Ukraine.

In addition, we have to admit very important issue of technical support, digital skills and general availability of modern technologies. This problem becomes extremely important in the context of distance learning and COVID-19 effects.

Thus, Information and communication technology (ICT) becomes the most important trigger for the distance learning implementation. In addition, ICT development becomes one of the strategic directions of economic modernization, and investment attraction into the development of telecommunications infrastructure, that contributes strengthening the strategic position of any country in the long term.

The analysis of Ukraine's position in global ICT ranking allows to identify some remarkable gaps (Figure 3).

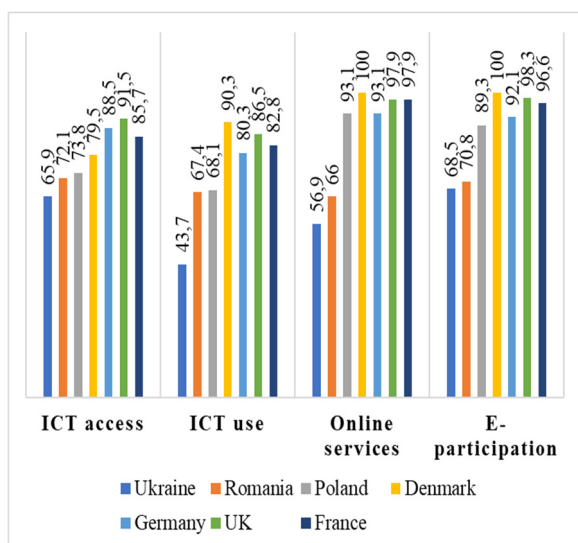


Figure 3: ICT development (score 0-100).

The diagram depicts dramatic backlog in the level of ICT implementation in Ukraine in comparison with the most developed European countries. While ICT access is comparatively middle-developed, the level of ICT use is less than one-half the level achieved in Germany, France and Denmark. The same situation is relevant for the level of online services in Ukraine. These gaps are barriers to the future development of education, because digitalization is considered as one of the most important priority for the national competitiveness. Moreover, ICT provides new opportunities for higher education in the field of distance inbound mobility.

The outlined problems need to be solved not only at the level of a certain university, but also by the state. This requires the intervention of public authorities, which monitor the education process and periodic reforms to improve the quality of higher education, increase the efficiency of educational services, stimulate the development of academic mobility for teachers and students in our country.

Thus, the question arises about the need to reform the educational process at several levels, namely: financial, career guidance, informational support and culture (Figure 4).

The first, the financial level will provide grants and scholarships that will allow you to go abroad, live there and study. It is important here to outline the cost of tuition and payment terms for international students.

The second, career guidance, will provide an opportunity to advertise Ukrainian higher education institutions abroad, inform about existing benefits, outline opportunities for domestic education. This

will allow attracting those wishing to study at Ukrainian universities.

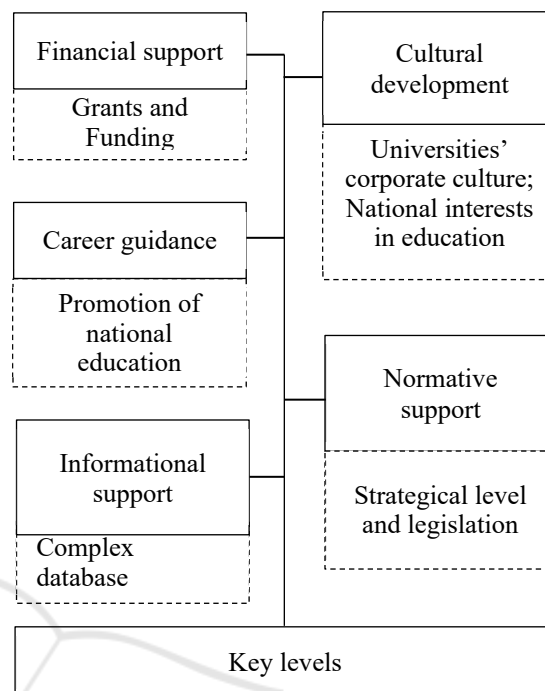


Figure 4: Transformation of the higher education system in the context of academic mobility development.

The third, the information vector will promote the accumulation of information about universities, outline the benefits of training conditions and educational programs, provide clarification on the quality and results of training in domestic educational programs, emphasize the opportunities for future professionals to reach the international level.

The fourth normative level, aimed at strong strategic development of universities, will promote the development of incoming / outgoing academic mobility, stimulate mobility programs and exchange programs.

The fifth vector, cultural, is aimed at developing the corporate culture of the university and the higher education system in Ukraine in general.

To implement this, it is worth focusing not only on the efforts of the universities, but also the authorities, employers and sponsorship programs. After all, Ukraine's business sector is developing quite strongly, so it would be good to use the financial resources of media structures, holding companies, etc. to build education for competitive media professionals who are ready to create quality content for the Ukrainian media environment.

Thus, modern academic mobility is a relevant and necessary phenomenon for study and development.

Its future implementation directly depends on the factors and areas of socio-political life of modern Ukrainian society.

Ukraine's policy in the vector of development of higher education in the field of "061 journalism" should be based on the study of the requirements of the era of globalization and internationalization. This should take into account the existing successful experience of European countries, try to adapt it to national trends and needs.

Secondly, it is important for Ukraine to change the indicators of the quality structure of academic mobility, development of opportunities and favorable conditions for the development of the industry "061 Journalist" for degree mobility programs.

In addition, Ukrainian educational system needs funding for higher education and stimulating the development of scholarship programs, which will contribute to the development of strategies for the formation of fundamental principles of academic mobility. After all, in order to form strong principles of the national educational process in view of future trends, it is important that not only students but also teachers have outlined opportunities.

3 CONCLUSIONS

Today, academic mobility is becoming an important priority in the development of "education of the future". It allows higher education institutions in Ukraine moving towards Europe and adhere to the necessary context of the Bologna Process, the development of innovative methods in the field of "061 Journalism" and the training of a multidisciplinary specialist journalist.

Academic mobility contributes to the development of a positive image not only of domestic universities, but also of the education system as a whole. It has proven to be the latest approach in the formation of a specialist and gaining professional experience of the future mediator, the mechanism for implementing new ideas and mechanisms for their implementation.

The phenomenon of academic mobility is relatively new for Ukraine, as it has been given worthy attention only for the last 5 years. It promotes the formation of new strategies for the development of national education, the formation of new educational concepts in the field of "061 Journalism", stimulates the desire of students to study professional disciplines in foreign languages.

However, modern higher education institutions in Ukraine still need to work fruitfully to reach the level

of European universities, and Ukraine should focus on the legislative, economic and social components.

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