

COLLEGE OF APPLIED STUDIES FOR INFORMATION
TECHNOLOGY (ITS)



MOBILITY STRATEGY

Belgrade, 2020.

Pursuant to Article 16 of the Statute of the College of Applied Studies for Information Technology (abbreviated name ITS) in Belgrade, the ITS Council, at its session held on May 22, 2020, adopted,

MOBILITY STRATEGY of Information Technology School

Nowadays, mobility of students, teachers and senior associates is a key element in higher education processes and cooperation strategies. Besides being a direct form of cooperation between institutions, mobility is also an essential element of most educational policies in the domain of internationalisation of higher education. It is important to know that there is a mobility which is a result of individual initiative or a part of a specific project. Therefore, it is necessary to make the difference between the mobility which comes from the cooperation programme and the one that is a result of one's own wish or as a part of a business project, and not being a part of cooperation and exchange programmes.

Outgoing methods of learning became insufficient for professional education since it is developing too fast nowadays as a consequence of rapid changes in economics, science, technology and communication. That leads to reconsidering the existing principles of higher education and enable a model which links both theoretical and practical education. Current situation emphasizes the significance of education for the competences that would provide the needs of labour market to be responded. That is why ITS has need for Mobility strategy.

Student mobility is a part of internationalisation of higher education area. It is essential to know that mobility could be implemented in two ways: among institutions and cooperation in order to improve living and working conditions. Regional integration, that is best represented by an example of European Union, has been achieved throughout higher education networks, where information technologies ensure communication and teamwork. Mobility is integral part of ITS internationalisation process and belongs to its long-term priorities. European Higher Education Area, which resulted from the Bologna Process, is based on an intensive exchange of students and teachers at European higher education institutions, concerning following period and other areas as well. That kind of policy has been supported at European level by EU funds for mobility scholarships, by institutional cooperation projects and more specifically by European Credit Transfer System ECTS and the Erasmus+ programme.

It is very significant to set mobility goals on the occasion of strategic orientation as well as to differentiate:

- mobility with the aim of getting a degree, emphasising master's degrees;
- mobility with the aim of getting credits within basic studies or master studies;
- number of foreign students coming to study ITS as well as number of ITS students going abroad;
- mobility within Basic Applied Studies, Master Applied Studies, research work, training, learning languages etc.;
- training courses for professional and technical services, research work, young teachers.

There are two ways of mobility and the question is whether our country is ready to invest in education of foreign students. The issue of danger of our students leaving the country is no less significant. That is how to provide our good students, who are going abroad, to return to the country.

That all leads to the series of questions:

- how to achieve high grade mobility;
- provide appropriate database and control that could be followed by the existing Student Record System.

It is necessary to establish better communication with foreign partners and domestic institutions in order to implement mobility with a specific aim within a certain strategy. Nowadays, mobility is being implemented due to a certain interest of higher education institution, teachers or student interests.

ITS staff mobility could be very useful. It could last from a few days or weeks to longer periods of time (one semester or a whole year). This part of mobility improvement opens up perspective for improving projects, classes. On the other hand, all obstacles for higher staff mobility should be taken into account and perspectives for faster and more efficient involvement of foreign teachers at ITS should be opened as well.

Mobility and employment

Student mobility should at the same time provide education and training of experts to work in the international environment which implies large international corporations in our country as well as for working abroad that requires better knowledge of foreign languages and organising practice abroad.

Language policy and mobility

The theme of internationalisation and mobility is closely related to the issue of knowledge of foreign languages. Organising study programmes in English is one of the ways to attract students to study ITS. The question is how capable teachers of ITS are of teaching in English. Therefore, it is necessary to carry out a survey among teachers of ITS and organise a specific training in foreign languages by profession. It is also necessary to train professional services for communication with foreign students. It is essential to organise online courses for learning Serbian as a foreign language for students coming from abroad who intend to study in Serbian, in order to shorten the period of their stay in Belgrade to learn Serbian.

In the long term, it is necessary to provide coordination of all institutions in the common system founded by LINKgroup and Comtrade, who deal with higher education, professional orientation and labour market in order to establish needs at the level of the common system and, in compliance with it, direct projects and mobility programmes with higher education institutions.

Conclusion

Student mobility could be reconsidered from different points of view but it is crucial that, nowadays, international cooperation among higher education institutions has a significant effect on improvement of teaching quality in European and other world higher education institutions. Student mobility is shown through regional and international agreements that include specific goals. According to that, student mobility becomes an essential part of educational cooperation which includes the efforts and resources of different environments and that is what makes this mobility complex and sensitive.

Mobility is a challenge because it requires management and involvement of human and financial resources, specific and clear goals and tasks. This entails clear and precise agreements and readiness of all participants to cooperate, which implies new management systems, new strategies and work methods. Cooperation within the purview of education means the possibility to meet

various work methods and professional education as well as the possibility to learn something new from the others.

It is necessary to understand that mobility is an opportunity to bring cultures and lifestyles closer, learn languages, relevant information and results on projects. Interculturality and multiculturalism are integral parts of the results achieved by student mobility.

There is a need for permanent movement control to make it possible to know which students are participating, where they are engaged and what results have been achieved. All this information is necessary if ITS is to participate in international mobility.

CHAIRMAN OF THE COUNCIL
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