

Academic Mobility of High School Students: Concept, Principles, Structural Components and Stages of Implementation

Regina G. Sakhieva¹, Liudmila V. Semenova², Isita V. Muskhanova³, Amina Kh. Yakhyaeva³, Rezeda R. Iskhakova⁴,
Elena V. Makarova⁵ & Liliya Sh. Shafigullina⁶

¹ Academy of Social Education, Kazan, Russia

² Immanuel Kant Baltic Federal University, Kaliningrad, Russia

³ Chechen State Pedagogical Institute, Grozny, Russia

⁴ Kazan National Research Technological University, Kazan, Russia

⁵ Ulyanovsk State Agricultural Academy named after P. A. Stolypin, Ulyanovsk, Russia

⁶ Kazan (Volga region) Federal University, Kazan, Russia

Correspondence: Regina G. Sakhieva, Academy of Social Education, 420039, Isaeva Street, 12, Kazan, Russia.
E-mail: saxievarg@mail.ru

Received: May 7, 2015 Accepted: May 16, 2015 Online Published: May 28, 2015

doi:10.5539/jsd.v8n3p256

URL: <http://dx.doi.org/10.5539/jsd.v8n3p256>

Abstract

At the end of XX - XXI century globalization processes taking place in various fields of economy, science, culture and other spheres of human activity also affected the system of education. In the era of globalization one of the important components of higher education is the academic mobility of students, which is recognized and accepted by both universities and employers. In the article the concept of academic mobility of students in the narrow and broad senses of the word, the principles of organization of academic mobility of higher educational institutions students are revealed. It presents and justifies the structural components of academic mobility, the main stages of the implementation of students' academic mobility and identifies a phased activity of all entities in educational process during the implementation of these stages. The article is addressed to higher educational institutions teachers, representatives of universities' international departments and centers of academic mobility in higher education institutions aimed at the development of high school students' academic mobility.

Keywords: globalization of higher education, academic mobility of students, the principles of academic mobility organization, structural components of academic mobility, stages of students' academic mobility, long life learning

1. Introduction

Revealing the concept of "globalization", N. M. Rimashevskaya, V. F. Galetsky & A. A. Ovsyannikov (2002) emphasize that globalization is the interaction of states, nations, ethnic groups, social communities in a single system of relations on a planetary level. In the process of education globalization there are specific connections and relations between states and their educational systems aimed at opportunities' enhancing of personal development in a dynamic fast-changing world.

Globalization of higher education means the growth of students' academic mobility and the academic cooperation development between teachers of higher educational institutions from different countries, which will contribute to the improvement of quality in bachelors' and masters' training, its adequacy to current requirements of the labor market and these countries' status improvement in the field of education.

Academic mobility plays an important role in the personal development and professional formation, in skills' formation to build independently his educational, professional and life trajectory of development that is the basis of a new paradigm for the education development "learning throughout life". It involves the inclusion of every person in a continuous process of knowledge acquiring, values, attitudes and competencies forming (Oleinikova, 2002).

The main factors determining academic mobility can be divided into four main groups: economic, political, cultural and educational. Economic factors are closely related to direct financial benefits, for example, due to

tuition fees of international students the financial situation of the host higher education institution is strengthened. Even the indirect economic benefits are more important, as qualitatively different qualification of higher education graduates is one of the conditions of economic progress of the country and its competitiveness in the international arena. Political factors are generated by the geopolitical interests of each country. Cultural factors are derived primarily from the intentions to promote the national culture and to adopt foreign cultures. And finally educational factors are associated with the needs to improve the quality of education, ensure its consistency with current and prospective needs of the individual, society and the state.

2. Literature Review

Essential characteristics, current state, problems and trends of high school students' academic mobility development are described in investigations by E. I. Artamonova (2010), V. I. Baydenko (2010), V. I. Bogoslovsky (2007), O. N. Oleinikova (2009), V. N. Chistokhvalov & V. M. Filippov (2008), O. V. Lopatina et al. (2015) etc.

The organization of high school students' academic mobility are described in the publications of T. V. Lyapina (2008), I. M. Mikova (2011), M. A. Stavruk (2011), V. A. Traynev (2007), etc. To the formation of high school students' academic mobility researches by E. L. Emelyanova (2013), N. K. Dmitrieva (2013), T. M. Tregubova, R. G. Sakhieva & A. R. Masalimova (2008), T. B. *Lisitzina et al. (2015)*, E. V. *Gutman et al. (2014)*, A. N. Sheremet (2009), L. V. Zvonenko (2008), etc. are dedicated.

Academic mobility in the context of Europeanization, internationalization of globalization of higher education was considered by foreign researchers M. Kelo (2006), J. Knight (2007), V. Naidoo (2006), N. Stromquist (2002), U. Teichler (2003), N. Varghese (2008), etc.

The officially accepted interpretation of the concept of "academic mobility" does not currently exist.

In the documents of the Europe Council, namely in the recommendations of the Ministers Committee of the Europe Council 1996 academic mobility is defined as the period of study, teaching and/or research in a country other than the country of student's or the academic staff member's residence, and it emphasizes that this period should be of limited duration, provided that the student or the employee returns to his or her home country after the completion of the designated period (Documents of International Law on Education, 2003).

B. I. Bogoslovsky, S. A. Pisareva & A. P. Trjapitzina (2007) determine academic mobility as an opportunity for students (primarily), teachers, administrative staff of universities to move from one University to another with the aim of experiences' sharing, getting those opportunities which for some reason are not available in their own University, the overcoming of national isolation and the acquisition of common European perspectives.

N. K. Dmitrieva (2013) understands under the concept of University students' academic mobility their holistic quality of persons, which is formed in the educational space and represented as a dynamic state of its components, characterizing their ability and willingness to adapt, to change and transform themselves and the environment. Academic mobility is an essential form of intellectual potential existence, reflecting the implementation of the internal needs of that potential in motion in the space of social, economic, cultural, political relationships and linkages (Chistokhvalov & Filippov, 2008).

Academic mobility is a form of modern international trends' reflection of globalization, internationalization and Europeanization, forcing to have a new look at diversity and pluralism in education (Stavruk, 2011).

3. Methodological Framework

The original understanding of the determined concept "student's academic mobility" in the context of humanistic and individual-activity approaches means focus on educational activity to the student's personality, the creation of conditions for his individuality expression and development, maximum satisfaction guaranty and accounting of his needs and interests in the learning process. The student acts as the entity of the educational process based on the principles of conscious partnership and collaboration with teachers that is directly related to the student's independence development, his or her creative activity and personal responsibility for the effectiveness of the educational and self-educational activities (Sakhieva et al., 2015).

The principles of the organization of high school students' academic mobility are:

- the principle of scientific character, consisting in the need to implement research-based approach using integrated knowledge in the process of students' academic mobility organization;
- the principle of consistency which explains the process of academic mobility not as an isolated process, but as a holistic process taking into account the interaction of various structural components in unity with the socio-cultural environment;

- the principle of sequence, which determines the orientation and logic of higher school students' academic mobility process, and consisting in a support on key regulatory and legal documents on academic mobility organization, consistent adherence of all stages of the process;
- the principle of continuity that defines the relationship of all educational levels, consistency of basic educational programs of higher education institutions, giving the opportunity for training throughout life;
- the principle of humanization, which consists in creation of conditions for individual development and self-development, the possibility for creating an individual educational trajectory of the student by means of academic mobility;
- the principle of cultural conformity, consisting of students' training and up-bringing in reasoning by the level of world and national culture development.

4. Results and Discussions

Basing on research in the field of high school students' academic mobility, we define students' academic mobility in narrow and broad senses of its notion. In the narrow sense the academic mobility of students is the limited period of students learning in foreign educational institution. In the broadest sense of the word, we define academic mobility of students as an integrative quality of the student describing the dynamic state of his or her personality, able to adapt and respond to changing educational space and conditions of educational activities, aware of the need to develop their educational, research, sociocultural potential in the context of educational globalization.

Based on the definition of academic mobility in narrow and broad senses of the word we revealed substantial characteristics of students' academic mobility, namely:

- in the first case the essential characteristic of students' academic mobility are concrete actions, technology, and mechanisms associated with the system of students' academic exchange from different countries;
- in the second case, the intrinsic characteristic of the academic mobility is the combination of personal qualities of the student – the entity of the educational activity, allowing him or her to implement a comprehensive, targeted and multi-faceted process of intellectual advancement in academic and scientific fields, to develop his or her educational, scientific, socio-cultural, creative potential, relevant tools, technologies, methods and means of this process implementation.

Students' academic mobility contributes to the development of the following qualities: the ability to choose the ways of interaction with the environment; the ability to think in a comparative perspective; the ability to intercultural communication; the ability to recognize the insufficiency of knowledge, i.e. knowledge about lack of knowledge, which defines the motivation for learning; the ability to change the self-perception; the ability to consider his or her country in cross-cultural perspective; the knowledge of other cultures, studied from the inside, etc. (Chistokhvalov & Filippov, 2008; Levina et al., 2015)).

The main objectives of students' academic mobility are: education quality improving, ensuring its compliance with current and future requirements of the individual, society and the state; development of the students' skills and the formation of new ones.

The following components can be distinguished in the structure of students' academic mobility: motivational-task, cognitive, activity, and result-reflexive.

The selection of motivational and target component in the structure of academic mobility reasoned by the fact that the goals' and participation objectives' realization in the programs of academic mobility, the presence of motives and needs in this type of activity is the basis for motivated, conscious and active activity which promotes the development of academic mobility as an integrative quality of the individual. The cognitive component selection is explained by the fact that participation in the programs of academic mobility and the formation of academic mobility as an integrative quality of the individual requires certain knowledge in this field. The selection of the activity component is connected with the fact that, on the one hand, the activity itself reflects active, dynamic and changeable human condition, and thus it is a mechanism by which all the qualities of the individual are formed, including academic mobility, on the other hand, the activity is a form of interaction between the individual and the surrounding world and other people. The selection of the effective-reflective component in the structure of academic mobility is due to the fact that achieving of a certain result and its reflection is the activity or the process condition of personality quality formation, in addition to it, reflection contributes to personality development and self-actualization. L.Y. Sirotkin (1999) stresses that the reflection acts as a balancing mechanism in the structure of

personality that allows him or her to be able to react flexibly to the changing situation of macro - and micro-environment that, in turn, is an important sign of mobility.

Table 1. Structural components of students' academic mobility

The name of the component	The content
Motivational- target	Goals, objectives, needs and motivations of participation in the programs of academic mobility
Cognitive	Combination of knowledge, ideas, concepts, judgments about academic mobility and the various programs of academic mobility, obtained from many sources
Activity	Sophisticated, purposeful and multi-faceted process of intellectual advancement of the student in academic and scientific fields, the development of its educational, scientific, sociocultural, creative potential
Effective-reflective	self-Esteem that outcomes of participation in a particular program of academic mobility

In modern conditions the basic form of students' academic mobility realization are academic mobility programs (Erasmus, Erasmus Mundus, Tempus, Fulbright, etc.). Academic mobility is also being developed through the participation of higher education institutions in international projects, grants, establishing direct contacts with foreign universities.

The main stages of students' academic mobility realization are preparatory, adaptation, active learning, assessment and reflective. Table 2 presents the main stages of the students' academic mobility implementation and identifies a phased activity content of all entities in educational process of these stages' implementation.

Table 2. The main stages of students' academic mobility implementation

№	The name of the step	Phased content of teacher's activity	Phased content of tutor's activities	Phased content of student's performance	Phased content of activities of international departments in universities and centers of academic mobility in higher education institutions
1	Preparatory	Realizing of goals, objectives and the importance of students' academic mobility; inclusion of an international component in the content of vocational training; development of integrated modular programs; the selection of appropriate technologies for their implementation	Assistance in choosing a specific program of academic mobility and the registration of the relevant documents	Realizing of the goals, objectives and motives of participation in the process of academic mobility; participation in presentations of the various programs; the collection of information from Internet sources; correlation of needs, interests and capabilities with a particular program; choosing the right program; actions and activities associated with the processing of relevant documents	Collection and continuous updating of information on existing programs of academic mobility and conditions of participation in them; presentations of the various programs; the establishment of bilateral and multilateral mutually beneficial agreements and contracts with foreign educational institutions

2	Adaptive	Individualization and differentiation of educational process; adaptation of content and learning technologies to specific educational environment; the extensive use of the counselling	Psycho-pedagogical support of students in the adaptation process to a new social and educational environment; assistance in designing an individual plan	Adaptation to new social and educational environment; the adoption of the objectives of learning in a new environment; development of an individual plan; active participation in the various courses of "after training"	Review and correction (if necessary) of students' individual plans (jointly with the Department of education); organization of various courses on students' "after-training" (language courses, etc.) (in conjunction with the training Department)
3	Active-learning	Organization of educational activities; ensuring the flexibility of the educational environment; the use of modern technologies, active and interactive teaching methods; use of counselling	Psycho-pedagogical support of student's educational process; assistance in the implementation of the individual plan	Active participation in the educational process, research activities and student life	Solution of various educational (jointly with the Department of education) and organizational problems
4	Assessment-reflexive	Intense analysis of the content and technologies of the educational process with the purpose of adjustment and further improvement taking into account external and internal factors	Analysis of psychological and pedagogical support of students with the purpose of making relevant corrections	Critical assessment of the results from participation in a particular program of academic mobility, the determination of compliance accomplished its goals and objectives, identifying reasons for their possible inconsistencies, setting objectives and future activities	Analysis of student participation in academic mobility programs, preparation of reports, including statistical ones

In the process of academic mobility priority is given to the formation of free and responsible person, capable to carry out educational and self-educational activity in the modern multicultural world, combining academic and intercultural competence with civil liability and moral consciousness.

5. Conclusion

Thus, academic mobility is not only a process of students participation in the programs of academic mobility and education in a foreign University, but also integrative personal quality, characterizing the dynamic state of the individual, able to adapt and respond to changing educational environment and conditions of educational activities, who are aware of the need to develop the educational, scientific, social and cultural potential in the context of education globalization. Academic mobility is a means of competent bachelors and masters training; the country competitiveness's enhance in the field of educational services; improvement of the effectiveness of higher educational institutions graduates' employment.

Acknowledgement

The authors thank all participants in this study for their kind cooperation.

References

- Artamonova, E. I. (2010). Academic mobility as a means of integration of Russian universities in the world system of higher education. *Teacher education and science, 1*, 11-20.
- Baydenko, V. I. (2010). *The main trends in higher education: global and Bologna measurement*. Moscow: Research Center of Problems the quality of specialists training, 352.

- Bogoslovsky, V. I. (2007). *Development of academic mobility in multi-level university education*. St. Petersburg: Russian State Pedagogical University, 95.
- Bogoslovsky, V. I., Pisarev, S. A., & Tryapitsina, A. P. (2007). *Academic mobility: the implementation of the Bologna Process*. St. Petersburg: Russian State Pedagogical University, 55.
- Chistokhvalov, V. N., & Filippov, V. M. (2008). *Status, trends and challenges of academic mobility in the European Higher Education Area*. Moscow: Russian Peoples' Friendship University, 162.
- Dmitrieva, N. K. (2013). *Formation academic mobility of students in the process of learning a foreign language. Author's abstract of dissertation of candidate of pedagogical sciences*. Petrozavodsk: Karelian State Pedagogical Academy, 22.
- Documents of International Law on Education. (2003). Ch. Editor Filippov V.M. Moscow: Gotika, 124.
- Emelyanova, E. L. (2013). *Pedagogical maintenance of preparedness of students to academic mobility. Author's abstract of dissertation of candidate of pedagogical sciences*. Moscow, 26.
- Gutman, E. V., Masalimova, A. R., Shaidullina, A. R., Nizamieva, A. M., & Mukhamadieva. (2014). Foreign language discipline integrative potential in the students' research competence development. *American Journal of Applied Sciences*, 11, 1099-1103. <http://dx.doi.org/10.3844/ajassp.2014.1099.1103>
- Kelo, M. (2006). Toward improve data student mobility in Europe: findings and concepts of the Eurodata study. *Journal of Studies in International Education*, 10(3), 194-223. <http://dx.doi.org/10.1177/1028315306288755>
- Knight, J. (2007). Internationalization Brings Important Benefits as Well as Risks. *International Educator*, 16(6), 59-62.
- Levina, E. Y., Akhmetov, L. G., Latipova, L. N., Mirzagitova, A. L., Mirzanagimova, F. I., Latipov, Z. A., & Masalimova, A. R. (2015). Diagnostics of Educational Activity Quality on the Basis of Qualitative Methods. *Asian Social Science*, 11(4), 246-251.
- Lisitzina, T. B., Nikonov, V. V., Ilkevich, K. B., Ilkevich, T. G., & Masalimova, A. R. (2015). The Syllabus of the Regional Component of Professionally Motivational Education Developed for the Students Specializing in Tourism. *Asian Social Science*, 11(2), 284-289.
- Lopatina, O. V., Borisov, A. M., Leyfa, I. I., Galimzyanova, I. I., Yatsevich, L. P., Demyanenko, M. A., & Masalimova, A. R. (2015). Role of foreign language teacher shaping students' research skills. *Asian Social Science*, 11(4), 135-141.
- Lyapina, T. V. (2008). *The Bologna process and the pedagogical university*. Penza: Penza State Pedagogical University, 163.
- Mikova, I. M. (2011). *Organization of academic mobility of students in higher education*. Ryazan: Ryazan Regional Institute of Education Development, 35.
- Naidoo, V. (2006). International education. A tertiary-level industry update. *Journal of Research of International Education*, 5(3), 232-345. <http://dx.doi.org/10.1177/1475240906069455>
- Oleinikova, O. N. (2002). The concept of learning throughout life. *Vocational education*, 5, 43.
- Oleinikova, O. N. (2009). The Bologna process and the comparability of programs, diplomas and higher education qualifications. *Bulletin of the Moscow State Open University. Psychological Science*. Moscow: Moscow State Open University, 13-25.
- Rimashevskaya, N. M., Galetsky, V. F., & Ovsyannikov, A. A. (2002). *Population and Globalization*. Moscow, 322.
- Sakhieva, R. G., Ibatullin, R. R., Biktemirova, M. K., Valeyeva, G. K., Pchelina, O. V., Valeyeva, N. S. ... Khairullina, E. R. (2015). The Essential, Objective and Functional Characteristics of the Students' Academic Mobility in Higher Education. *Review of European Studies*, 7(3), 335-340. <http://dx.doi.org/10.5539/res.v7n3p335>
- Sheremet, A. N. (2009). Formation of academic mobility of the future teachers of computer science by means of information and communication technologies. Author's abstract of dissertations of candidate of pedagogical sciences. Novokuznetsk: Kuzbass State Pedagogical Academy, 208.
- Sirotkin, L. Y. (1999). *Integrative model of personality formation in the conditions of a transformed society. Actual problems of modern education methodology*. Kazan: Academy of Pedagogical and Social Sciences, 54-58.

- Stavruk, M. A. (2011). *The content and organization of academic mobility of students in Finland*. Dissertation of candidate of pedagogical sciences. Surgut, 349.
- Stromquist, N. P. (2002). *Education in Globalized World: the Connective of Power, Technology, and Knowledge*. Boston: Rowman & Littlefield Publishers, 248.
- Teichler, U. (2003). Mutual Recognition and Credit Transfer in Europe: Experiences and Problems. *Journal of Studies in International Education*, 7(4), 312-341. <http://dx.doi.org/10.1177/1028315303257118>
- Traynev, V. A. (2007). *Improving the quality of higher education and the Bologna Process. Generalization of domestic and foreign practice*. Moscow: Dashkov and Company, 390.
- Tregubova, T. M., Sakhieva, R. G., & Masalimova, A. R. (2008). *Academic mobility of students in higher education: national and international experience of its formation*. Kazan: Otechestvo, 131.
- Varghese, N. V. (2008). *Globalization of higher education and cross-border student mobility*. Paris: HEP, 29.
- Znovenko, L. V. (2008). Development of academic mobility of students of pedagogical college in the conditions of continuing education. Author's abstract of dissertation of candidate of pedagogical sciences. Omsk: Omsk State Pedagogical University, 23.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).