

Rankings in Large-scale Mobility Programs: Do They Matter? An Analysis of the Science Without Borders

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on Internationalization of HE:
Social Engagement and
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Porto Alegre, Brazil - April 8-12, 2017

Agenda

- » Scenario of internationalization of HE in Brazil;
- » Science Without Borders
- » Motivation to investigate this topic
- » Rankings
- » Distribution of SWB undergraduate students
- » Students' motivations to study abroad
- » Conclusions and questions for reflection



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Internationalization of HE in Brazil

- » expertise on graduate student and faculty mobility;
- » asymmetrical partnerships with foreign HEIs;
- » language barrier;
- » absence of empirical studies in the field;
- » earlier stage of internationalization.



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Science Without Borders

- Investir na formação de pessoal altamente qualificado nas competências e habilidades necessárias para o avanço da sociedade do conhecimento;
- Aumentar a presença de pesquisadores e estudantes de vários níveis em instituições de excelência no exterior;
- Promover a inserção internacional das instituições brasileiras pela abertura de oportunidades semelhantes para cientistas e estudantes estrangeiros;

(Ciência sem Fronteiras - Metas)



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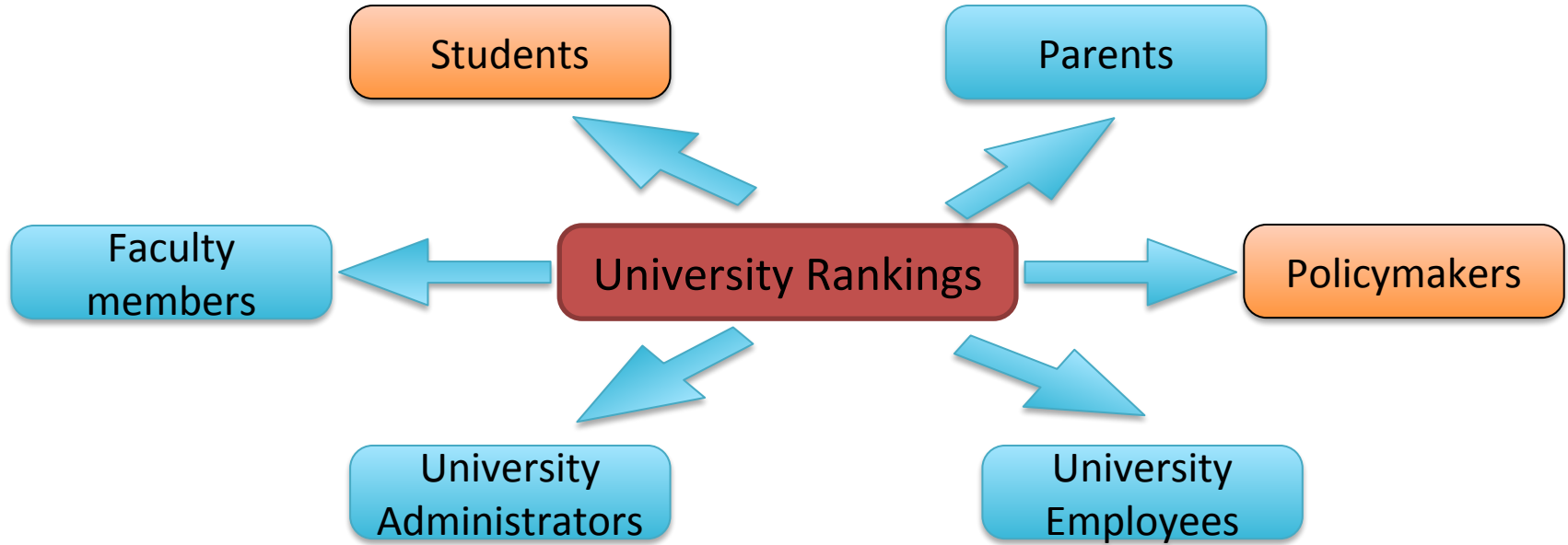
Science without Borders

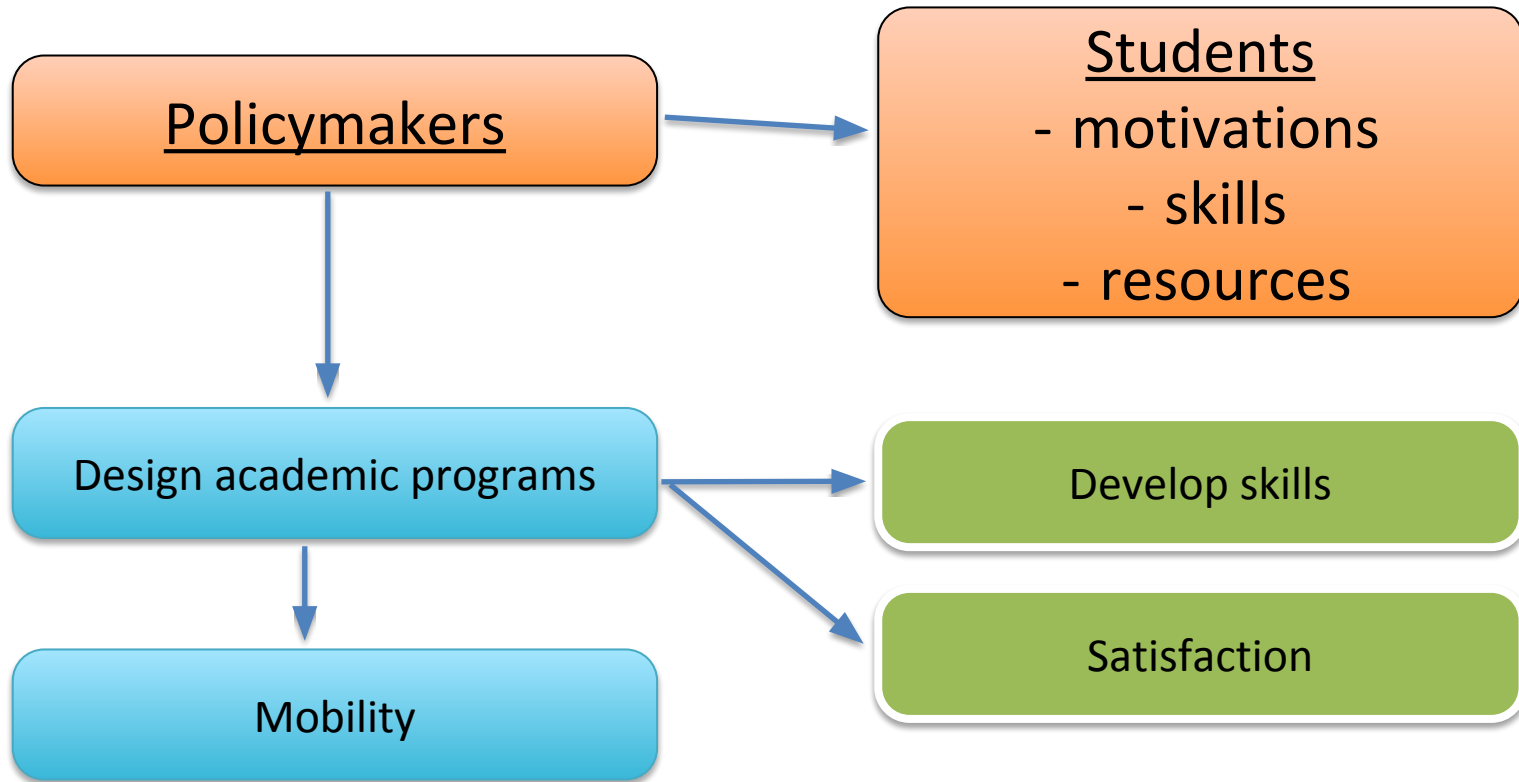
Os estudantes e pesquisadores do Ciência sem Fronteiras terão o seu treinamento nas melhores instituições e grupos de pesquisa disponíveis, prioritariamente entre os mais bem conceituados para cada grande área do conhecimento de acordo com os principais rankings internacionais.

(Ciência sem Fronteiras - Instituições de Destino)



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“And the amount of students, that was a complex question. For example, MIT, great, MIT will participate. How many do you want to send? 1000, then the MIT said: impossible to host 1,000 Brazilian students, there is no way. I mean, there is a possibility of hosting a certain quantity of foreign students, but not from a single country. So we had to relativize a little this... Then how would we do it? The top 10? The top 50, the top 100? So that is what happened” (E1).



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This study aimed at:

- a) checking whether undergraduate students were sent to well ranked institutions
- b) verifying if undergraduates took rankings into account when choosing their host institutions
- c) identifying profiles according to students' motivations



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a) checking if students were sent to well ranked institutions

- Interviews with program coordinators
- Most reliable rankings (Altbach, 2014): Shanghai + THE
- Undergraduate students only - Bolsistas pelo Mundo and Lattes CVs



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País: Todos

Área: Todas

Modalidade: Graduação Sanduíche no Exterior



Limpar Filtros

Graduação Sanduíche no Exterior

Bolsas Implementadas

73341

Bolsas Vigentes

52

A Centre for Observational Oceanography

<http://www.cfoo.co.za/>

Martin Hammerschlag Way, Foretrust
Building, 2nd Floor
Cape Town, 52126, África do Sul
Total de Bolsistas: 1

B University of Pretoria

<http://www.up.ac.za>

Lynnwood Road, Hatfield
Pretoria, 0028, África do Sul
Total de Bolsistas: 1

C Bauhaus Universität Weimar

<http://www.uni-weimar.de/>

Geschwister-Scholl-Str a 8
Weimar, 99423, Alemanha
Total de Bolsistas: 6

D Bergische Universität Wuppertal

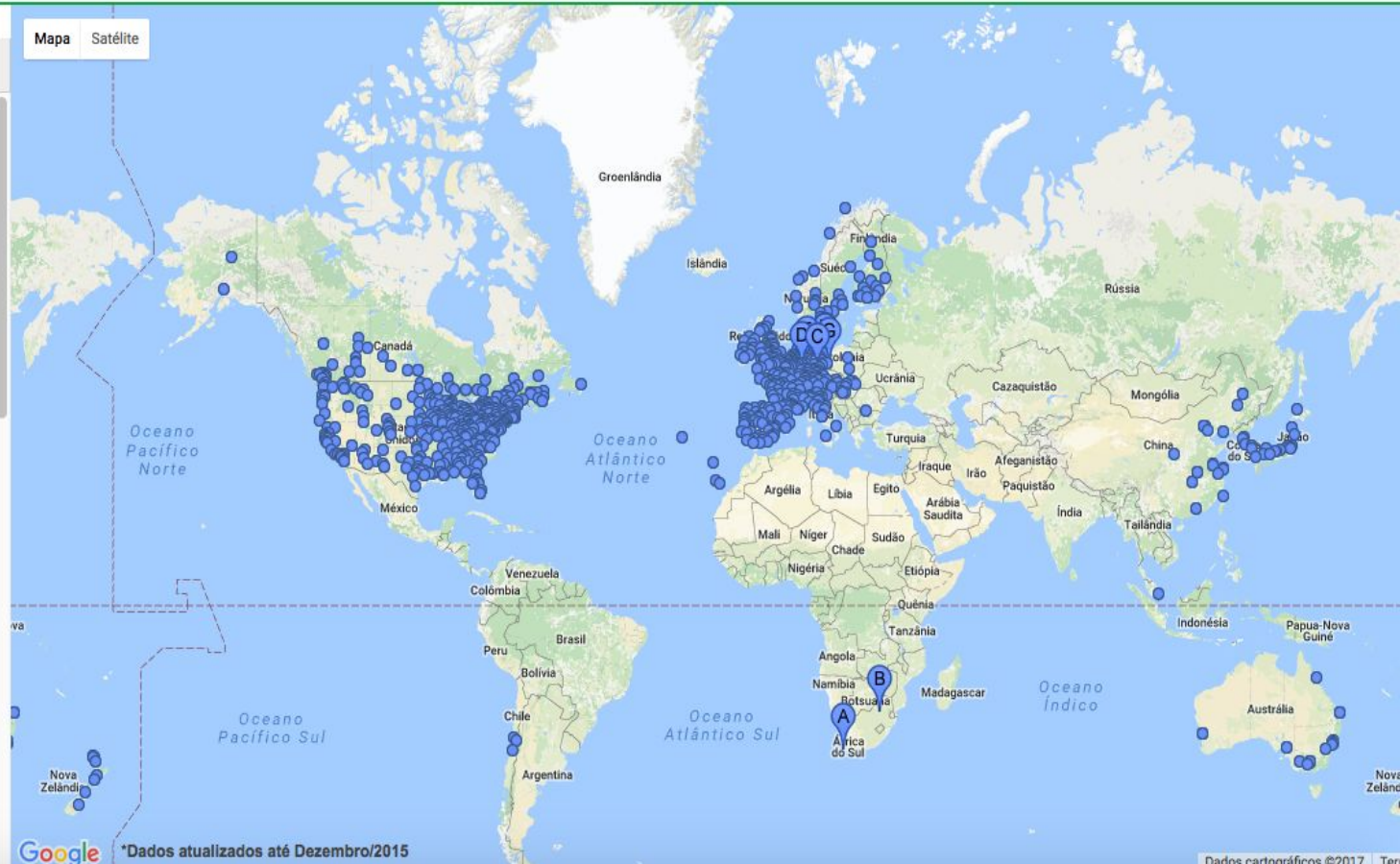
<http://www.uni-wuppertal.de>

Gau str a e 20
Wuppertal, 42119, Alemanha
Total de Bolsistas: 31

E Beuth Hochschule fur Technik Berlin

<http://www.beuth-hochschule.de/>

Luxemburger Str a e 10
Berlin, 13353, Alemanha
Total de Bolsistas: 2



a) checking if students were sent to well ranked institutions

Institution's rank	Ranking	Number of students
Top 20	Shanghai & Times Higher Ed.	511* = 0.7%

a) checking whether students were sent to well-ranked institutions

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Top 100	Shanghai	8,355 = 11.4%
	Times Higher Education	9,208 = 12.5%

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Top 100	Shanghai	8,355 = 11.4%
	Times Higher Education	9,208 = 12.5%
Top 500	Shanghai	31,376 = 42.8%
	Times Higher Education	34,762 = 47.4%

a) checking if students were sent to well ranked institutions

Top 20 student body areas of study (Lattes CVs)

- Medical sciences: 89 (17,4%)
- Engineering: 162 (31,7%)
- Computer science/engineering: 61 (11,9%)
- **Not informed: 52 (10,2%)**



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	HEI	Shanghai Rank	Admitted Students in 2015 (%)	Total Cost Per Year (without financial aid)	Number of SwB students
1	Stanford University (CA)	2	5,05%	\$62,541	0
2	<u>Harvard University (MA)</u>	1	5,37%	\$62,025	50*
3	<u>Columbia University (NY)</u>	9	6,14%	\$68,405	96*
4	<u>Yale University (CT)</u>	12	6,49%	\$64,650	12
5	<u>Princeton University (NJ)</u>	6	6,99%	\$60,090	0
6	University of Chicago (IL)	10	7,81%	\$67,584	1
7	Massachussets Institute of Technology (MA)	5	8,01%	\$62,662	44

	University	Shanghai Rank	Admitted Students in 2015 (%)	Total Cost Per Year (without financial aid)	Number of SwB students
8	<u>Brown University (RI)</u>	90	8,48%	\$64,566	26
9	California Institute of Technology (CA)	8	9%	\$61,677	0
10	<u>University of Pennsylvania (PA)</u>	18	9,92%	\$66,100	30
11	<u>Dartmouth College (NH)</u>	211	10,33%	\$66,579	5
12	Vanderbilt University (TN)	60	11,29%	\$61,072	9
13	Duke University (NC)	25	11,35%	\$65,703	14
14	Johns Hopkins University (MD)	16	12,4%	\$65,886	40
15	Northwestern University (IL)	26	13,03%	\$66,344	5
	Total				332

a) checking if students were sent to well ranked institutions

Rankings vs. Top Brazilian Universities

THE - 251-300 USP

THE- 401-500 UNICAMP

Shanghai - 101-150 USP (4,031)

Shanghai - 301-400 UFMG/UFRJ/UNESP (7,759)

Shanghai - 401-500 UFRGS/UNICAMP (3,337)

15,127

b) if students took rankings into account when choosing their host institutions

Survey - Sent to 4,054 students Bolsistas Pelo Mundo - 532 participants

Seção 1 - Motivações

1. O que mais te motivou a participar do Ciência sem Fronteiras? Escolha até três alternativas em ordem de preferência, sendo 1 a mais importante.

Desenvolvimento pessoal.	Aprender/ aprimorar a fluência na língua estrangeira.
Desenvolvimento profissional.	Conhecer outros estudantes.
Viajar e ter novas experiências.	Possibilidade de imigrar.
Ter contato com outras culturas.	Realizar pesquisa/estágio.
Ser um programa gratuito.	Outro(s). Qual/quais?

Seção 2 - Escolha do país e da instituição

2. Quais os motivos que fizeram você escolher o país onde você realizou o CsF? Escolha até três alternativas em ordem de preferência, sendo 1 a mais importante.

Valor da bolsa	Possibilidade de estágio.
Elementos culturais	Possibilidade de pesquisa na área.
A(s) universidade(s) que eu queria estudar.	Localização
Custo de vida	Praticar a língua estrangeira
Não pude escolher.	Outro(s). Qual/quais?

3. Na sua opinião, quais os fatores que mais pesam na sua decisão de escolher uma universidade/faculdade para realizar o CsF? Escolha até três alternativas em ordem de preferência, sendo 1 a mais importante.

Reconhecimento/prestígio internacional.	Possibilidade de estágio/ pesquisa na área.
Colocação em ranking de universidades.	Localização.
Por ter o meu curso.	A probabilidade de ser aceito(a) nela era maior.

b) if students took rankings into account when choosing their host institutions

What motivated you to participate in SwB?

1st Personal development - 19%

2nd To study in the best universities - 15,6%

3rd To improve foreign language skills - 15,4%



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b) if students took rankings into account when choosing their host institutions

What motivated you to choose the host country?

1st: To practice foreign language skills - 25%

2nd: University reputation - 21.1%

3rd: The universities I wanted to study are located there 10.9%



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b) if students took rankings into account when choosing their host institutions

What motivated you to choose the host institution?

1st Because it has my major - 21.1%

2nd International prestige - 18.4%

3rd University rank - 17.5%

Percentage that studied at the institution of their choice: 57.5%



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b) if students took rankings into account when choosing their host institutions

What do you think was the reason you were not sent to the institutions you indicated?

1st The host institution's competitiveness level: 25.2%

2nd Not being proficient enough: 19.0%

3rd Not having the profile the institution was looking for: 9.2%



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c) identifying profiles as long as motivation to participate in the program is concerned

Cluster analysis

- Groups objects so that they are more similar to each other in comparison to the other groups;
- It does not have a specific algorithm, being a task achieved by the selection of different variables selected by the researcher;
- It involves trial and failure until the result achieves the desired properties.



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c) identifying profiles as long as motivation to participate in the program is concerned

- students' main motivation to participate in the SWB;
- students' main reason to choose the host destination (country);
- students' main reason to choose the institution;
- students' foreign language proficiency according to the CEFR;
- the host institution's rank.



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Students (cluster)

	Ranking-oriented (n = 102)	Experience-oriented (n = 198)	Language-oriented (n = 232)
Participation	study at the best schools	develop professional skills and personal growth	Language learning
Destination	university reputation	university reputation and research/internship	language practice and location
Institution	ranking/ prestige	ranking/ prestige	curriculum
CEFR	84.4% B2-C	68.2% B2-C	65.1% B2-C
Top 100	almost 50%	Almost 30%	Almost 15%
Top 500	88%	58.2%	49.6%

Conclusions

- » Rankings are important in the choice process for both stakeholders (students and policymakers)
- » The program managed to place students in highly competitive institutions. However, in some cases this occurred due to previous arrangements.



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Conclusions

- » Lack of proficiency in a foreign language as a possible barrier for placement
- » Due to design and implementation issues more than half of the students were not able to attend the well-ranked institutions.
- » The importance of student commitment to internationalization - updating their Lattes CVs



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Important questions

- » Should this type of program contemplate the three profiles?
- » Should students be placed in institutions according to their motivations or ranking?
- » Is it the responsibility of the government to design study abroad programs to language-oriented students?



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